



CSR education in Poland – current situation and future challenges

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ABSTRACT

RESEARCH OBJECTIVE: This paper aims to present the general background of CSR education with particular emphasis on its enhancements existing in EU and other countries or continents. Its ambition is also to offer a picture of CSR related educational activities launched by Polish HEIs and assessed by students.

THE RESEARCH PROBLEM AND METHODS: The importance of corporate social responsibility (CSR) in nowadays business reality is constantly growing thanks to many factors, including the important promotional effort at all possible authorities levels and increasing educational effort of universities and in particular of business schools. Since there is no commonly accepted guideline/curriculum/content of social responsibility (SR) education, business schools at higher education institutions (HEIs) start to develop their own approaches on SR education. The context of CSR education has been outlined by the literature research and the analysis of the existing government initiatives, the activities of NGOs and of the universities themselves. This qualitative study allowed the researcher to conduct a survey aiming at the assessment of the CSR education by students.

THE PROCESS OF ARGUMENTATION: This paper attempts to draw attention to the growing challenge of educating responsible managers and therefore rising the awareness of the need for more sustainability in future business practice. Most of the analysed sources indicate that university, and in particular business school is an appropriate place for ethics or CSR education. In Poland this discussion is still very modest and of rather general nature, therefore this study propose a picture based on one particular management faculty.

RESEARCH RESULTS: The results of the double analysis indicate that despite the existing efforts for CSR education in Poland, there is a lack of awareness of the importance of this education in Polish HEIs. Additionally,

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there is an existing gap between different management curricula and the student's evaluation of CSR education is quite low.

CONCLUSIONS, INNOVATIONS AND RECOMMENDATIONS: The content related to CSR approach seems embedded in numerous academic management courses. However, since the majority of students indicated willing to develop their CSR sensibility and competence by participating in the tailored projects, based both, on the real company or the university ground, it would be worth to convey this content to them in this particular way. The life-based sustainable projects would reinforce HEIs efforts in preparing, both students and institutions themselves, to face new challenges.

→ **KEYWORDS: CSR, ETHICS, EDUCATION, HIGHER EDUCATION, BUSINESS STUDIES**

Introduction

The discussion on the role of education, and especially of higher education (HE) in enhancing students responsibility or citizenship occupies more and more space in the scientific research and in the literature. Consequently, the number of studies investigating social responsibility courses and programmes, as well as the intention of the universities to involve in CSR activities in higher education institutes in all over the world is constantly growing (Mahoney, 1990; Adler, 2002; Matten & Moon, 2004; Hill, 2004; Aspen/WRI, 2005; Evans & Leah, 2005; Christensen et. al., 2007). Most of these publications are discussing the business ethics education, some are considering the CSR or sustainable education phenomenon and others citizenship oriented courses. While in the late 1990s business ethics and similarly oriented courses were sometimes perceived as a "field of study falling somewhere on the vector between ambivalence and disdain" (Hosmer, 1999, pp. 91, 102), today, the majority of studies highlight the importance of such teaching in the business curricula, as this student's population is considered the one constituting the core of business relationships worldwide.

The literature points out that education is the basic requirement in enhancing individuals' awareness in society and in business. The role of the universities is an ongoing discussion in many countries. This debate raises questions about the main focus of universities as institutions specialised in teaching and engaging in applied research (Reed, 2004), creating and implementing new and innovative academic programmes and increasing educational quality via varied course offerings. Meanwhile, a number of

those who believe that universities need to focus on character development of their students with preparing for real life (Bourner & Flowers, 1997) and raise their social consciousness level, is constantly growing. Some researchers already coined the term as “educating citizens versus educating technicians” (Wilhite & Silver, 2005). Another question raised more and more frequently is whether universities can accomplish these two missions at the same time and if the answer is positive appears another query about the possible teaching methods (Cetindamar & Hopkins, 2008). Some other studies and findings are presented in the table 1, which does not want to be exhaustive of all the contributions, but just to summarize some of the most relevant approaches and results of the last ten years’ literature.

Table 1. Some recent studies on Ethics and CSR education, 2004-2015

| Source | Year | Concept used | Area | Research method | Education institution | Findings/ Recommendations |
|---------------|------|--------------|--|-----------------|-----------------------|---|
| Matten & Moon | 2004 | CSR | EU-15 + Switzerland, Norway, Iceland, Poland, Slovenia | Survey | Business schools | Highly diverse understanding, contextualisation and packaging of CSR teaching; strong interest in CSR among practitioners and industry, “business ethics” remains a strong term in branding programs and courses. |
| Muijen | 2004 | CSR | Holland | Case Study | University | The perspective of change through dialogue is proposed as a mean of innovating the curriculum and the primary processes of student education; CSR presupposes that university is an adequate context where life-long learning begins. |



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|---|------|--|--------|----------------------------|-------------------------------|---|
| Wilhite & Silver | 2005 | Citizenship | US | Case Study | University | Institutions can educate for civic as well as technical competence. The civic engagement is a potentially powerful tool for promoting development of civic values. |
| Spain, Engle & Thompson | 2005 | Ethics | US | Survey/ Experimentation | Regional undergraduate school | Student's self-reported enhanced understanding and interest in business ethics is present when multiple pedagogical methods: case studies, lectures, assignments and Oxford-style debate, are applied by a number of faculty members. |
| Christensen, Peirce, Hartman, Hoffman & Carrier | 2007 | Ethics, CSR and Sustainability Education | Global | Survey | Top 50 MBA programs | Nearly 1/3 of the surveyed programs require coverage of all three topics. Presence of institutional support in the majority of surveyed schools. Suggestion to change the teaching methods – more experience based learning. |
| Cetindamar & Hopkins | 2008 | Social Responsibility | Turkey | Case Study | Business school | Being involved in various issues at the grass-roots level, students get better understanding of the complexity of issues and they learn to see that they can make a difference through their direct involvement |



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|-------------------------|------|---------------|----------------------|--------------------------------------|---------------------------|---|
| Jastrzębska | 2010 | CSR | Poland | Programs' analysis | Universities | Need for CSR education among Polish students. The importance of socially responsible attitudes of universities. |
| Adamek | 2013 | CSR | Czech Republic | Websites analysis | Universities | The understanding, packaging and contextualization of CSR teaching is highly diversified in Czech Republic, there is a need for comprehensive programs at all levels of studies. |
| Iamandi & Munteanu | 2014 | CSR | EU comparative study | Websites and documents analysis | Broad education and sport | Companies support education and sport and officially communicate this type of information on their corporate websites. The effects are double: social benefits reflected in good educational and sport performance or results, improved well-being and health, promotion of values and the economic benefits reflected in improved image, commercial conditions or financial performance. |
| Sinatra Wi & Krismiyati | 2014 | CSR Education | Indonesia | Interview using open-ended questions | Universities | The CSR program has to be communicated through the "listen and Respond" and it has to be sustainable. |

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|---------------------|------|--------------------------|-------------------------------|-----------------------------------|----------------------------|---|
| Rademacher & Schütz | 2015 | CSR-institutionalization | Germany, Austria, Switzerland | Market analysis and online survey | Providers of CSR education | The most of education providers convey a broad understanding of corporate responsibility. The CSR is considered as a mean to increase corporate performance and must be a part of corporate strategies. |
|---------------------|------|--------------------------|-------------------------------|-----------------------------------|----------------------------|---|

Source: own elaboration.

Most of the studies stipulate that university, and in particular business school is an appropriate place for ethics or CSR education. The studies regarding business education in US confirm that this kind of content is integrated in the majority of programs and that there is also an important debate on available teaching methods for its better integration.

In Poland this discussion is still very modest and limited to few publications, the most frequently based on surveys conducted by researchers within European Commission guidelines and policies. This discussion is, in the majority of cases, not limited to one particular university and offers a general picture of the situation for the year the study has been achieved in and concerns mostly the students' awareness regarding CSR. Therefore, the author decided to research on the CSR education in management studies in the concrete university/ faculty, being an average representative of HE system in Poland.

Approach and methodology

In order to achieve the goals of this research starts with the literature review on the CSR education worldwide. Additionally, the author decided to review also the existing global initiatives for enhancing and promoting CSR implementation and education. This part is followed by the general overview of the CSR education in management in Poland. The empirical study is based on the survey conducted in Gdansk University of Technology, Faculty of Management and Economics, on the sample of 200 undergraduate students. All respondents were representing three different years of the management curricula and were selected according to the general number of students in studied groups.



Initiatives for CSR education enhancement

Nowadays, there is a common belief that enhancing the curricula of universities and in particular of business schools will not only result in the development of more conscious and aware business leaders, it will also upgrade the status of the university. Therefore, worldwide emerge numerous initiatives to support the development of education in CSR.

In 2007, following the communication of the European Commission “Promoting corporate social responsibility” (EC, 2006), the worldwide higher education institutions have been invited to introduce CSR educational contents into their teaching. The initiative has been enhanced by the United Nations Development Program entitled “Accelerating CSR Practices in the New EU Member States and Candidate Countries as a Vehicle for Harmonization, Competitiveness and Social Cohesion in EU.” One of the concrete results was the UN Global Compact initiative aiming at promoting the six “Principles of Responsible Management Education” (PRME), namely: purpose, values, method, research, partnership and dialogue. The main ambition of this initiative is to provide an engagement framework to advance corporate social responsibility through the incorporation of universal values into curricula and research (Foundation for the Global Compact, 2007). This project was gradually growing and is now grouping all together more than 500 business schools from over 80 countries across the world (PRME, 2016). This is quite a spectacular score proving that the need of promoting social responsibility is commonly recognized in a great number of HE institutions worldwide.

Another global initiative, UI Green Metric World University Ranking, aims at providing the result of online survey regarding the current condition and policies related to green campus and sustainability in the universities all over the world. It takes into account different aspects of the university behaviour in the field of environment protection and sustainable development and offers to university leaders a sort of sustainability benchmark.

The American Association for the Advancement of Sustainability in Higher Education (AASHE) is helping to create a brighter future of opportunity for all by advancing sustainability in higher education. AASHE’s mission is to inspire and catalyse higher education to lead the global sustainability transformation. From 2006 AASHE supports university campuses in achieving sustainability goals and facilitates institutional efforts to integrate sustainability into teaching, research, operations, and public engagement.

In Europe, the leadership in disseminating the CSR knowledge and practices among institutions of all kind and size belongs to CSR Europe,



which constitutes a large business network gathering over 10,000 companies. In its mission to bring the CSR agenda forward, CSR Europe goes beyond European borders and cooperates with CSR organizations in other regions across the world. In 2013, as part of the “European Business Campaign on Skills for Jobs: making Europe the best place for work,” CSR Europe received a role of supporting the establishment of business-teachers cooperation by reaching at least 20,000 teachers across Europe. The main activities cover the dissemination of the best CSR practices, the dialog and practical collaboration focusing in the fields of STEM (science, technology, engineering and mathematics) and encouraging entrepreneurship (EC, 2014).

CSR in management education in Poland

Some kind of responsible education appeared in Polish HE system in the early 1990s with the beginning of the transition period and at the time when management science was gaining scientific and educational importance among state owned universities. During the transition time, looking for rebirth of various skills of the post-socialist class of managers, also poor ethical background has been pointed out as a vast field for improvements. Therefore, at the bachelor and master level of management studies, the topic delivered compulsory (being included in the former educational standard and thus maintained in program foundation according to the new law on HE) was business ethics. Nowadays, in the majority of programs are provided varieties of ethics, namely courses called “engineer ethics”, “social aspects of management” (engineer or bachelor studies) or “management ethics,” “social and humanistic aspects of work” (master studies). Unfortunately, the way of teaching these courses depends closely on the background, experience and awareness of the teacher (Stanek-Kowalczyk, 2012). While, some teachers will include contents devoted to the social and responsible organizations management, in many universities any important content concerning management dilemma will be absent.

At the same time, we are witnessing a proliferation of postgraduate studies in CSR. The first postgraduate program was launched in 2009 by Kozminski University in Warsaw and by the Tischner European University in Cracow (not in its offer any more). Today, among universities offering postgraduate studies in CSR we can find: Kozminski University (with PWC), University of Ecology and Management (Warsaw), Management School of the Silesian University (Chorzow), University of Opole,

Wroclaw University of Economics, Gdansk University of Technology, Collegium Da Vinci (Poznan), University of Economics in Katowice, Poznan University of Economics, Warsaw University of Life Sciences (SGGW). However, recently, we can observe that the interest in such studies is slightly decreasing, indicating that the market with very weak demand for CSR specialists has been largely saturated.

Only five, out of more than 50 business schools in Poland, decided to join PRME initiative. They are Warsaw School of Economics, Poznan University of Economics, Kozminski University, Poznan University College of Business, and Faculty of Management at University of Warsaw (new member). Among them, only the first two (both state owned) have submitted the required Sharing Information on Progress Report (PRME, 2016).

In 2014, only four institutions represented Poland in UI Green Metric World University Ranking: Polish-Japanese Institute of Information Technology in Warsaw (ranking 264), Warsaw University of Technology (313), Agricultural University of Cracow (318) and Cracow University of Technology (353) (UI GreenMetric, 2016).

Despite this PRME and UI Green Metric poor representation, taking into account presence of courses in ethics, Polish management education cannot be qualified as being completely inactive in the field of social responsibility dissemination.

Socially responsible education in the management field at Gdansk University of Technology

Gdansk University of Technology (GUT) is an old state owned Polytechnic, offering education at all levels from bachelor/engineer degree until doctorate or MBA title. Its offer spreads in diverse fields of studies at nine faculties: architecture, chemical engineering, civil engineering, electronics, informatics and telecommunications, physics and applied mathematics, ocean technology, mechanical engineering, electric and automation, and, finally, management and economics- the youngest faculty of GUT (existing since 23 years).

Regarding the CSR teaching activity at the Faculty of Management and Economics (FME), the first courses connected with ethics are present here since its birth. Courses called “business ethics” or “engineer ethics” are embedded in FME’s curricula from the first intake in 1992. At that time, FME professors, mostly philosophers, were also involved in similar teaching activities for other faculties of GUT. The “pure” CSR



courses appeared only in 2012/2013, at the Master level of management studies, first those given in Polish and later also those delivered in English. The CSR course, credited with 4 ECTS, consists of 30 hours, including 15 hours of lectures and 15 classes. The officially specified aim of the course is: "familiarizing with the topic of CSR as a strategy of managing a business that takes into account wide spectrum of social interests, adheres to pro-ecological solutions and complies with the principles of sustainable development policy." Since two years, the CSR course is also delivered, in a short version, within the MBA program of the FME.

At the undergraduate level of FME, being the object of the further analysis, some contents of CSR approach are embedded in other (related to some extent) specific courses of the business curricula, in particular within Engineers ethics, Organization science, Marketing, Public relations, Corporate governance and Entrepreneurship. It is difficult to evaluate the percentage of the SR content in the above mentioned courses, however it is certain that CSR occupies more and more prominent place in all related syllabi.

Research

This quantitative research has been launched in the summer term of 2014-2015, when the total number of undergraduate management students was 693. The sample (200 scores) was composed of the bachelor or engineering students of management (FME provides the degree of engineer in management, which is unique in Poland). In Poland, bachelor studies last 3 years (6 semesters) and engineering 3.5 years (7 semesters). As it was not possible to conduct the survey among students of the 7th semester of Engineering Management (this semester ends in February and the survey was done in the summer term), all respondents were representing three different years of the management curricula. The program called "Bachelor in Management" is the newest (launched only in 2007) and delivered in English, while the "Engineering Management" is taught at 100% in Polish and exists for more than 10 years (with slight changes of the curriculum). Not all of respondents are Polish as FME receives a lot of international students, for the most within Erasmus program and the recruitment process of the overseas students (mostly from China): 11 students were Chinese (5.5%), 7 students were Spanish (3.5%), 6 French (3%), 3 German (1.5%), one Czech and one Turkish.

Table 2. Students' distribution based on the Program and Year of Education (N = 200)

| Program | N | 1 st Year | 2 nd Year | 3 rd Year | TOTAL |
|----------------------------|----------------------|----------------------|----------------------|----------------------|------------|
| Bachelor in Management | Number of students | 49 | 43 | 33 | 125 |
| | Survey participation | 13 | 13 | 8 | 34 |
| Engineering Management | Number of students | 201 | 152 | 215 | 568 |
| | Survey participation | 58 | 47 | 61 | 166 |
| Total number of students | | 250 | 195 | 248 | 693 |
| Total survey participation | | 71 | 60 | 69 | 200 |
| Percentage | | 0,28 | 0,31 | 0,28 | 0,29 |

Source: own elaboration.

The process of data collection was completed with the consensus and collaboration of faculty members. The questionnaire forms in English were distributed at the beginning of some lectures selected from the student's timetable and completed within 10 minutes. As a result, after the elimination of several incomplete forms, 200 questionnaires were available for our analysis. Almost 70% of students were female, which reflects the trend in the management education at FME. The age range of respondents is quite narrow, between 19 and 24, and the average age is 21.36.

Results

Table 3 introduces students' responses related to the source of knowledge of social responsibility. One can notice that the majority of students (57.5%) did not take any course on social responsibility. However, those who did, made it rather during the compulsory course (27%), while the vast majority learned social responsibility with similar conceptions (60.5%), different teaching methods (59%), personally involving to a project (38.5%) or other teaching activities (42%), in other modules/courses (37%) and during the internship (32.5%).



Table 3. Source of knowledge on CSR (N = 200)

| Question | Answer | F | % | Question | Answer | F | % |
|---|--------|-----|------|--|--------|------|------|
| Have you ever taken any course regarding with social responsibility? | N | 115 | 57.5 | I learned it with embedding in other modules/ courses | N | 126 | 63.0 |
| | Y | 85 | 42.5 | | Y | 74 | 37.0 |
| I learned it at the elective course(s) | N | 189 | 94.5 | I learned it with different teaching methods (case studies, speakers, internship, e-learning etc.) | N | 78 | 39.0 |
| | Y | 11 | 5.5 | | Y | 118 | 59.0 |
| I learned it at the obligatory course(s) | N | 173 | 86.5 | I personally involved social responsibility project(s) | M | 4 | 2.0 |
| | Y | 27 | 13.5 | | N | 120 | 60.0 |
| I learned it with diverse focus of content/topic (integrating one or more topics) | N | 76 | 38.0 | Y | 77 | 38.5 | |
| | Y | 121 | 60.5 | M | 3 | 1.5 | |
| | M | 3 | 1.5 | | | | |
| I learned it during my internship at other organization(s) | N | 132 | 66.0 | I attended other teaching activities on it (seminars, special events, conferences) | N | 113 | 56.5 |
| | Y | 65 | 32.5 | | Y | 84 | 42.0 |
| | M | 3 | 1.5 | | M | 3 | 1.5 |

F: Frequency/ M: Missing/ N: No/ Y: Yes.

Table 4 presents the results regarding the year of studies respondents learned social responsibility and their evaluation of this teaching in their home university. The most of students stated having learned this topic at the second year (22%) and the third year (11%) of their education. Data offer a rather polarized evaluation of the quality of CSR teaching: 52.5% of students qualified it as average or above average (good or very good) against 46% who assessed it as poor or even very poor.

Table 4. CSR university education and its evaluation (N = 200)

| Question | Year | F | % | Question | | F | % |
|--------------------|---|----|------|---|-----------|----|------|
| I learned it at... | 1 st | 13 | 6.5 | What is your overall rate for your education on social responsibility at your university? | Very poor | 43 | 21.5 |
| | 2 nd | 44 | 22.0 | | Poor | 49 | 24.5 |
| | 3 rd | 22 | 11.0 | | Average | 66 | 33.0 |
| | 4 th | 2 | 1.0 | | Good | 32 | 16.0 |
| | 1 st + 2 nd + 3 rd | 2 | 1.0 | | Very good | 7 | 3.5 |

F: Frequency

Source: own elaboration.

The last question (tab. 5) was related to the desire of pursuing learning in this particular management concept. We decided also to check what are the most desirable methods for better learning of CSR related content. We



decided to suggest possible methods but students had possibility to add some proposals by themselves. They could select 3 answers in maximum.

Table 5. Willingness of deepening CSR knowledge and possible methods (N = 200)

| Question | | F | % | Question | | F | % |
|---|---------------|-----|------|----------|-----------------------------|----|------|
| I would like to deepen my CSR related knowledge | N | 43 | 21.5 | Methods | Course | 23 | 17.9 |
| | Y | 128 | 64.0 | | Case study | 47 | 36.7 |
| | | | | | Company related projects | 84 | 65.6 |
| | | | | | University related projects | 63 | 49.2 |
| | I do not know | 29 | 14.5 | | Other | 2 | 0.1 |

F: Frequency/ N: No/ Y: Yes
Source: own elaboration.

The results confirm that students like learning by projects, and would like to use this approach also in the social responsibility domain. Most of them (65.5%) would like to experience the real company related projects and almost 50% also university based responsible projects.

Conclusions

The aim of this research was to offer a picture of Polish CSR related education activities launched by Polish higher education system. This picture was completed with the statistical analysis of the sample selected among undergraduate management students from Gdansk University of Technology.

The statistical analysis demonstrated that despite the fact that most students did not participate in the direct course on CSR, many of them were confronted with this topic embedded in other academic courses. At the same time they would like to develop their knowledge of CSR mostly by participating in CSR tailored project, based both on the real company or the university ground.

Therefore, today Polish universities should not only introduce the CSR content into syllabi at various levels and in diverse disciplines, sometimes in strongly differentiated courses, but also implement the principles of sustainable development in their own activities. As there is a growing need for more experience based learning (Christensen et al., 2007; Ceindamar & Hopkins, 2008), sustainable activities developed by HEI could

constitute a kind of “battle field” for the future managers. That may be an even more effective awareness-raising tool, as students and employees of these institutions could experience some of the CSR approach elements directly in their everyday study and work life (Jastrzębska, 2010).

Summing up, CSR education should become the main challenge for Polish universities, helping them to face other growing challenges (internationalisation, demographic tsunami, generational change) and to maintain the idea of “academia.”

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