5. UNSDG 4/8 – WHAT ARE THE "DOINGS" FOR DEVELOPING YOUNG FUTURE SUSTAINABLE DEVELOPMENT PLANNERS

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5.1. Introdution

In response to the theme of policy innovation and Coordination Office, Strategic Public Policy Research Funding Scheme on seven development opportunities and upward mobility of young people, and data provided by UNESCO that no century has experienced so many and even intense social changes as in the 20th century, this chapter focuses on identifying the services to be offered to youth community (a target for the age range of 14-20) for sustainable life development. Riding on the literature searched on perception and solutions for young people under social changes in past 10 years, a young sustainable development planner programme is going to be designed to cover the following elements which are the key findings of this chapter:
- integrating bonding civic activities into the curriculum;
- building positive unique self-image via social media;
- implementing shared leadership with diversity.

Through the design and delivery of the above programme, it is expected that the public policy on the upward mobility of young people and the youth community will be influenced.

5.2. Sustainability and corporate social responsibility

According to the definition of Brundtland Commission (1992) of the United Nations, "sustainable development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs". The basic element of sustainability is the economic aspect to support the business in the short term. For business survival and expansion, issues relating to the customers, suppliers, organizations, and the community must be considered in strategic planning, strategy implementation, performance measurement, and process review. Environmental considerations in the core and supporting processes may also definitely contribute to sustainable business.

Besides, the corporate social responsibility (CSR) guidelines of ISO 26000 highlight that a socially responsible organization needs to be aware of seven dimensions in their operations of a business: labor practices, consumer issues, fair operating practices, human rights, organizational governance, community involvement and development, and the environment. The priority of the seven dimensions is subject to the strategic planning of the management and the expectations of their

stakeholders. For example, the management of a banking organization may need to understand the expectations of their customers when designing and launching different kinds of financial products and services, may need to identify not only their responsibility but also that of their business partners in the supply chain, may need to think about the environmental issues affecting their operations, their customers and their suppliers, and may need to consider ethical issues in their decision-making process to balance the economic, social and environmental impacts of sustainability; and the seven dimensions of CSR. The ISO Working Group on Social Responsibility (WGSR) has a high level of consensus in considering the needs of stakeholders in the guidelines of ISO 26000 for the benefit of the community.

The decision to move to the CD stage is not only a milestone in the process of developing ISO 26000. It is also living evidence that the multi-stakeholder approach adopted by ISO for this task is an effective tool for dealing with complex subjects in large and highly diversified groups (Cajazeira, 2008).

According to Cajazeira (2008), the major principles for ISO 26000 are accountability, transparency, ethical behaviour, consideration for the stakeholders, legality, international standards, and human rights. It is the responsibility of organizations to consider the needs of the stakeholders in these seven aspects when designing work processes or executing business-related activities. ISO 26000 conveys a message that non-economic inputs and soft side of outcomes are the trends of the quality management system (QMS).

This chapter explores the perception of young people on social changes and solutions for youth community with consideration of programme accreditation-related requirements of an accreditation body for designing a module of young sustainable development planners for life development and United Nations and Sustainable Development Goals 4 and 8 – economic impacts with decent jobs with higher-order skills with value creation.

5.3. Sustainable organization – Stakeholder and alignment

The phrases of sustainability and corporate social responsibility (CSR) have been used interchangeably in the past few years. Organizations of different nature are seeking to report not only their financial performance but also social performance for brand building and trust gaining. A demand for social reporting with accountability and transparency has been on the rise. Research in the past decade has uncovered that the management of organizations needs to care about the expectations of stakeholders in a community for increasing their market competitiveness in the 21st century. In 2009, Wirtenberg uncovered seven qualities for building a sustainable enterprise, they were: top

management support, centrality to business strategy, values, metrics, stakeholder engagement, systems alignment, and organizational integration. From the findings of Wirtenberg, it was found that system alignment and organizational integration were the weakest dimensions of most enterprises. Hence, it is worthwhile to explore how to integrate the various aspects of sustainability to communicate to the public that the organization is a responsible one.

Elements affecting the system alignment and organizational integration include structures, processes, culture, and issues of the environment, health, safety in the supply chain are the concerns of the public. A responsible and sustainable organization needs to have a system to integrate all concerned issues of products or services that are going to launch for the public to reduce unnecessary risks.

Wirtenberg (2009) mentioned that wisdom came from the knowledge of converting data into information. He also mentioned that metrics for measuring performance is important for a sustainable organization. To manage people's behaviour successfully internally and externally, the management needs to have a system and a metric of measuring performance. Shani and Docherty (2003) highlighted that designing a sustainable learning organization needed to have well-rounded planning, making learning more conscious with a better-focused effort and measurement for accountability. Under globalization, it is time to learn how to build a framework for a sustainable organization – a plan with a sustainable strategy, with meaningful contextual measurements and issues related to its stakeholders, products, and services. Shani and Docherty (2003) mentioned that people's knowledge and skills and the way they organized were probably organizations' most viable means of competition. That is to say, learning how to plan, how to integrate, how to align, how to act responsibly to the stakeholders are the key lessons of sustainability. In this chapter, the interest lies in exploring the perception of young people on the role of media in CSR and identifing the key elements in curriculum design for the future of media to enhance values of CSR and sustainable development mindset for talent development.

5.4. Accreditation requirements and programme delivery

Christensen (2011) also identified a few new traits of universities of which curriculum has been a focused area. For example, university programme and accreditation with implications in advanced study opportunities, integrated majors with implications in high customisability and low cost of curriculum creation, activities programme and a leadership model with the implication in increasing student involvement and lowering operation cost, and the internship programme with implications in enhancing career.

Hence, educators need to consider the perception of young people on the role of media in CSR and integrating the accreditation requirements of the programme design to customizing teaching materials with use of media, responsibility of reporters and important of contemporary social, economic and environmental issues to engage learners and the community to develop higher-order thinking skills for values creation and personal development.

In recent years, international and local programme accreditation bodies have adopted an evidence approach to validate programmes. Assurance of learning is usually included in the requirements. In response to this, the Education Bureau (EDB) of Hong Kong has been promoting the use of the outcome-based approach for attaining different levels of Qualifications Framework (QF) in both academic and vocational sectors in the past five years. According to Yeung (2011b), the QF was born in 2008 to help people in Hong Kong to set a goal for life-long learning with qualifications assured through the seven levels of qualifications covering academics, vocational and continuing education. The QF levels help visualize an articulation ladder for the learners. A level 1-3 covers certificate level programmes while a level 4-7 covers diploma, undergraduate degree, master's degree, and doctoral degree programmes. In each level, there are from two to six descriptors to measure the learning outcomes of modules in a programme. And these descriptors are classified into the following four categories:

1. Knowledge and intellectual skills;
2. Processes;
3. Application, autonomy and accountability;
4. Communication, IT and numeracy.

In 2018, the generic descriptors of QF levels have been re-visited to align with the change of society. When comparing the QF level 5 generic descriptors (2008 version) with that of 2018 version (see below), the key characteristics have been identified:

– focusing on generating ideas and applying skills from subject/discipline and sector level;
– formulating evidence-based responses to issues and problems identified in the learning processes;
– educating learners not only in achieving goals/targets, but also setting the goals.

Figure 1. Generic level descriptors

QF Level 3

Knowledge and Intellectual Skills

- Demonstrate and/or work with broad operational and theoretical knowledge of a field of work or study
- Use a broad range of intellectual skills in familiar but sometimes unfamiliar contexts
- Access, organise and evaluate information independently and draw reasoned conclusions

Processes

- Perform a broad range of tasks in a variety of familiar and some unfamiliar contexts using a known range of technical skills
- Employ a range of responses to well defined, but sometimes unfamiliar or unpredictable problems
- Make generalisations and predictions in familiar contexts

Autonomy and Accountability

- Carry out self-directed activity with guidance/ evaluation
- Accept responsibility for quantity and quality of own output and comply with prevailing practice
- Accept clearly defined but limited responsibility for the quantity and quality of the output of others
- Adapt own behaviour when working with others

Communication, ICT and Numeracy

- Use a wide range of largely routine and well-practiced skills in familiar and some unfamiliar contexts
- Produce and respond to detailed and complex written and oral communication and make presentations to an audience using suitable structure and style
- Use a wide range of standard ICT applications to obtain, process and combine information
- Use a wide range of numerical and graphical data to support work or study

Source: Education Bureau (2008).

Through understanding programme accreditation requirements, the QF level descriptors with learning outcomes, understanding the perception of young people on social changes and solutions for youth community from the literature and interview results collected from educators and NGOs, HK, Spain, Turkey, Malaysia, a meaningful and contemporary curriculum may fit to the change of the society.

5.5. Methodology

Sharda et al. (2013) mentioned that analyzing data could be used to understand customers/clients and business operations to sustain growth and profitability for enterprises. Data can be found in various forms and fashions. Using timely data can help interpret a current phenomenon for decision making. They further pointed out the following ways for data mining for the benefits in business sustainability (Sharda et al. 2013, pp. 155-156):

1. Association – finding commonly co-occurring grouping of things for a market analysis.
2. Predictions – identifying the future occurrence of certain events based on what has happened in the past.
3. Cluster information – seeking the nature of groups of things based on their known characteristics.
4. Sequential relationship – discovering time-ordered events.

Data can be verbal and non-verbal messages. It represents the ideas of people. If data can be co-ordinated, integrated, controlled in a meaningful way, the behaviour of people or an organization can be understood, predicted and controlled. With the use of content analysis and related qualitative software, for example, N'vivo, data can be analyzed and interpreted meaningfully and comprehensively. A content analysis can be regarded as a tool for understanding people's thinking and beliefs, to uncover the methods of persuading people to accept ideas, to differentiate practices among certain groups of people and to see the trend of certain practices. Textual messages are the data that content analysis works with and from which concepts for further analysis are derived.

The content analysis is a systematic and objective analysis of selected text characteristics. It involves counting the number of words and the frequency of different types of words; finding out the characteristics of themes, building relationships among items, paragraphs, and finally establishing meaningful concepts. It is not simply a quantitative research method but also a qualitative one since the purpose of the writing is also understood through doing the analysis. The advantages of content analysis are: 1) no people are involved; 2) no experiments are required; 3) texts from the recent past can reflect social phenomena.

However, the content analysis also has limitations. There may be issues relating to the availability of texts and the interpretations may be subjective. To guard against undue subjectivity, researchers should follow the pieces of advice of Babbie (2001):

- trace the person or authority composing the documents;
- think about the reasons behind the existence of the documents;
- find out the ways of acquiring the information contained in the documents;
- investigate the magnitude of biases in the documents;
- identify the main concepts used by the writer;
- internalize the concepts that the documents have demonstrated.

The following analysis involves a mixture of qualitative paper analyses and interviews conducted in China and Hong Kong in 2018 on the elements for a second life and responsible corporations on adopting UNPRME principles in staff aged 45-65.

The chapter aims to explore an innovative self-managed programme "Young Sustainable Development Planner" for the youth community aged 14-20 with future skills. It is assumed that the programme related services are designed with civic and diversity elements to satisfy the needs of the changing society.

Based on the following timeline, qualitative content analysis on selected 15 research papers on youth perception on social changes and solutions for youth development, a followed-up questionnaire and interview scholars and professionals from education, NGOs and global sustainable development network has been carried out to identify the key elements of designing a programme with diversity elements mentioned by Dobbin and Kalev (2016).

Table 7. Timeline

Time	Item
Beginning of January 2020	Qualitative analysis on seven selected articles on the perception of the youth on social changes with references on five key dimensions.
End of January 2020	Qualitative analysis on eight selected articles on solutions for the youth development with references on six key dimensions.
February 2020	Based on the key findings of January 2020, invite UNSDGs network members and educators for questionnaire/interview follow-up on the three selected dimensions to design a programme for the youth community aged 14-20.

According to the report of OCED (2018) "The Future of Education and Skills 2030", well-being and using new information for new values are crucial. The design principles for the eco-system include student agency, rigor, focus, transferability, coherence, alignment, and choices. This is a good start for educators, trainers, parents, students, and government policy-makers to think about actions that need to be taken today to shape our future. On the other hand, "Future of Skills", employment in 2030 of Pearson, also mentioned the top 10 occupations predicted to experience increased demand through 2020 from the UK and the USA markets. The following items are common to these two markets: 1) food preparation and hospitality trades; 2) healthcare and personal appearance; 3) community and social services; 4) teaching and educational professionals.

For the future skills, abilities and knowledge associated with rising occupations that are common to the UK and the USA markets are fluency of ideas, active learning, learning strategies, and originality. It is suggested to create a scenario with moderate to highly complex issues for students to develop these skills. Teachers and trainers also need to be innovative to re-invent more challenging teaching strategies to help students to learn in an engaging way with new values creation to sustain.

For example, nurturing young generations to be a servant leader to design market and manage services, especially healthcare, personal care,

and social services industries with innovations and technology to serve
the community with new knowledge, skills, attitude and values of
servant leadership, passion to serve for harmonious relationship
building.

Phase I

The text search is conducted on the keywords related to three main
constructs – socialization, influence, and power in relation to the demand
and absence of support from the perspectives of young people from study
in different countries (2015-2020) it is found that the total references on
these five areas are:
1. Dissatisfaction on political situation (1,534);
2. Influence from social media (909);
3. Absence of reliable role model (497);
4. Absence of common grievance channels (342); and
5. Absence of secured future (284).
Based on the above qualitative analysis conducted with N'vivo on
the social skills on young people (7 articles selected from 2015 to 2020),
many insights have been gained from these 5 elements which are worth
to consider when re-inventing curriculum and training materials to
enhance social skills and future skills development for a more bonding
community. The government, educators and interested parties need to
work collaboratively on the possible solutions for the youth community
for the coming 10 years.

Phase II

After understanding the perception of the youth on social changes, the
author conducted a second round text search on the keywords related to
the solutions for youth development from literature from 2006 to 2018 it
is found that there are six dimensions with highest references:
1. Bonding building civic activities (704 references);
2. Sustained social results (690);
3. Shared leadership with diversity (609);
4. Cross generation connection (553 references);
5. Positive unique self-image (526);
6. Clear policies to clear attributes (340).
The government, educators, trainers, and stakeholders involved
with youth development need to consider integrating these 6 elements
into existing high school and undergraduate curriculum for developing
young future sustainable planners with shared leadership and diversity.

Phase III

Based on the above qualitative and quantitative analysis conducted on
the possible solutions for the youth community, the author designed a

questionnaire with the 5 key perception areas and the 6 possible solutions to seek inputs from Hong Kong and overseas professionals, including a psychologist and a United Nations Sustainable Development Network member. A total of 7 stakeholders from Hong Kong, Malaysia, Spain, and Turkey have been approached with feedback received. Most of the respondents are over the age of 50 and they have experiences in volunteering work and agreed that CSR and liberal studies are important in the sense of generating socio-econ and diversified impacts and developing critical thinking respectively. The following three areas are rated as 5 on a 5-point scale:

1. Creation of positive unique self-image;
2. Implementation of shared leadership with diversity;
3. Joining bonding civic activities.

The insights gained from interviewees in Phase III are in line with the literature search in Phases I and II. A research area has been opened on designing a programme with these three elements for the youth community to develop a positive unique self-image with shared leadership, diversity, and bonding civic activities. For the future research area, it is expected to engage young people (aged 14-20) to take a pilot study on the suggested programme to validate the programme learning outcomes mentioned in Table C.1 (see Appendix C).

5.6. Conclusion

The purpose of this paper is to explore the perception of the young community on social changes and the solutions for young people aged 14 to 20 for future skills development for future responsible sustainable development planners. It is suggested to integrate the suggested programme (Table C.1) into regular secondary and undergraduate education with support from the government.

Based on qualitative research analysis and focus group interview, the following findings have been observed:

1. As a future young responsible sustainable development planner, it is recommended to have a unique self-identify from mentors of diversity;

2. As a responsible corporation, it is suggested to understand the perception of young people and solutions for the youth community, it is suggested to provide support to this young sustainable development planner programme to co-create impacts for the changing society; and

3. As a government official, it is better to take proactive steps to engage the young community to co-invent new policies, develop new interests, adventures and new experiences to create a diversified culture with shared leadership and civic responsibilities.

Management of corporations are encouraged to consider UNGC, UNPRME and UNSDGs 3 – well-being and 4 quality of education and 17 partnership in demonstrating a purpose of caring employees and value of

co-creation to their staff aged 45 to 65 and enhancing the contents of future staff development activities with research, methods, on-going dialogue and partnership, for example, implementing a new service provided with technology to re-build their social network, boost the confidence and prevent dementia at an old age of employees aged from 45 to 65.

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APPENDIX C

Table C.1. Certificate of shared leadership with diversity for young sustainable development planners

Division	**Chair:** Dr. Shirley Yeung		
Module title/ Award title	Certificate of shared leadership with diversity for young sustainable development planners (15 hours)		
Module code	Module 1 (5 hrs) – Development of life purpose and inspirations: Modesty within a self-managed team with cross-training of participants from different countries with different cultures. Module 2 (10 hours) – Motivation for establishing a self-managed and self-development team via recruiting college and university students as mentors, targeting women and minorities: a. Integrity with love for diversity; b. Civic activities for responsibility and a sense of security/ identify; c. On-going dialogue with government and related parties for positive self-identity, start-up/ entrepreneurship support and integration of this programme into existing curriculum. Module 3 (5 hours) – Correction on attitude / behaviour/ skills / values via comments from diversity task forces and diversity young mentors from different countries. Exit project: demonstration of shared leadership and diversity elements for building unique self-concept with attributes measured (10 hrs.). Practical ways to execute module 1-3 in daily life with measurable impacts for sustainable development.	Level of award	Certificate of shared leadership with diversity for Young Sustainable Development Planners
Credit units	3	Duration	15 hours + 10 hours of exit project
Targets	Grade 8-12 High School Education (participants aged 14 to 20)		
Module description	Programme Intended Learning Outcomes (PILO): a. Awardees being able to seek recognition as Young Sustainable Development Planners; b. Awardees being able to undertake sustainable development planning for study, career, and life with impacts; c. Awardees being able to act as young independent mentors.		