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Quality Indicators for Learning a Culture of Security - UNSDG 4, 9, 17

Shirley Mo-ching YEUNG

Director, Centre for Business/ Social Sustainability and Innovations (BBSI),

Head, Gratia Business School,

Associate Professor, Gratia Christian College (GCC)/

Secretary General, World Institute of Sustainable Development Planners (WISDP), UNESCO HK Association Hong Kong

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Corresponding Author:
Shirley Mo-ching YEUNG

ABSTRACT

Security culture for peace is a hot topic in organizations for sustainable development, with the aim of protecting staff, information and environment from dangers. In this paper, we review documents in united nations, for example UNSDGs, UNPRME, UNCHR, ISO 18788:2015, ISO 26000 and ISO 9001 for the key dimensions in establishing a culture of security for staff development in organizations and faculty development in higher education (HE) institutions. The objective was to identify the key quality indicators in a checklist that was proposed to establish a culture of security for sustainable lifestyle with peace and innovations with research technology capabilities within and outside organizations and HEs. The proposed quality indicators are expected to draw the attention of policy makers, education and SMEs to the importance of establishing a culture of security with higher order thinking skills for peace, for protection from dangers, and for a better world ultimately.

KEYWORDS: culture of security, higher order thinking, sustainable development.

Introduction

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. 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 study of Louw (2013, p. 56) mentioned that UNESCO called for educational sustainable development in the coming 10 years with the four main goals identified in relation to education, that is, rethinking and revising education from nursery school to university to include a clear focus of current and future societies on the development of knowledge, skills, perspectives and values related to sustainability. In order to fulfill the needs of UNESCO and increase the employability of learners, this paper focuses on exploring ways to engage stakeholders to increase the awareness of good practices on social responsibility, sustainability and innovations in relation to establish a culture of security – protecting dangers that originated from outside.

1. Aim

The aim of this paper is to explore the relationship between information communication technology (ICT) and quality of learning in establishing a culture of security with expected outcomes via a checklist with pedagogical activities for achieving United Nations Sustainable Development Goals (UNSDG) 4 Quality of Education, 9 Innovations and 17 partnership.

The rationale of defining quality indicators for a culture of security is to link up with institutional mission, the Six Principles of PRME, UN Global Compact (refer to Appendix) and outcomes of The 3rd UNESCO-APEID Meeting on Entrepreneurship Education that making the education system more relevant in preparing young people for the world of work through developing awareness of educators, policy-makers and industry practitioners about the importance of sustainability development in higher education and the linkage between sustainability development in the hope that educators can develop more relevant use of ICT in establishing a culture of security through design of programmes, modules, training, workshop, standards, and practices to learners at different levels with higher order skills, e.g. design-thinking, system-thinking, scenario-thinking, problem-solving and solution-seeking skills for global employability and becoming a responsible global citizen.

Law, Kampylis and Punie (2015) have shown through empirical case studies of scalable ICT-enabled learning innovations that the similarities and differences between them in terms of scalability can best be explained by an ecological model of educational change that hinges importantly on how learning within and across levels have been facilitated. If we take change at each level as an outcome of learning at that level, then for each type of actor at each level, there needs to be the same set of indicators of learning, for example,

- Infrastructure o Curriculum
- Assessment practices & criteria
- Teacher quality Learning interactions
- Teacher-centered
- Student-centered o Peer-learning o Learning from experts E-learning use (task type)
- Close-ended, prescribed
- Open-ended, prescribed
- Open-ended, self-directed individual
- Open-ended, self-directed collaborative
- Outcomes
- "Traditional", subject matter content
- CIL (Computer & Information Literacy)
- 21st century skills: collaboration, communication o 21st century skills: knowledge building, critical thinking

2. Issues of Learning in relation to Culture of Security

According to UNESCO (2010), Education for sustainability (EfS) has international priority, as emphasized by the United Nations Decade of Education for Sustainable Development (DESD 2005-2014), integration of the principles, values, and practices of sustainable development into all aspects of education and learning is needed to address the social, economic, cultural and environmental problems we face in the 21st century (UNESCO, 2010, p.1). As innovative and proactive educational practitioners, it is believed that the adopting the concepts of WuWei, Demand Chain Management (DCM) of supply chain management (SCM) and the Four Cs of 21st Century Skills - Critical Thinker, Communicator, and Creator can help learners develop sustainable skills, including awareness of security, which correspond to the concepts of transversal (non-cognitive) competence with language proficiency, digital skills, social competence, cultural awareness and expression for engaging interconnected workforce of the future.

According to the Standing Committee Paper of United Nations High Commission for Refugees (UNHCR) o the 67th meeting on 31st August, 2016, security risk management procedures need to be in place to protect people in risks. In the paper, a concept of minimum operating security standards (MOSS), new policies on security personnel, security risk management, gender considerations in security management, partnerships and engagement for the policies in relation to humanitarian principles and training have been mentioned. Moreover,

ISO 18788:2015 Management system for private security operations also provided definitions of the keywords in relation to security and risks, for example, security, security operations, and vulnerability analysis. These concepts are related to the recently launched initiative of UNSDG on 4 quality of education and 9 innovation with the following two indicators respectively :

UNSDG#4

- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and **sustainable lifestyles,** human rights, gender equality, promotion of a **culture of peace and non-violence,** global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

UNSDG#9

- Enhance scientific **research, upgrade the technological capabilities** of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending

Innovative strategy in teaching and research for establishing a culture of security relies on partnerships. The use of ICT and video production are expected to create positive learning outcomes in creating awareness and establishing a culture of security through stakeholder analysis, risks analysis, security policies, and impacts of contemporary issues in supply chain management (SCM) and demand chain management (DCM) with progression of higher order skills for UNSDG 4 and 9. The vision, mission, and strategic plans of an organization to establish a culture of security with intended learning outcomes of staff members need to be explored and measured. The use of ICT, innovations in sustainable mindset, applications of PDCA mindset (plan/ do/ check/ act) , and the six principles of UNPRME – values, purpose, dialogue, research, method, partnership into technology-related modules with pedagogic activities and rubrics design with quality indicators can be considered for establishing a culture of security.

Research Questions:

1) What are the key dimensions in establishing a culture of security to achieve

UNSDG 4 Quality of Education with sustainable lifestyle and peace ?

2) What are the key dimensions in establishing a culture of security to achieve

UNSDG 9 Innovations with research and capabilities ?

3. From Entrepreneurial Spirit, Design Thinking to Building a Culture of Security

Entrepreneurship and start-ups could be a way for many teenagers in the next generation especially with the fall of traditional industry, and youngsters' wish of being a business owner by themselves. To cater for such yearning, there is a need to explore how to help learners to apply entrepreneurial spirit and design thinking to build a sustainable mindset with implementation skills, and also a designing thinking to increase their flexibility and the ability to adapt the process to the challenges mentioned by Mootee (2013, p. 32). This paper is to identify the key elements of increasing awareness of establishing a culture of security via sustainable lifestyle with peace and the use of technology.

In fact, this paper aligns with the direction to equip students, teachers, staff members and management of organizations with a sustainable development mindset and design thinking with innovations in capacity building, achieving the United Nations Sustainable Development Goal (UNSDGs) #4 Quality of Education with transferable skills, # 9 innovations and #15 peace. The ideas of establishing a culture of security is to avoid dangers from outside and build trust in the community.

The research framework will be structured against the following areas:

1. Design Thinking :

Disruption in Quality of Education via Quality Indicators Checklist Design;

2. United Nations Sustainable Development Goals

(UNSDGs) with Innovations :

Quality Indicators for Building a Culture of Security and

3. Entrepreneurial Spirit :

Engaging Education and Industry Sectors for Security Awareness

The rationale of defining quality indicators for building a culture of security with design thinking and sustainable lifestyle via innovations in technology is to link up with UNSDGs, the Six Principles of PRME, and outcomes of The 3rd UNESCO-APEID Meeting on Entrepreneurship Education that making the education system more relevant in preparing young people and industry practitioners for increasing awareness of security, the application of design thinking, sustainability development and innovations, for example, technology in linking up education with more relevant use of technology in enhancing a culture of security with higher order skills, e.g. design thinking, system thinking, scenario thinking, problem-solving and solution-seeking skills for a responsible citizen.

4. Development of Skills for Culture of Security

Our next generation is moving to seeking for instant and ready-made solutions for problems. This is a challenge for educators, especially in responsible management education, as soft skill training involved with design thinking, scenario thinking, entrepreneurial spirit, and security awareness are seldom be found in education and private sectors for establishing a culture of security.

Development of quality indicators on security culture with higher order skills well relies on the linkage of timely, relevant and meaningful inputs with design process control for fit-for-purpose outputs. Sibbel (2009) mentioned that higher education curricula needed to offer experiences to develop graduate attributes of self-efficacy, capacity for effective advocacy and interdisciplinary collaboration, as well as raise awareness of social and moral responsibilities associated with professional practice. Back to 2005, Kitagawa emphasized that the role of universities in the knowledge society was examined in light of the emergence of new research and learning systems, conditioned by forces of both globalisation and regionalization. This historic legal change affects state-university relations in a number of distinctive ways, for example, perceiving the new relationship in four principal dimensions: economy, human resources, governance and community. The impact of university-society relationship is a hot topic which needs to be further studied.

Kivunja (2015) promoted the use of 4Cs (critical thinking, communicating, collaborating and creative thinking skills) in skill development. In the aspect of developing creative thinking that is in great demand under the knowledge-based economy, he invented the use 5E lenses as below:

A) In Engagement Len:

"Students engage in inquisitive activities;

Respond to 'what if' type of questions;

Come up with an answer different to the one given;

Design your own questions for the class to answer; and

Work individually or ina team and use digital tools to compose a digital story." (Kivunja, p. 233)

B) In Exploration Len:

....."Take time to reflect and come up with a new idea;

....Come up with a different ooinion about what has been covered previously;

... Use new urls to dinf new learning resources and use them to design something

... new; and

.. Create a curriculum-specific simulation that will encourage your peers to practice

critical thinking." (Kivunja,p.233)

C) In Explanation Len:

"Link past event to new learning occurrences;

Develop a hypothesis to be tested;

Come up with a new theory to replace an existing one;

Create a glossary of terms from the topic leaarnt and explain them to the class;

Compose a narrative and explain it; and

Use digital-imaging technology to create a graphic to be used in a digital

presentation." (Kivunja, p. 234)

D) In Elaboration Len:

…"Design and complete a rich learning task;

Telegraph new ideas;

Develop and use new terminology;

Try new skills;

Practice injury prevention in the playground at yr school by drawing up a few simple rules; and

Create a video documenting a community vent in which yr class or school participated."

(Kivunja, p. 234)

E) In Evaluation Len:

"Complete a SWOT Analysis of a new proposal for changes to a unit they are about to start;

Use formative assessment to improve performance;

Create a personal portfolio and assess each others' portfolio;

Show links between unit completed and the next one;

Complete open-ended assessment tasks;

Use digital tools to analyze data and to evaluate a theory learnt; and

Design a model of legal and ethical behaviors when using the internet." (p. 235)

Kivunja (2015) mentioned that the 4Cs and 5Es were a New Learning Paradigm that brought changes in learning, teaching, assessment and curriculum development to utilize skills for the 21st Century Skills, helping students develop skills for increased productivity, creativity, critical thinking, problem solving, communication and collaboration, not only while still at college but even more importantly, altering in their daily lives after graduation. (p. 235) However, the issue is how to put the 4Cs and 5Es into establishing security culture via quality indicator for community development.

All in all, design thinking, entrepreneurial spirit, sustainable mindset, innovations with technology are needed to be integrated into to establish a culture of security for education and private sectors for UNSDGs 4/ 9/ 16/ 17. So, what are the good practices of implementing UNSDGs with technology for seamless learning for undergraduate and visual impaired learners ? This project targets to answer the following two research questions:

1) What are the key dimensions in establishing a culture of security to achieve

UNSDG 4 Quality of Education with sustainable lifestyle and peace ?

2) What are the key dimensions in establishing a culture of security to achieve

UNSDG 9 Innovations with research and capabilities ?

5. Methodology

This study adopts a comparative approach which has been suggested to aid understanding and development of security culture from a theoretical perspective and also in practice (Jones & Iredale, 2014). Comparative studies are especially suitable when a researcher wishes to illustrate similarities and differences. In the current research, the comparative methodology reveals the different ways in which understanding of security culture can be interpreted and implemented (e.g, Lindh & Thorgren, 2016; Ramsey, Smith, Martin, Draycott, & Rae, 2011), such as in the comparison of different ISO standards and documents or the outcomes produced. This paper is focused on developing quality indicators for security culture using documents related to standards and principles of ISO 9000, ISO 26000, ISO 18788, UNPRME, and UNSDGs .

Our exploratory approach meant that we did not begin with any particular hypothesis but were driven by an interest in understanding security culture in higher education institutions and industries. Through comparison with open coding, we were able to identify a number of quality indicators for establishing culture of security for UNSDG 4/9/16/17 (quality of education/ innovations/ peace and partnership).

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. In fact, data can be found in various forms and fashions. Using timely data can help interpret 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, p. 155-156):

1) Association – finding commonly co-occurring grouping of things for 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; and
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-ordinate, integrate, control in a meaningful way, the behavior 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. 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.

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:

- No people are involved;
- No experiments are required; and
- Texts from the recent past can reflect social phenomena.

However, content analysis also has limitations. There may be issues relating to the availability of texts and the interpretations may be subjective. In order to guard against undue subjectivity, researchers should follow the 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; and
- Internalize the concepts that the documents have demonstrated.

Research Questions:

1) What are the key dimensions in establishing a culture of security to achieve

UNSDG 4 Quality of Education with sustainable lifestyle and peace ?

2) What are the key dimensions in establishing a culture of security to achieve

UNSDG 9 Innovations with research and capabilities ?

6. Findings and Conclusion

From Table 1, the common concerned areas of documents related to ISO 9000, ISO 26000, UNSDGs and UNRPME, engaging diversified stakeholders (UNPRME of dialogue / partnership and UNSDG 17 partnership), providing real world security cases and exposure and monitoring the outcomes of security culture . However, sustainable lifestyle and peace in security culture were seldom mentioned in the documents for quality assurance. Also, environmental-friendly concepts in relation to individual inner peace and community peace were less emphasized in the documents.

Research Questions:

1) What are the key dimensions in establishing a culture of security to achieve

UNSDG 4 Quality of Education with sustainable lifestyle and peace ?

The key dimension in establishing a culture of security for

UNSDG4 with sustainable lifestyle and peace is "Programme Operation

addressing ISO 26000 guidelines of CSR in the areas of :

- Fair Operating
- Human Rights
- Employee Issues
- Consumer Issues and
- Community Involvement

ISO 9001: 2008

Clause 7 - product/ service realization

Clause 8 - Measurement/ Analysis/ Improvement

2) What are the key dimensions in establishing a culture of security to achieve

UNSDG 9 Innovations with research and capabilities ?

The key dimension in establishing a culture of security for UNSDG9 with research/ capacity is "Corporate Governance"

addressing ISO 9001 requirements with CSR dimensions of staff issues/ customer issues :

Clause 4 - Quality Management System /Document/ Record Control

Clause 5 - Management Responsibility

Clause 8 - Measurement/ Analysis/ Improvement

UNSDG of 9 innovations

UNPRME principles of research, dialogue, methods and partnership

Table 1 - Quality Indicators of Security Culture for UNSDG 4, 9, 17

Quality Indicators for Security Culture	Proposed by : Dr. Shirley MC Yeung Director, Centre for Business/ Social Sustainability and Innovations (BSSI), Gratia Business School (GBS), Gratia Christian College (GCC), Hong Kong
	Approved by:
	Proposed Date : 2018.06.01 Effective/ Implementation Date:
ISO 26000 CSR / ISO 9001 Dimensions ISO 18788 UNSDGs UNPRME	Quality Indicators to Establish a Culture of Security with Risk Identified / Evidence of Potential Risks (Level of Maturity - 0 - No Awareness 1- Awareness but No Policy 2- Policy but No implementation 3- Implemented Policy but No Review 4- Reviewed Policy but No Improvement 5- Improved Policy but No Sustainability

CSR (ISO 26000) Corporate Governance ISO 9001: 2008 Clause 4 – Quality Management System /Document/ Record Control Clause 5 - Management Responsibility Clause 8 - Measurement/ Analysis/ Improvement UNSDG UNPRME	1. Any direction by making ethical responsibility as an integral part of its policies,strategies and operations in building a culture of security in programmes of higher education institutions (HEs) and staff development handbook of SMEs with management review, e.g. data privacy?
	2. Any established programs (HEs and SMEs) for raising awareness and building internal teacher and staffs competency in defining security culture policy with on-going programmes and management review? e.g. ISO 27001 and ISO 18788
	3. Any disclosure on its policies, decisions and activities on security culture for stakeholders, including teachers and staff, suppliers and the community…etc. e.g. Corporate Social Responsibility (CSR) Report, GRI Report, Sustainability Report, ISO 9001, ISO 26000, ISO 27001 and ISO 18788 Report with impacts on building and enhancing security culture?
	4. Any defined standards of ethical behavior with reference to the available local and international norms of behavior, e.g. Code of Conduct for building physical, information and workplace security culture?
	5. Any educational/ training experience related to security culture in programme/ staff development with management review?
	6. Any monitoring in governance structure in security culture, including ICT and Big Data Science Committee Membership, terms of reference for transparency, accountability and check & balance ?
	7. Any alignment of governance structure with programme / staff development operations ?
	8. Any disclosure and/ or media reporting on security culture and access to sensitive information / workplace / web page in relation to the concerns of local, regional and international educational accreditation bodies ?

	9 Any control mechanism / complaint cases for non-compliance issues of physical, information and workplace security, e.g. : - illegal software installation - student data protection - trade description (amendment) ordinance
Financial & Physical Resources	1. Any changes / trends/ good practices in security measures - SMEs
	2. Any changes / trends / good practices in security culture - HEs ?
CSR- (ISO 26000) Corporate Governance/ Environmental Issues ISO 9001: 2008 - Clause 5 Management Responsibility and Clause 6 - Resources Management	3. Any undesirable impacts of not identifying risks in relation to security culture ?
	4. Any changes in sources of revenue, including sponsorship and donation because of stakeholders' concern on security security ?
	5. Any changes in services / products offered attributed to the lack of security culture ?
	6. Any sponsorship in staff development on competency of security culture ?
	7. Any changes in the ratio between staff / management number in security culture development programmes ?
	8. Any complaint cases/ unethical cases/ control mechanism in use of funding,and issues concerned security culture?

Programme Operation CSR - (ISO 26000) Fair Opearting / Human Rights/ Employee Issues/ Consumer Issues/ Community Involvment ISO 9001: 2008 Clause 7 - product/ service realization Clause 8 - Measurement/ Analysis/ Improvement	1. Any unfair or misleading information in relation to security culture? (e.g. Trade Description Ordinance/ negative media reporting on change of senior management team, on financial instability)
	2. Any awareness to the rights and responsibilities of employees in relation to security culture?
	3. Any security culture materials not complying copyright ordinance?
	4. Any ICT-related services offered are harmful to the health of employees, eye protection ?
	5. Any support in staff competency on security culture?
	7. Any ICT-related complaints on security culture, e.g. Employees' attitude ?
	8. Any review and prevention mechanism in handling complaints related to the security culture?
	9. Any measures in resolving disputes from internal employees and external customers / suppliers affecting quality of security culture?
	10. Any unfavourable learning experience related to security culture?
	11. Any unreasonable assessments on building security culture that discourage organizational culture?
	12. Any unreasonable quality assurance policy on security culture ?
	13. Any local/ overseas benchmarking in security culture from various sources?

After the text search analysis, the ISO 9001: 2008 requirements and the ISO 26000 CSR guidelines were compared to identify the key quality indicators for security culture. It is demonstrated that ISO 9000 and ISO 26000 are compatible, especially with regard to ISO clauses 5.1 (management commitment), 7.2.1 (determination of

requirements related to the product), 7.4 (purchase), 8.2.3 (monitoring process) and 8.4 (measurement and analysis). The internationally recognized requirements (ISO) concern how quality policy and objectives drive process and system performance (security culture learning, building and enhancement process and institutional wide quality assurance system performance) with documentation and data to measure the accomplishment of security culture. However, more good practices of physical, information and workplace security are needed for demonstraing UNSDG 4 and 9 with quality of education in sustainable lifestyle / inner peace and research/ capacity on security culture in a holistic way.

Appendix -

Visualizing the Six Principles of PRME (Principles of Responsible Management Education), United Nations Global Compact

Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2 | Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact

Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership

Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5 | Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges

Principle 6 | Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

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