Strategies for Implementing Education for Sustainable Development in Business Schools

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ABSTRACT

The development and implementation of Education for Sustainable Development (ESD) is a global challenge because ESD covers a wide range of subjects and requires new ways of learning and thinking. The author proposes four strategies for the effective implementation of ESD in university. The first strategy is continually researching and encouraging class design regarding social enterprise program. The second strategy is integrating the “Green Schools” concept with the construction of hardware and software building in business school, a school that incorporates green awareness into the school’s operation, ultimately changing the organizational culture of the school and fostering an initiative attitude to improve the environment. The third strategy is harmonizing with societal culture, rebuilding a positive symbiotic network in which business schools, students, alumni, enterprises, and the public can coexist in harmony. Business schools must lead the way and make changes through taking advantage of influence on students and alumni to communicate the current ideas and viewpoints. The fourth strategy is building a green university alliance. With the encouragement and funding of government, business schools can be the starting point of ESD, the model can then be extended to form strategic alliances by connecting universities with green buildings or sustainable campuses.

Keywords: Education for Sustainable Development, ESD, Environmental Education, EE, the UN Decade of Education for Sustainable Development, UNDESD, Corporate Social Responsibility

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Core Concepts of ESD

Education for Sustainable Development (ESD) originated from the combination of two different branches under the UN such as education and sustainable development. The United Nations General Assembly declared 2005-2014 the UN Decade of Education for Sustainable Development (UNDESD) in December 2002. The Decade lasts from 2005 to 2014 and is led by UNESCO. When UNESCO developed the draft International Implementation Scheme (IIS) for UNDESD in 2013, the scope of ESD is furthered. The draft Scheme indicated that education is the key to sustainable development; ESD must include three realms of sustainability: social, environmental, and economic. ESD is based on the values and principles of sustainability, such as gender equality, social tolerance, poverty elimination, environmental protection and reconstruction, natural resources protection, etc. ESD is founded on the values of sustainability, including respect for others, respect in the present and for future generations, respect for differences and diversity, respect for the environment, and respect for the planet and the resources it provides to us. Through education we can gain more understanding of ourselves and others, and of our relationships with nature and society. This understanding is the basis of respect.

The development and implementation of ESD is a global challenge because ESD covers a wide range of subject areas and requires new ways of learning and thinking. ESD also needs to be based on the
local cultures and respect for different voices from different regions. Thus, there is no single standardized practice for ESD. Each country encounters unique challenges on their road to sustainable development. A review for UNDESD reveals that the research and development of ESD has produced preliminary results, but more research remains to be done, particularly at the level of higher education. This paper shall address the issue and propose viable development strategies for ESD that can be implemented in university business schools.

The UNDESD proposes four domains of action for ESD:

(1) **Promoting and improving basic education**

   The issue of basic education is equally important for both developing and developed countries. While literacy is a crucial first step, it does not address all the issues in education. Education should foster the skills, values, and perspectives needed to participate in the activities and decision-making of the grassroots community. Thus, basic education should promote communicative abilities, including critical thinking, proposing viewpoints on the issues and changing the status quo, etc.

(2) **Reorienting current education programs to address sustainable development**

   Reorienting existing education programs involves rethinking and revising education from pre-school to college to integrate principles, knowledge, skills, perspectives, and values of sustainability. Each country needs to consider a wide range of aspects when implementing the plans. The objectives and contents of the current curricula should be examined so as to comprehend the social, cultural, and economic aspects of sustainability in an interdisciplinary manner.

(3) **Develop public awareness and understanding of sustainability**

   In order to raise the citizens’ awareness of social, economic, cultural, and environmental issues, ESD must be rooted in basic education, from schools to communities, gradually extending the understanding of sustainable development and livelihoods nationwide. Thus, a sustainable society requires large-scale social education, as well as media with a sense of social responsibility, to encourage initiatives from the citizens.

(4) **Providing training**

   Universities and higher education institutions should weave sustainability issues into the curricula. So far most of the training courses, especially vocational and professional courses related to sustainability, friendly work environment and ecological environment, etc., are still offered in the industrial departments. University education systems should take initiatives to integrate industrial resources, governmental institutions, NGOs, and communities to develop more adequate courses and training programs on sustainability issues.

   In short, ESD should incorporate three subject areas, namely sociocultural, environmental, and economic domains. While new issues have arisen under the framework of ESD, one recurrent theme that has been stressed in almost all regional reports is the relationship between environmental education (EE) and ESD.

**Core Concepts of Environmental Education**

   Many countries around the world have implemented environmental education, or EE, in their formal education systems. EE and ESD have developed in parallel, but in fact the two subjects should be complementary to each other. According to the Ahmedabad Declaration of the 4th International Conference of Environment Education in 2007, the relationships between EE and ESD can be categorized into three types:
(1) EE Equals ESD

When EE includes social, economic, and political aspects, EE equals ESD. UNESCO and United Nations Environment Programme (UNEP) announced the Tbilish Declaration in 1977. Since then, EE has been officially implemented worldwide. For a long time, EE has made significant impact on the issues of poverty, inequality, values, and ethics. ESD does not seek to replace EE; the two subjects are not mutually exclusive. In some countries, EE predominates; people have better understanding of EE than ESD, e.g. the U.S. Other countries can be said to progress towards ESD, such as Taiwan.

(2) EE as Part of ESD

In some regions the implementation of EE is more focused on environmental protection, natural resource management, and nature conservation. ESD can introduce different facets to the discussion, including social, economic, political, and cultural aspects. In this case, EE needs to be revamped by ESD because ESD expands the horizon beyond environmental protection to the sustainable development of the human race. In some countries, ESD instigated reforms of EE policies; in some countries where EE have not taken roots (e.g. Vietnam, the Arab countries), UNDESD provides a chance of development.

(3) EE Overlaps with ESD

This relationship emphasizes the legitimacy and necessity of the coexistence of EE and ESD; even though there is overlap, distinctions still exist. There is no need to replace the infrastructure and resources that have been devoted to the implementation of EE in the past; in the future, however, governmental resources will be needed to support and manage ESD. While the development of ESD requires the support of hardware and resources of EE, EE also needs to learn new issues and domain knowledge (cultural, social, and economic) from ESD. Thus, EE and ESD can develop in parallel but can also collaborate, forming a symbiotic relationship (e.g. Netherlands, Canada, and Greece).

As indicated in the above discourse, ESD has a broader definition, and its defining factors have not been agreed upon as yet. On the other hand, EE has a longer history, and its development has influenced the definitions of ESD. In recent years, various formal documents and research of ESD have shown that the concept of sustainable development has evolved from education to learning; more emphasis should be placed on sustainability in formal and informal education, as well as civil societies. The awareness of the carrying capacity of the environment needs to be raised to encourage people to participate and ensure a future of sustainable development. Since ESD covers wide-ranging subject areas, the domain of sustainable development also includes sustainable business. This aspect is most relevant to the resource and curriculum planning of business schools.

BUSINESS SCHOOL AND ESD

The most common courses offered by business schools in Taiwan on sustainable business are corporate social responsibility, corporate governance, enterprise ethics, green marketing, social enterprise, social entrepreneurship, etc. ESD at the university level can be implemented through related courses such as corporate social responsibility, so that values and principles can be instilled in students before they graduate and enter the workforce, forming guidelines for students in their future careers. In the past, business schools have placed emphasis on market competition and efficiency. Students are taught to be goal-oriented – the end justifies the means. The value of business is defined as maximizing the profit for shareholders and investors. However, as more financial scandals are revealed to the public, business schools around the world have had to rethink their profit-centered values, which contributed to the escalating wealth inequity. Calls for corporate social responsibility have been raised.
Corporate Social Responsibility (CSR) is also known as corporate citizenship. CSR stresses that the management and activities of a corporation affect not only the wealth of the company but also the wellness of the society. The discussions of CSR were based on maximizing the profits for the shareholders, i.e. the shareholder value model. As the social context changes, the concept CSR has expanded to cover issues such as enterprise ethics, corporate governance, and environmental protection. Nevertheless, there is still no agreed upon definitions of CSR. Corporations often raise questions such as (1) Which corporate activities belong to the realm of CSR? (2) Should the standards of CSR activities be higher than the self-initiated activities, or is it sufficient to meet the local regulatory requirements? (3) How can CSR be fulfilled while increasing the shareholder value?

Porter and Kramer (2002) argued that when more and more companies use philanthropy as a tool for public relations, advertising, and marketing; this kind of charity efforts will not only be ineffective in enhancing the corporate image but also draw more skepticism from the critics regarding the company’s motives. Thus, how CSR can be strategically incorporated into the management of the company has become a critical issue. In fact, strategic corporate social responsibility has long become a core program in renowned business school courses all over the world. Strategic philanthropy should be able to enhance corporate competitiveness and increase social welfare at the same time. Corporations should choose their focus for charity efforts and improve their competitive environment at the same time, applying their own unique skill sets and assets to benefit both the social and economic sectors. Corporations need to consider what they would like to focus on and how to execute their plan. In the process, corporations also need to consider how to balance the relationships of different stakeholders, a crucial step in the implementation of CSR.

Porter believes that corporations should consider CSR from a strategic point of view and integrate it with their core competencies, so that CSR can be implemented in the value-added activities. In other words, corporations should make contributions to the society with their own skill sets, while doing what they do best; charity efforts should be based on the core competencies, focusing on the efforts that are convenient to them and relevant to their competencies. This method also meets the fundamental principle for resource planning in corporations: effectiveness and efficiency. As Porter points out, public welfare marketing is marketing, not public welfare; it should enhance corporate competitiveness while increasing social welfare. CSR is defined by the EU as “Companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis.” This definition shows how closely CSR and business operations are interconnected. Kellie McElhaney, Adjunct Assistant Professor of the UC Berkeley Haas School of Business defined CSR as a business strategy designed to create values and maintain values (McElhaney, 2008).

Werther and Chandler (2005) proposed that corporate stakeholders can be categorized into three types: organizational stakeholders, including the staff, managers, investors, stockholders, and unions; economic stakeholders, including customers, financial institutions, and providers; societal stakeholders, including the community, government and regulations, NPOs, and environment. Corporate social responsibility is to fulfill the needs of all these stakeholders.

In the past, as corporations sought profit maximization, the attention was so focused on the profits that public welfare was neglected in the management decision making process. The conflict between the corporations and the society has prompted reflections on the relationships between businesses and the society. Previously, the discussions gave rise to the concept of corporate social responsibility; it was believed that when corporations fulfill CSR, most of the conflicts between the corporations and society can be resolved. However, CSR is often perceived as costs and liabilities; corporations conduct CSR
efforts to meet the expectations of the public or fulfill a responsibility. CSR presumes conflicts between corporate interests and societal interests; therefore, corporations must sacrifice in order to fulfill social responsibilities. However, since the 1990s, Europe has been exploring an alternative for enterprises, attempting to harmonize corporate interests with societal benefits and create new form of organization. Thus the concept of social enterprise (SE) was born.

A social enterprise merges business operations with non-profit missions, creating an innovative model. Social enterprise and social entrepreneurship have taken the world by storm, giving rise to a new wave of civil consciousness and movement. This trend has not only blurred the lines between the society and enterprise but also transformed the way of thinking for NPOs and even changed government public policies.

Social enterprise has been proved around the globe to be an expandable and sustainable business model in countries such the UK and U.S. and the South East Asian region. SE is able to increase the level of financial independence for public welfare organizations. Mainstream opinion leaders have voiced their reflections, such as the concept of creative capitalism proposed by Bill Gates, and creating shared value proffered by Michael E. Porter. These examples illustrate that the society and enterprise are no longer two parallel lines; the world is evolving. In broad terms, social enterprise means an organization which employs business models to solve social or environmental issues, for instance, providing socially responsible or environmentally friendly products and services, creating job opportunities for minority groups, or procuring products and services provided by minority groups, etc. The organization can exist as a for-profit or non-profit enterprise with revenues and profits. Profits are used to reinvest in the social enterprise itself or to solve more social or environmental issues instead of maximizing the profits of the investors or owners.

Four strategies are proposed here for the effective implementation of ESD in university business schools: (1) Research and promotion of social enterprise; (2) Integrating the “Green Schools” concept (3) Harmonizing with societal culture (4) Building a green university alliance.

Research and Promotion of Social Enterprise

The following are some examples of research and promotion of social enterprise and social entrepreneurship in Taiwan and the U.S.

Case Studies in Taiwan
(1) Center for Cooperative Economics & Non-Profit Organizations, National Taipei University

The Center for Cooperative Economics & Non-Profit Organizations supports the less privileged through international cooperative movement and NPO community service efforts and seeks to resolve the inadequacies of the for-profit business model. In recent years, cooperative organizations such as consumer cooperatives have helped promote organic produce, environmentally friendly farming, and healthy diet. Also, credit unions and credit cooperatives provide microfinance services for people in remote regions; these financial organizations encourage saving and provide financial services for the poor. Lastly, agricultural cooperatives enable small-scale farms to increase their economic sale, competitiveness, and eventually their income.

(2) Social Enterprise Research Center, Fu Jen Catholic University

The Social Enterprise Research Center seeks to employ the business school’s intelligence in innovative entrepreneurship and management to inject values of community care to business, embed technology and sustainable operation in community service, provide opportunities for the less privileged
to be self-sufficient, and connect the academic community with the society. In the spirit of the Catholic church, the ultimate purpose is to serve the community and help minority groups. The center promotes social organization innovation that serves both social justice and profit generation of the organization, facilitates sustainable operation in organizations that serve minority groups, and guides corporations towards a more socially responsible business model.

Case Studies in the U.S.

(1) Global Social Benefit Incubator, Santa Clara University

Global Social Benefit Incubator (GSBI) is a program directed by the Center for Science, Technology, and Society of Santa Clara University. GSBI is a training program for social entrepreneurs. Applicants have to go a three-month selection period through Social Edge; 40 qualified applicants will receive guidance from mentors and learn the knowledge and skill set required for their business operation. 20 social entrepreneurs with the most potential will be selected and awarded scholarship and a five-month training program, including a Silicon Valley entrepreneur mentoring program, and a two-week course taught by social entrepreneurs.

(2) HBS Social Enterprise Initiative, Harvard University

HBS Social Enterprise Initiative is a program offered by the Harvard Business School. Attendants include MBA students, as well as workers from NPOs and business and public sectors. The program emphasizes social enterprise, organizational leadership, and public issues. Most discussions are conducted based on case study. Besides training program for the social entrepreneurs, there are also internships and startup fund available for application.

(3) Center for the Advancement of Social Entrepreneurship, Duke University

Duke University Center for the Advancement of Social Entrepreneurship under the Fuqua School of Business has its focus on social venture capital, stressing how to select the social enterprises that can make the most on public welfare and invest in them. The Center is also chosen as the research center for the Global Impact Investing Ratings System, which evaluates the performance of social enterprises and social venture capitals.

(4) Center for Social Innovation, Stanford University

The Center for Social Innovation at Stanford Graduate School of Business offers courses to MBA students, alumni, faculty, and workers of relevant fields. It also promotes social innovation through podcast and seminars. Internships and events are also held to facilitate exchanges between the academia and NPOs.

Integrating the Concept of Green School

Finger (1994) proposed the social-environmental learning pedagogy, emphasizing collective learning as a way to break the vicious social or economic cycle. In the past, learning emphasizes building individual capabilities, assuming that capable individuals convert to successful organizations. Nevertheless, Finger contends that the society must learn collectively because collective learning can transform the entire organization while facilitating individual learning. An organization can be a community, school, or social group. Schools can learn about the trends of sustainability collectively, transform the organization, and build a model for green schools. A Green school is a school that incorporates green awareness into the school’s operation, ultimately changing the organizational culture of the school and fostering an initiative attitude to improve the environment.

The Institute is also the home to the Center for Place-based Education (formerly the Center for
Environmental Education) at Antioch New England Institute in the U.S. proposed five indicators of green schools (2002), including curriculum integration, better space in the school architecture, community-based education, campus sustainability, and administrative support. Dorion (1993) suggests that environmental education can be embedded in the school’s operation, for instance, its values and objectives, formal programs, school board, communications (such as teachers, parents, faculty and school board relationships), connections with the community, management of the campus space, and classroom management. Gough (1992) put forward eight principles of environmental education: thinking globally, act locally, connecting with individuals, developing values, citizenship, sense of location, sense of time, and working with examples. The policy, education, and administrative operation should all work together to execute the program and inspire environmental educators to reflect on how to implement the eight principles. Fien (1997) propounded methods to implement environmental education in the ESD module, including environmental education and sustainable campus environment management. The former integrates environmental themes into the curriculum, and the latter realizes the principles of cooperation, active participation, quality, and negotiation in the school organization. The school needs to implement environmental preservation and incorporate the principles of sustainability in the buildings on campus to further the growth of nature, society, and individuals.

The China Green School Project is modeled on the eco-schools in Europe, encouraging the establishment of green schools, which are made public in announcements. Lead agency is formed in school to formulate a green school plan; the plan is then implemented to establish a green school. Self-reviews and modifications are conducted regularly. Green schools can apply for audit and qualification. All schools can apply voluntarily. When the schools are qualified by the auditing authority, they can receive a certification of green school.

The Taiwan Green School Project was proposed in 1999. The project emphasized putting knowledge into practice. The vision of green schools is explored from the aspects of campus life, space, teaching, and administration. Green schools are not just about recycling or environmental courses. The objectives, values, space of the schools should also take natural environment into consideration. Moreover, students should be allowed to participate in the decision making process. Energy saving design and measures should be integrated into the daily life at the school. The administrative operation of the school should not be determined by class and authority, but equality, negotiation, and cooperation.

Green school projects are becoming more prevalent all over the world as the trend towards sustainability continues to spread. Similar to the comprehensive community building project, green school projects are rooted in ideals. Schools join the project voluntarily and set their own goals; this approach embodies the trust and respect for each school’s individuality and returns the power and responsibility of problem solving to the school itself. The government plays the role of a supporter. This mechanism will create an opportunities for diversity, cooperation, and learning. However, the process of change can be painful and full of uncertainties. It can be expected that while the green school project will encourage more creativity and development for the schools that are already actively participants, schools with a passive attitude may never find motivation to join the project. Thus, the government should go beyond merely providing support. The Ministry of Education can also utilize the pressure of competition among schools to motivate collective learning and introspection (If others can, why can’t we?) and gradually attract more schools to join the project.
Interdisciplinary Integration

Interdisciplinary integration is essential for ESD because no subjects, issues, or factors can be solved in separation. Interdisciplinary integration means breaking barriers among subjects and forming a new way of thinking and operation. Sustainable development covers a wide range of aspects across regions and domains of knowledge. It has an impact on the survival and existence of the future generations; thus, sustainable development is synergistic and practical. No professors of any single subject can be expected to change the students’ attitude and behavior toward sustainable development. That is why sustainable development is the best example of interdisciplinary subject; it is centered on environmental issues while balancing the eco-system, economy, and society. ESD is education that incorporates ecological, environmental, social, and economic sciences; its curriculum content can include environmental sociology, environmental economics, ecological economics, environmental science, and environmental science, as well as courses that business schools provide, such as NPO management, business ethics and corporate government, green supply chain management, green investment, micro start-up, social enterprise, and social venture capital, etc.

Establishing a Symbiotic Network

As indicated in the subtitle of the book Marketing 3.0: From Products to Customers to the Human Spirit by Philip Kotler, the human spirit has become a main theme for current marketing strategies, and CSR is befitting way of representing the human spirit.

In recent years, both in China and Taiwan, multiple cases of food safety issues have surfaced, indicating a lack of social responsibility in some enterprises. These incidents have severely undermined the fundamental trust in the society. As an incubator for high-level business professionals, business schools must take responsibilities as well. Business schools play a crucial role in the business circle; they are the source that promulgates business values and ideals. Their educational ideals and values will have a great impact on the society in the future. Therefore, business schools need to use their influence in the business world to set up good examples and restore trust in the value chain.

To rebuild a positive symbiotic network in which business schools, students, alumni, enterprises, and the public can coexist in harmony, business schools must lead the way and make changes. They need to take advantage of their influence on their students and alumni to communicate the current ideas and viewpoints. Students, faculty, and alumni of business schools are all members of the symbiotic network and entitled to the resources of the school; the school fosters the spirit of lifelong learning, so it should provide alumni resources for lifelong learning as well. A platform for lifelong career development can be formed, conveying healthy values and awareness of social responsibility to graduates and alumni.

Enterprises and Social Partners Cooperatives - The CEMS Model

CEMS is a global alliance of academic and corporate institutions dedicated to educating and preparing future generations of global business leaders to enter into a multilingual, multicultural and interconnected business world through the CEMS Master’s in International Management. CEMS promotes global citizenship, with a particular emphasis on these values: The pursuit of excellence with high standards of performance and ethical conduct; Understanding and drawing upon cultural diversity with respect and empathy; Professional responsibility and accountability in relation to society as a whole.

CEMS was founded in 1988 with only four member schools, including ESCP Europe in Paris,
Bocconi University in Milan, ESADE in Barcelona, and University of Cologne. In recent year, CEMS has developed beyond Europe with 26 member schools from all over the world such as Tsinghua University in Beijing, Keio University in Japan, St.Petersburg State University GSOM in Russia, Fundacao Getulio Vargas-EAESP in Brazil, etc. The CEMS Master’s in International Management has maintained its top-three ranking for business schools. The program attracts students both with and without a background in business. The admission process of the program place more emphasis on cultural sensitivity than academic transcripts. According to Thomas Bieger, CEMS Chairman and President of the University of St. Gallen, students around the globe apply for CEMS because they would like to have cross-culture global work experience. He also points out that business schools and NPOs can learn from each other in many ways. He explained that after the global financial crisis, business schools have been denounced by the public. Some claimed that business schools also need to take responsibilities for the crisis because issues of ethics and sustainability have long been neglected in the business school programs. In fact, CEMS has always been interested in CSR and encouraged students to be involved in the corporate employee and community issues. CEMS has been working on bringing visibility to their efforts in CSR and sustainability. Thus, at the end of 2010, CEMS established partnerships with over 70 corporations, including pharmaceutical company AstraZeneca, Google, and Norwegian oil company Statoil, and started its social partners program. Much like its corporate partners, CEMS social partners participate in the design of the curriculum, student selection and admissions, and also giving lectures. The spokesperson of CEMS Kevin Titman indicated that the idea of CEMS social partners was in fact proposed and executed by students at first.

Besides social partners, CEMS has formed official relationships with four NGOs, including the international humanitarian agency CARE, Fairtrade International, which is dedicated to defending farmers’ rights, and the UN Alliance of Civilizations, whose mission is to improve cross-cultural understanding, as well as Transparency International, an NGO that monitors and publicizes corporate and political corruption in international development. These social partners also have positions on CEMS board and priority in recruiting CEMS students and graduates for their internships and formal positions. However, unlike corporate partners who have to pay a fee of $31,000 US dollars each year, CEMS social partners do not have to pay the annual fees. Robert Glasser, the Secretary General of CARE based in Geneva, indicated that their relationships with CEMS is based on their conversations with the CEMS board; the partnership provides CARE opportunities to attract some of the brightest students around the globe who are considering change career from the traditional business operations. Through the social partner program, NGOs, social enterprises, and NPOs around the world can recruit qualified graduates with an understanding and skill set in sustainability.

**Building Green Universities Alliance**

With the encouragement and funding of the government, business schools can be the starting point of the implementation of ESD, the model can then be extended to sustainable campus; strategic alliances can then be formed to connect universities with green buildings or sustainable campuses.

A good example of university green buildings is the University of Hamburg. As Germany is located in the temperate zone, the government is setting examples of green buildings with public buildings. Low-energy buildings are also being developed in the private sector. For example, the library of the University of Hamburg applies large area glass windows to let in natural light, so the lights at the lobby do not have to be turned on; thanks to sunlight, a substantial amount of the electricity bill has been saved for the library. Inside the library, the desks are placed next to the window to use the sunlight; the
chairs fold up automatically after use for conveniently cleaning. Greeneries are planted on the rooftop of
the library, and moss is chosen for its ability to resist aridity. Moss plants come in various colors, which
can be selected and matched to create pleasant visual effects. These plants can preserve water and provide
greeneries, and they can also reduce the urban heat island effect. Gazebos shaped like solar panels are set
up on the walkways in the rooftop garden, so that students or visitors can enjoy the view of the city while
resting.

The sustainability project facilitated by the Ministry of Education of Taiwan is mainly implemented
in elementary and secondary schools; it is less present in higher education. The “Taiwan Sustainable
Campus Project” focuses on the restoration and preservation of the ecosystem and sustainable buildings.
Beginning from understanding geography, culture, history, and ecosystem of the campus, the project
seeks to create a diverse campus environment. In terms of software, the schools have created unique
materials for their own schools according to their campus environment. Schools in the vicinity with
different features can also form an educational network with each other.

Whether in China or Taiwan, it is recommended that ESD should be extended from basic education
system to into in university education because the higher education system has access to more talents,
hardware and software resources, government funding, as well as the support of alumni. The human and
physical resources can be employed to conduct efforts, starting from a single department or building and
extending to the entire campus. Eventually, a green universities alliance can be formed through
cooperation and interaction between universities either within the country or abroad.

CONCLUSIONS AND RECOMMENDATIONS

This paper first proposes the core concepts and objectives of ESD and compares ESD with
environmental education (EE), which has a long history of development. When ESD and EE are placed in
the social context of Chinese culture, it is recommendable to take a combined approach which allows for
both parallel development and mutual cooperation so that ESD and EE can complement and work for
each other. Through the integration of ESD and green schools project, this paper examines how EE and
green schools are currently implemented in Taiwan and the U.S. Lastly, this paper proposes the strategies
for implementing ESD in college business schools, including sustainable business and corporate
sustainable development. These are also the most discussed issues in business schools. Many renowned
business schools in Taiwan and the U.S. promote social enterprise and social venture capital through
academic research. Furthermore, strategies for implementing ESD and sustainable business environment
in business school courses include inter-disciplinary integration, establishing a symbiotic network for a
sustainable business environment, industry-university cooperative projects modeled on the CEMS model,
seeking partners in industry and society, providing students opportunities of cross-cultural and CSR or
NPO learning and internship. In the future, ESD can be realized through the establishment of university
green building, extending to sustainable campus and green university alliance, so that the ideals of ESD
can be actualized in social culture.
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