

# Talent Development with Innovations

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ASIAN Outstanding Leaders Award on  
Innovation, ACKM, 2018

Winner, The 2nd Global,

Young Leadership Award, Asia Week, 2017

Nominee, UN Local Change Make, 2016

UNPRME Working Group Member,

Sustainability Mindset/ Anti-poverty, 2015

Pioneer Professor, AIM2Flourish, 2015

Director, Gratia Christian College, HK

(Advanced Signatory Institution, UNPRME)/

Head, School of Business, 2017

Associate Vice President, UNESCO, HK, 2018



SUSTAINABLE  
DEVELOPMENT



**AIM :**

**To explore ways of implementing  
“Project Management Scheme  
with Innovations” with **inter-  
disciplinary knowledge** for  
One Belt One Road Initiatives**

# Contextualization via System and Creative Thinking for Sustainable Skills Development (Yeung, 2015)

Based on the holistic HRD Model (Russ, 2015, p.406 quoted by Yeung, 2015),  
6 elements of eco-consciousness holistic HRD model are :

- 1) New understanding of what it means to be human and **how humans develop in new global society**
- 2) Holistic HRD merging alongside with **new global order**
- 3) **Local expressions of HHRD emerge** in which people create conditions of their own development
- 4) Local expressions confronted by **demands of globalised society**
- 5) Holistic HRD navigates this tense relationship to authentically integrate to local and influence **more accommodating shifts in the local**
- 6) Contours of **HHRD emerge through this process**

# SY Model for Sustainable Development Mindset with Innovations

(SY model of Shirley Yeung assessed by SGS, HK)



# Talent Development – Innovations/ Inter-disciplinary Knowledge for OBOR with United Nations Sustainable Development Goals (SDGs)



*Contributed by : Shirley Yeung (GCC, HK/ UNESCO, HK)*

## UNSDG 8 – Economic Growth

- Global unemployment increased from 170 million in 2007 to nearly 202 million in 2012, of which about 75 million are young women and men.
- Nearly 2.2 billion people live below the US\$2 poverty line and that poverty eradication is only possible through stable and well-paid jobs.
- 470 million jobs are needed globally for new entrants to the labour market between 2016 and 2030.

## UNSDG 9 – Industry, Innovation and Infrastructure

- Quality infrastructure is positively related to the achievement of social, economic and political goals
- Inadequate infrastructure leads to a lack of access to markets, jobs, information and training, creating a major barrier to doing business
- Undeveloped infrastructures limits access to health care and education

# Oxford University, Faculty of Law

## 牛津大学一带一路研究项目 (2017.09.13)

*“The One Belt One Road (OBOR) Initiative launched by the Government of China proposes the **creation of new economic corridors**, spanning countries that contain almost two-thirds of the world’s population and account for one-third of the world’s wealth.*

*The New Silk Road initiative is inspired by and symbolic of the old Silk Road from China to Europe. OBOR will enable closer connections among nations and **enhance development by creating new opportunities for trade, investment, economic activities, technological innovation, and the movement of people.**”*

Source:

<https://www.law.ox.ac.uk/one-belt-one-road>



## Policy Address, HKSAR, 2015

- *“The Government has commissioned a consultancy study to assess the **future demand for convention and exhibition facilities** in Hong Kong, and will consider constructing a new convention centre above the Exhibition Station of the Sha Tin to Central Link around 2020” (para 38-40, 2015)*
- *“On financial support, the Government’s Innovation and Technology Fund (ITF) has provided about \$8.9 billion for more than 4 200 projects. The funding scope of the ITF was expanded in mid-2014, providing **stronger support for downstream R&D projects and our universities. Last September, we launched the Technology Start-up Support Scheme for Universities to encourage university students and teaching staff** to start their own technology business and commercialise their R&D deliverables. I propose injecting \$5 billion into the ITF and subsuming the Research and Development Cash Rebate Scheme under the Fund. The Government is also setting up an Enterprise Support Scheme to enhance our funding support for R&D projects of the private sector (para 45-46, 2015)*

## Policy Address, HKSAR 2015

*“ Hong Kong’s **cultural and creative industries** have grown at a rate faster than the overall economy in recent years. From 2005 to 2012, the value added of the cultural and creative industries increased rapidly at an **average annual rate of 9.4**. We will continue to promote the development of Hong Kong’s film industry through a four-pronged strategy. We will:*

- (i) Encourage more local film production;*
- (ii) Nurture production talent;*
- (iii) Promote film appreciation among students and young people to build up audiences; and*
- (iv) Showcase and promote the brand of “Hong Kong Films” in the Mainland, Taiwan and overseas markets, facilitate the participation of local films in international film festivals, and help drive Hong Kong’s development as a film financing platform in Asia. (para. 53-56, 2015)*

## Policy Address, HKSAR 2016

- In the Policy Address of Hong Kong government (2016), the role of **vocational education in developing young people's interest and potential** has been mentioned. “The Government has accepted all the recommendations of the Task Force on Promotion of Vocational Education and will actively consider how to implement them” (Policy Address HK, 2016, para 196).
- Besides, the Report on Manpower Projection to 2018, Hong Kong also mentioned that the education system had to be more relevant in preparing young people for the world of work. According to the Manpower Project Report (2018), the top three economic sectors anticipated to grow the fastest in terms of manpower requirements during the period from **2010 to 2018 are *Financial services* (at an average annual rate of 2.5%), *Construction* (1.9%) and *Information and communications* (1.9%)**. The manpower requirements of the six industries - education services, medical services, testing and certification services, environmental industries, innovation and technology; and cultural and creative industries- was expected to grow between 1.6 to 4.4%.

## Policy Address, HKSAR 2017

- In order to tackle the challenges of unemployment rate 3.3% (September – November, 2016) with slow economic growth and respond to the Hong Kong Government Policy Address, 2017 of strengthening school-based STEM education programmes and to refine the knowledge and technology transfer in the education and youth development; and the blueprint of the Central Government that Hong Kong has an unique role to participate in and contribute to the Belt-Road Initiative, it is time to explore the use of design thinking (DT), entrepreneurial spirit (ES), sustainable development mindset (SDM) and United Nations Sustainable Development Goals (UNSDGs) in different sectors for a better world.

## Future Needs

According to the definition of Brundtland Commission (1992) of the United Nations, “sustainable development is 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 short term, and support the new products, services, processes and people in the long term.**

In order to generate economic and social impacts via launching a meaningful and relevant programme to the community, the **guiding six principles of UN Principles for Responsible Management (PRME)** possibly shed some lights to **educators in designing an entrepreneurship related programme with relevancy to learners.** Principle 1, 2 and 5 are worth to be considered especially in the pedagogy used inside and beyond the classroom

Economic aspect to support the business in short term, and support the new products, services, processes and people in the long term.

Guiding six principles of UN Principles for Responsible Management (PRME) possibly shed some lights to educators in designing an **entrepreneurship related programme** with relevancy to learners.

Nurture future business and social entrepreneurs.

Help learners develop a mindset of **entrepreneurs with creativity, problem-solving skills and communication skills.**

- / Environmental elements
- / Life-long skills
- / Transferable skills
- / Cultural characteristics
- / Elements of helping learners to learn new things
- / Relevancy
- / Interesting

## 4 C

- 1/ **C**ritical thinking
- 2/ **C**ommunicating
- 3/ **C**ollaborating
- 4/ **C**reative thinking

## 5 E

- 1/ **E**ngagement  
Len
- 2/ **E**xploration Len
- 3/ **E**xplanation Len
- 4/ **E**laboration Len
- 5/ **E**valuation Len



# MODEL OF SUSTAINABLE CURRICULUM



## Quality of Sustainable Curriculum on EE

Collaborate with **industries and government** to build a platform for curriculum modification and character building of teachers and learners with 4Cs, 5Es and transversal skills of language skill/ cultural awareness/ socialization skill and digital skills for economic, social and environmental impacts

# MODEL OF SUSTAINABLE CURRICULUM



## Quality of Learners

Realize own weaknesses (handling paperwork, facing strangers and handling challenges) **in 4Cs and 5Es.**

Be aware **global and local changes** in economy, society and environment.

Remain **open-minded in creating new ideas** for solving new problems for the community.

# MODEL OF SUSTAINABLE CURRICULUM




## Quality of Educators

Use **Design Thinking** to develop 4Cs through 5Es with entrepreneurship spirit of creativity, social responsibility and implementation skills for learners.

Able to implement relevant pedagogies and assessments with **contextualization** for learners

Offer opportunities for learners to **experience and growth**.




What are the present curriculum features of entrepreneurship education related programmes in Hong Kong?

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The uniqueness of the three selected entrepreneurship related programmes in Hong Kong, focusing on business, management, entrepreneurship issues and soft skill elements in different perspectives with site visits to understand the business environment and professional industry practices.

However, **financial and technology related modules are not covered** comprehensively to cater the changing needs of the community under digitization. And, the kinds of **soft skills training** need to match closely with the expectations of employers and the community.



What is the perception of undergraduate learners on skill development?

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The four statements that most respondents agreed with on the dimensions of Values and Entrepreneurship Skills are:

I like to have freedom to choose;  
I like instant responses from peers;  
I think entrepreneurship skills include creativity; and  
I think entrepreneurship skills include risk-taking.

For the statements receiving lowest scores are found in the dimension of values, ranging between 2.6 to 2.7 on a 5-point scale. They are:

I dislike handling paperwork with details;  
I dislike facing people I do not know; and  
I dislike being challenged.

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## **FUTURE CURRICULUM FOR Project Management Scheme with INNOVATIONS/ Inter-disciplinary Knowledge ENTREPRENEURSHIP FOR OBOR**

Understanding the perception of Policy Makers and Industry Practitioners and Young Generations on overcoming challenges in the future

**CALL for  
Guangzhou  
Provinces to  
Start  
Project Magt  
Scheme for  
OBOR**

Curriculum design with academic concepts and theories and relevant **practical industry experience / practice.**

**1) Technology/  
Innovations for  
Infrastructure  
2) Design  
Thinking and  
System Thinking  
for  
Entrepreneurial  
Opportunities**

Pedagogic activities on

- Sustainable Cities**
- Sustainable Lifestyle**
- Sustainable Products/ Services**
- Sustainable Technology with Big Data and Cloud Computing**
- Sustainable Energy**
- Sustainable Tourism**

Learning and teaching activities and entrepreneurial opportunities for

**NEW FIN./ ECO.  
BUSINESS**

**NEW SOCIAL  
BUSINESS**

**NEW PEOPLE  
with INTER  
DISCIPLINARY  
KNOWLEDGE**

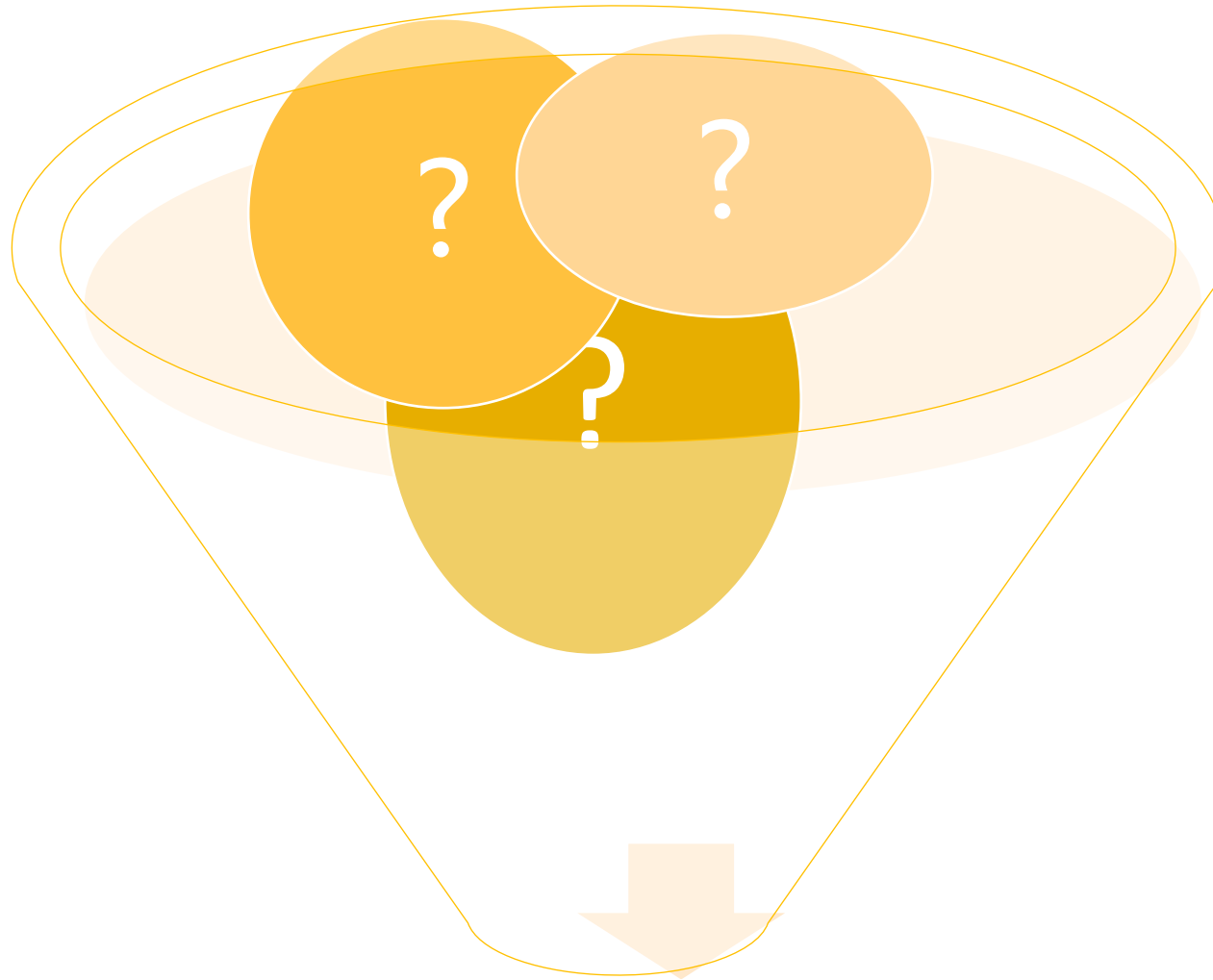
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# Project Management Scheme with INNOVATIONS/ Inter-disciplinary Knowledge ENTREPRENEURSHIP FOR OBOR

Best Practices with  
Key Stakeholders:

1. Government
2. Investors & Entrepreneurs
3. NGOs and NFOs
4. Media





*"Among all the challenges of a smaller world, and there are many, what emerges is an opportunity to refurbish a world we've all but forgotten about."*

*Source: Rubin , J.(2009) Why Your World It about to get a Whole Lot, p. 288*