

LIFELONG LEARNING IN THE CONCEPT OF CORPORATE SOCIAL RESPONSIBILITY AS A STRATEGIC APPROACH LEADING TO SUSTAINABILITY AT THE LOCAL LEVEL

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Abstract:

Lifelong Learning in the field of Corporate Social Responsibility is a strategic approach leading to continuous sustainability and thus to the fulfilment of global perspectives of 2030 at the local level in the following areas: creating equal opportunities for SMEs, reducing social and economic inequality within the country, creating an environment for fairness of innovation and development, assisting sustainable manufacturing, helping to create inclusive, strong, and sustainable region, creating inclusive institutions at the regional level.

The aim of this paper is to describe the process which contributes to regional development in the field of CSR by means of both formal and informal education of target agents of this process (micro, small and medium-sized enterprises and students). The specific issue is the education of small and medium-sized enterprises (SMEs), i.e. the organizations with up to 50 employees, the CSR impacts of which have the largest significance for the region.

The substance of the regional cooperation is expressed by the model Triple Helix based on 'penetrating communication' of three subsystems which differ to a certain extent - academic, entrepreneurial, and public administrative subsystems. The model is functional if the emancipation of knowledge/academic and entrepreneurial spheres and their three-sided cooperation occurs. Using the Triple Helix model, the paper describes the educational process including the primary field longitudinal research from 2015 to 2018, conducted via double questionnaire investigation resulting in the prediction of the impact of this education on both local and global development.

The questionnaire survey, whose respondents were the members of implementation teams of 82 projects, showed that the systematic procedure meets the educational mission. More than 61 % of company partners who did not know the CSR concept and the idea of responsible business are interested in further CSR activities. The fundamental benefit that SMEs expect from CSR is 'the common good and effort to help' combined with increased publicity of the organization and its improved public image. The increase in profit is the least expected benefit.

Key words:

Corporate Social Responsibility; Sustainable Development Goals 2030, Lifelong Learning; Formal Education; Informal Education, Small and Medium-sized Enterprises; Triple Helix Model;

JEL: I21, M14, R58

1 Introduction

The aim of this paper is to describe the process which contributes to regional development in the field of Corporate Social Responsibility (CSR) by means of formal and informal education of the target agents of this process – small and medium-sized enterprises (SMEs) in the Czech Republic, particularly the owners, entrepreneurs and employees of SMEs and students – which has been realized at Moravian Business College Olomouc (MBCO). Formal education of MBCO students in CSR has been realized using activation methods that have an effect on knowledge, skills and opinions of the process agents and by the preparation of CSR project proposals by students. Informal education has been realized by active fieldwork of MBCO students and the cooperation of students with SMEs in terms of executing projects of CSR activities in the region.

The functional model of the lifelong learning process (LLL) in relation to CSR corresponds to the aims of the document Sustainable Development Goals (SDGs), which is presented as the United Nations development programme for the future 15 years (2015–2030) and is connected to the successful agenda of the Millennium Development Goals (MDGs). The SDGs document was adopted in September 2015 at the UN summit within the Agenda 2030 Transforming Our World: The 2030 Agenda for Sustainable Development (UN-DESA, 2015). The aim of the team of authors is to demonstrate how their approach reflects and meets the objectives of the Agenda. The introduction of the paper defines the basic concepts (corporate social responsibility of organizations, small and medium-sized enterprises, the acronym Triple Helix, Moravian Business College Olomouc) which constitute the theoretical context of the Agenda of LLL in the area of CSR. The factual process, practical effects and importance of this type of LLL are also explained with the help of these concepts.

2 Corporate Social Responsibility (CSR)

Corporate Social Responsibility (CSR) can be translated literally word by word. The keyword 'corporate' denotes the concept of social responsibility in relation to companies and enterprises. Although CSR is most commonly associated with financial profit, market and competitive environment, it is possible to apply CSR to all the types of organizations, i.e., to non-profit organizations and state and public institutions (Pokorná, 2012). CSR has been treated in the USA literature since the 1950s. It reached Europe later, in the 1990s, as an already well worked out and imported concept (Bernardová, 2016). It is connected to the traditional culture of the genuine solidarity and depends on the requirements formulated in the form of *business ethics* (Ivanová & Bernardová, 2018). Currently, CSR is a part of the global concept of continuous sustainability declared by the UN (2015) programme in the development objectives for the next 15 years (2015-2030).

Horizontally, the CSR issue is interpreted in the form of the three main areas of responsibility, i.e. the so-called Triple Bottom Line. The first one, the economic line, can be dealt with as an entrepreneurship having its own economic area of activities and manifestations, such as transparency, anti-corruption programmes, preferences for community and regional suppliers. The second one, the CSR social line, is interpreted as a respect for gender equality, crime reduction, integration of socially excluded groups typical for particular regions, etc. The third one, the environmental line, lies in the area of ecological responsibility, such as waste separation, air purification and protection of natural resources in the region (Franc et al., 2006; Pokorná, 2009; Kašparová & Kunz, 2013; Dalíková, 2015). Thematically, the CSR concept is closely related to the issues of economics, management, ecology, human resources management, legal issues, public interests and business ethics (Garriga & Méle, 2004).

From the perspective of the process taking place in practice, in the environment of specific organizations, CSR puts itself into effect on the axis of: values – ethical reflection – managerial decision making – specific activities – success of the organization (Pokorná, 2009). The theory also distinguishes the so-called internal dimension of CSR which is connected to the employees in the form of investment

into the human resources development, health and safety at work, management of changes, and ecological management and the external dimension of CSR aimed at the external environment of the organization, specific region, trading partners, suppliers and consumers, area of human rights and global ecological issues (Den Hond et al., 2007; Pavlík & Bělčík, 2010).

The adoption of obligations that go beyond the legal framework is a characteristic feature of CSR. The members of Business Leaders Forum (the management authority of the Czech Republic) supporting CSR, use an unanimous definition '*... voluntary commitment of enterprises to act responsibly in relation to the environment and society they work in*' (Steinerová & Makovski, 2008). The same source expands the importance of CSR by its use in practice, i.e., the organisations that accepted CSR voluntarily establish high ethical standards, try to minimize negative impacts on the environment, cultivate good relationships with their employees and neighbouring organizations, and support the region in which they operate. Such organizations are positive trends carriers. They help to change the environment as a whole, differ from the competitors, and become both a desired partner for organizations with similar views and an active employer.

The European Union approaches the concept of CSR as the voluntary integration of social and ecological viewpoints into daily business operations and interactions. In the year 2000, the European Council adopted the so-called Lisbon Strategy which was aimed to result in the fulfilment of the ambitious goal to make Europe the most competitive and dynamic knowledge-based economy capable of sustainable economic growth with more and better jobs and greater social cohesion. CSR should have been one of the essential strategies, therefore, the next year, the European Commission published the Green Paper on CSR concerning the CSR development in Europe (COM, 2001). In the discussion that followed at both national and community levels, the fundamental dispute was whether the CSR activities should be completely voluntary or, on the contrary, some of them should be recorded in legislation. The European Commission has finally responded to the arguments for maintaining the voluntariness of promoting CSR in practice (Kašparová & Kunz, 2013). In the year 2010, the Lisbon Strategy was substituted by the Europe 2020 Strategy whose main aim is both the sustainable growth and support of social and territorial integration. In response, the European Commission published the Communication '*A Renewed EU Strategy 2011-14 for CSR*'. The responsibility of enterprises for their impact on society was newly defined (COM, 2011; Kašparová & Kunz, 2013). Supplementary regulatory provisions are aimed at CSR implementation in management and practices of individual enterprises at the international and regional level.

From the perspective of adults' LLL, the CSR concept can be the aim for responsible attitude and ethical approach of individuals (students, citizens) and managers (of enterprises) towards entrepreneurship and the society as well as the tool or means of the expansion of knowledge about CSR and making changes in attitudes of individual participants (students, managers) towards entrepreneurship and the society (Pokorná, 2012). It can also create the opportunity for the environment to be ready to educate not only students, but also its participants (individuals in manufacturing and non-profit organizations, municipal employees, and citizens).

3 Small and Medium-sized Enterprises (SMEs)

Small and medium-sized enterprises (SMEs) represent the majority of economically active entities in Europe and constitute the core of the EU economy; more than 95% of the total number of enterprises are SMEs (Ayyagari et al. 2011 in Edinburgh Group, 2012). Thanks to their performance, in terms of the GDP creation, its share increased by 40% at the beginning of the millennium (Havlíček & Kašík, 2005). SMEs are the most dynamically developing enterprises. In the year 2015, 23 million of them were created, which contributed 3,9 billion euros of value added to the economy and 90 million people were employed (Annual Report on European SMEs, 2015/2016). According to Wymenga (2012), SMEs create every second job position. The growing economic importance of SMEs is also confirmed and emphasized by other authors (Džupina & Mišún, 2014; Mulović et al., 2015; Wickert, 2016).

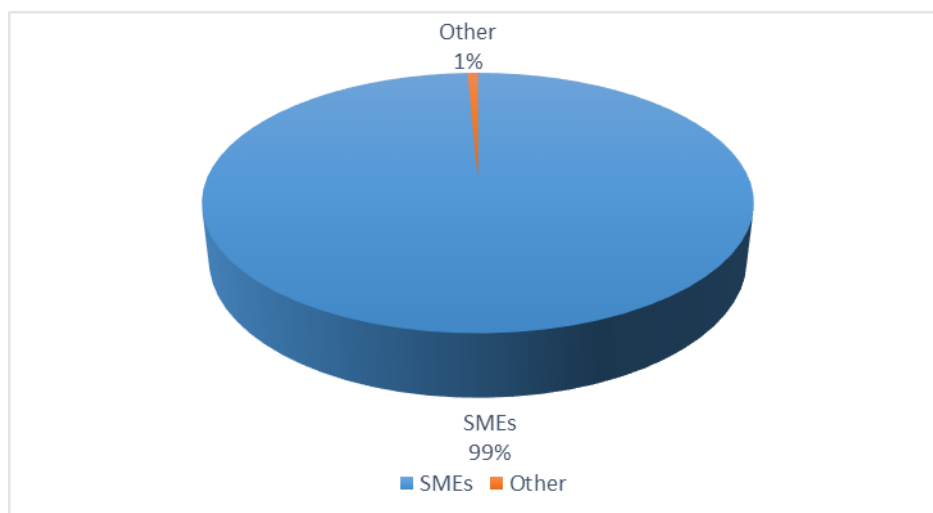
The definition of small and medium-sized enterprises is based on the recommendation of the European Commission, No. 1422/2003 (Eur-lex, 2003). The criteria of the employee number, annual turnover and annual balance sheet total play an important role in defining the size of an enterprise. Micro enterprises, small enterprises and medium-sized enterprises can be distinguished within the category of small and medium-sized enterprises. Micro enterprises employ less than 10 persons and their annual turnover or annual balance sheet total do not exceed EUR 2 million. Small enterprises employ less than 50 persons and their annual turnover or annual balance sheet total do not exceed EUR 10 million. Medium-sized enterprises employ less than 250 persons and their annual turnover does not exceed EUR 50 million as well as their annual balance sheet total does not exceed EUR 43 million. The European Commission regularly monitors the practical impact of the definitions. An independent study from the year 2013 came to the conclusion that there is no need to change the criteria (Eur-lex, 2016).

SMEs play an important role in developing the endogenic potential of individual regions in the Czech Republic, since they are significantly related to the region both entrepreneurially and socially and constitute the regional entrepreneurial core (Ministry of Industry and Trade of the Czech Republic, 2013). Only 0.2% of the total number of enterprises in the Czech Republic are represented by large corporations (Válová & Formánková, 2014).

According to Vojík (2010), large enterprises are involved in the development of the regions to a lesser extent, yet they achieve benefits that are neither needed nor necessary in the region. An enormous expansion of SMEs also has its difficulties: impetuous investments, unpreparedness for the European competitive environment, low managerial facilities, lack of marketing skills (Holátová et. al., 2014).

According to the Statistical Office of the Czech Republic (2018), by 31st December 2017, there are 142,182 economic entities in total in the Olomouc region. Only 14,603 (10%) out of the total number of all the economic entities in the region state to have employees. If we take into consideration only those entities that have employees, the proportion of SMEs and other economically active entities is 99:1, see Chart 1.

Chart 1: Proportion of SMEs in the Olomouc region (Own processing according to the data of the Czech Statistical Office, 2018)



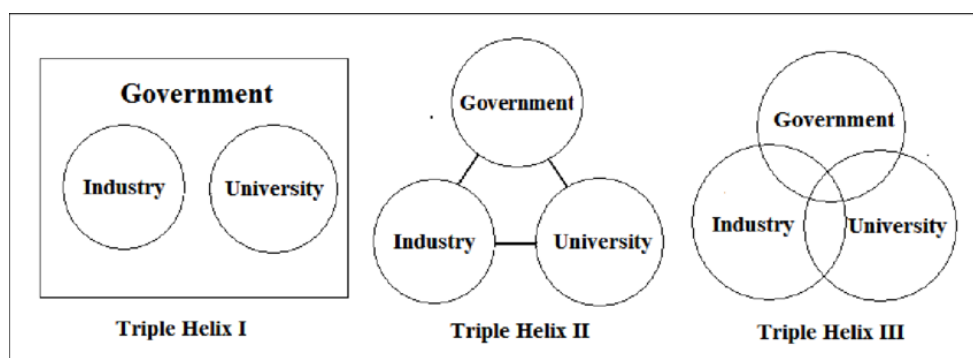
The CSR concept originally emerged as a response to the negative impacts of large, typically multinational enterprises and so far this issue has been associated precisely with large enterprises (Jenkins, 2009). According to Hine and Preuss (2009), the differences in the approach to CSR of large enterprises and SMEs lie in the spheres of ownership, types of stakeholders, planning, management expertise, organization structure and focus, and the field of activities. According to Jun Ma (2012), the main differences lie in cultural influences, in particular, the difference between the formal organization and precisely established functions in large enterprises and informal and intuitive wholistic management in SMEs. According to Johnson et al. (2008), the further factor making the position of small and medium-sized enterprises difficult is the fact that these kinds of enterprises operate mainly in one market area or in a limited number of areas, typically with a limited number of products or services and their managerial decisions are usually strongly influenced by experiences and personalities of the owners.

According to Jenkins (2009) and Dalíková (2015), however, SMEs have natural preconditions for fulfilling the principles of social responsibility, they are more responsible compared to large enterprises by their very nature. They are more closely connected to the local community and they are more responsible, since they carry the consequences of their activity and represent the local capital. The effects resulting from such entrepreneurship remain in the region or area. SMEs are diverse in their characteristics. The differences lie in their size, history, branches and ownership, which leads to the different CSR strategies (Džupina & Mišún, 2014). CSR activities of SMEs are rather based on the feeling of solidarity, especially with the community and the region they operate in, than on the knowledge of CSR issues. They are often realized randomly, they are not always a part of SMEs' strategy and they are not presented as CSR (Petříková et al., 2008; own investigation, 2016).

4 Triple Helix (TH) Model of Regional Development

The TH model represents the participants of the economic and social development at the regional level as well as their way of cooperation necessary to achieve the required development. The TH model of regional development is based on the 'penetrating communication' of three different subsystems: academic, entrepreneurial, and public-administrative. Enterprises' involvement into the regional life and connection of their own activities with the activities of the regional institutions are essential for the development of individual regions (Etzkowitz & Leydesdorff, 2000) and, according to the authors of this theory, cooperation between these institutions is a prerequisite for the functioning of the knowledge-based economy. The purpose of the TH concept is the description of communication channels between the individual institutions within the regional development. The authors present three models representing the way communication takes place between these three participants – see Figure 1.

Figure 1: Triple Helix Model (Etzkowitz & Leydesdorff, 2000, p.111)



The TH Model represents the arrangement corresponding e.g. to former Eastern European socialism. The subsystem of entrepreneurial and academic spheres languish in the system controlled by the state. The communication is one sided and often corresponds to the fulfilment of specified orders. TH II represents a laissez-faire policy, in which each of the three participants is almost perfectly autonomous, yet at the same time isolated. It is difficult to discuss the ongoing communication in this model. According to the authors of the discussed concept (Etzkowitz & Leydesdorff 2000, p. 112), it is a reactive phase on the previous model, when the emancipation of knowledge/academic and entrepreneurial spheres occurs. Only the remaining TH III model can be perceived as optimal with regard to the ongoing communication between the individual participants and the regional development. In this model, it is possible to consider the development, in which the originally two-sided relations are gradually dissembling into the communication based on a versatile, or tree-sided cooperation. The model is functional when the emancipation of knowledge/academic and entrepreneurial spheres and their three-sided cooperation occurs.

5 Moravian Business College Olomouc (MBCO)

Moravian Business College Olomouc (MBCO) is a private higher education institution founded in 2005 located in Olomouc, the capital city of the Olomouc region in the Czech Republic. The Olomouc region is located in the central part of Moravia and extends into its northern part. Its area, being one of the smallest, occupies the eighth place out of the 14 regions in the Czech Republic.

Based on the TH model, the MBCO mission lies in the search of coexistence of the global and regional spheres of education (economics, management, ICT), offer of high-quality education reflecting the changing needs of the labour market, maximum applicability of the education and research process in the market economy, support for career and personal growth of the graduates, values education, and CSR support. The students have the opportunity to study under the guidance of experienced specialists and to be engaged in the implementation of real-life projects. MBCO enables students' interactional education in the form of solving current real-life problems and implementing the projects of the regional character. The approach is based on the view that the students as future graduates in Business Economics and Management will also be future employers and employees in the Olomouc region.

MBCO is a scientific and research organization. Scholars and students are involved in a range of scientific and practically oriented projects. The topics of the projects are based on the needs of the region and are aimed at interconnecting economy with the support of managerial decision making and business innovations. Implementation and development of CSR and SMEs is one of the research excellences of MBCO.

6 Methodology

The main aim of the paper has been divided into three subcategories:

6.1 Subcategory A

The aim of the subcategory A is to demonstrate the formal and informal ways of education in the CSR concept at the regional Business College (MBCO) in the Olomouc region. The aim of the subcategory A has been developed into two survey subgoals:

- 1) To identify agents (target groups) of the education process.
- 2) To describe the content, structure, and internal logic of the education process in relation to CSR at MBCO.

The approach method is the description of the education process. The method of data collection is the observation of the education process.

6.2 Subcategory B

The aim of the subcategory B is to present the ways of evaluation of this type of education. The survey question is:

How did the agents undergoing education evaluate the learning process?

Within this paper, the following questions (aimed at 'lifelong learning as an opportunity for all' and 'sustainable development of the region', i.e., fulfilling the mission of the Leading Education 2030) have been chosen from the questionnaire for their statistical processing.

Thus, the main research question has been further divided into 4 research questions = collective evaluation of the questionnaire by the students/SMEs:

- 1 How did students approach SMEs for the CSR projects implementation?
- 2 What do SMEs expect from the cooperation with students within the CSR projects?
- 3 How did SMEs get involved in the CSR projects implementation?
- 4 Are SMEs interested in further CSR activities after the termination of their cooperation with the students?
- 5

The approach method includes primary field longitudinal research and quantitative analysis of the data obtained. The method of data collection is a double questionnaire survey, the data are analysed via statistical processing by the online application Survey Monkey. The results have been organized into linear time series (Littschmannová, 2010). Time series show the process from the past to present and can also picture the development trends. Presented research covers the period of 4 years – from 2015 to 2018, and includes the total number of respondents – 82 realized projects (2015 - 21; 2016 - 18; 2017 - 21; 2018 - 22 projects).

6.3 Subcategory C

The aim of the subcategory C is to determine the potential of this educational model for the regional development. The survey question is:

How could the global knowledge (demand, need, aim...) of CSR be interconnected to the local development on the basis of the data obtained?

Prediction is the approach method, the interpretation method is the deductive heuristic method with the help of the TH model application.

7 Results

7.1 Results Related to Aim A

Realizing its mission, MBCO has started teaching CSR as an independent course in the form of project teaching since the year 2011. Project-based classes are based on the principles of the currently available knowledge on learning as a LLL process. Due to the process of learning, adults experience relatively permanent changes in their behaviour (Jochman, 1992). Learning is a lifelong process. The results of the process include not only specific knowledge and skills, but also abstract outputs such as values, habits and behaviour (these comprise an important part of the CSR concept). The process of learning is organized into education process. To put it simply, education is an activity, learning is a personal result of increase in skills and abilities of a person.

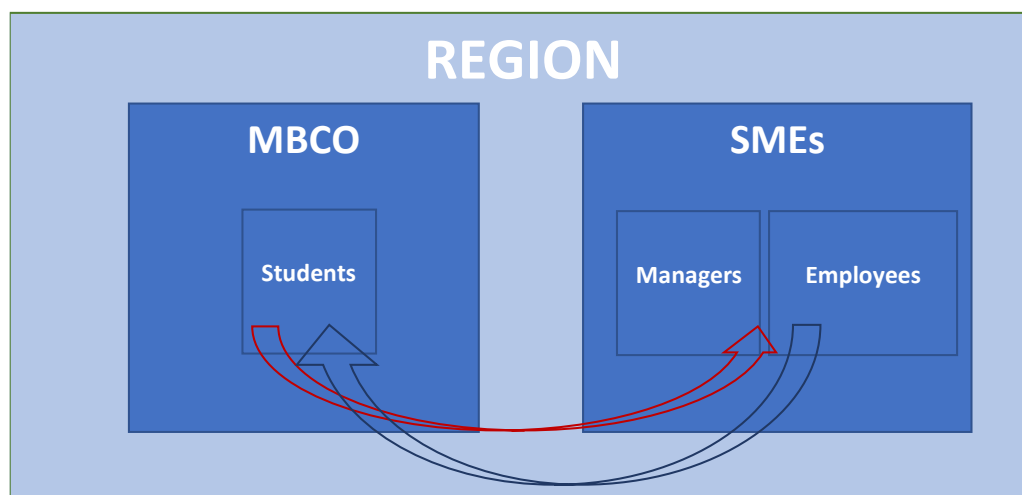
Adult learning needs to be understood mainly as an ability of a person to productively create or change his/her ideas, habits, behaviour, abilities, and skills. Changes in behaviour, or learning in a broader sense (which is used in the so-called informal education), happen due to the interaction of a person with his/her environment or as a person's reaction to a particular situation. Changing

conditions of the environment and the creation of new situations are the stimuli for learning. Learning can be also understood in a narrow sense (which is used in the so-called formal education) as an organized transfer of knowledge and practical skills. (Beneš, 2008; Jochman, 1992)

With the support of Visegrad funds, since 2015, the education has been realized in an innovative way linking the formal university education with the informal practical education at MBCO.

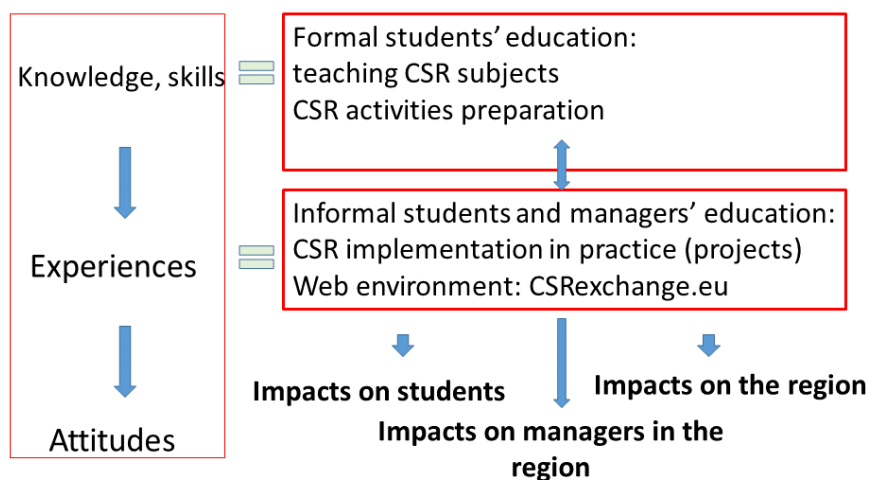
The agents of the education process comprise of MBCO students in their 2nd year of Bachelor studies, SMEs via their representatives, most commonly the owners or members of management of the organization, the region where MBCO functions, in this case it is both the Czech Republic and the Olomouc region (one of 14 regions in the Czech Republic).

Figure 2: Roles and mutual relationships of the agents of the education process (Own processing)



The students undergo formal education as a part of theoretical training at our school. During the theoretical training, the students draw up their own project proposals of the CSR activities for SMEs in the form of written projects. Afterwards, the students working in teams implement the chosen projects in cooperation with SMEs in the Olomouc region, which represents the form of informal education. Those SMEs which have been asked by students to implement the CSR project become the part of the process of informal education. Through the projects implementation, the students gain the skills and experiences in CSR implementation, direct cooperation with SMEs, and communication with public administration in the region. The implementation itself has an impact on experience, attitude and values of students and participating representatives of SMEs. The students administrate the implemented projects in the web environment of CSR Exchange, prepare the final project report and, afterwards, defend it in the form of a presentation in front of the MBCO committee. The established criteria for defending the final report are as follows: the quality of the project processing – administration; the utility value of the project outcomes; the quality of making the project and its outcomes public; the quality of team collaboration – team members' distribution; coping with changes during the implementation; (the SMEs' views on the quality of collaboration with students are a part of the questionnaire). The committee consists of MBCO teachers and experienced specialists (entrepreneurs, public institution representatives and consultants in the field of CSR). The committee looks for consensus for each criterion by means of the five-point scale and decides whether students have fulfilled all the criteria on the average.

Figure 3: Demonstration of the formal and informal ways of education in the area of CSR at MBCO (Own processing)

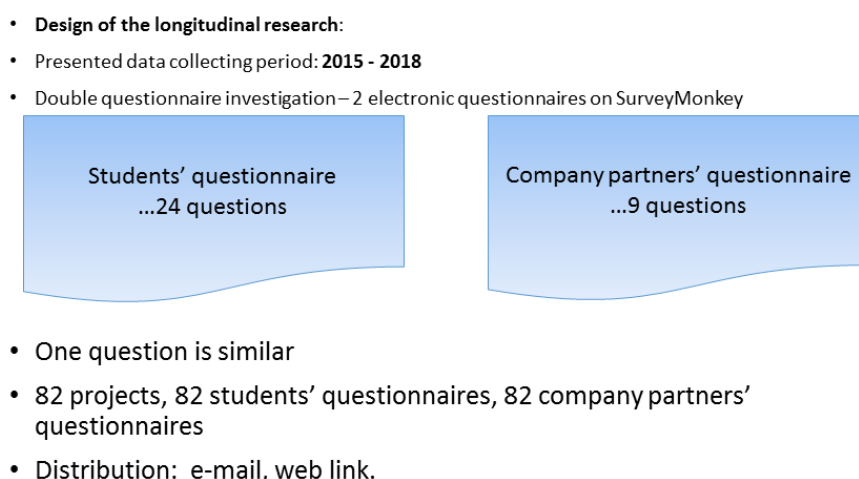


When the project realization is completed, the students and participating SMEs fill in an electronic questionnaire (for selected results, see 'Results Related to Aim B').

7.2 Results Related to Aim B

The students and cooperating SMEs fill in an electronic questionnaire after the project implementation.

Figure 4: Analysis and comparison of the evaluation outcomes (Own processing)



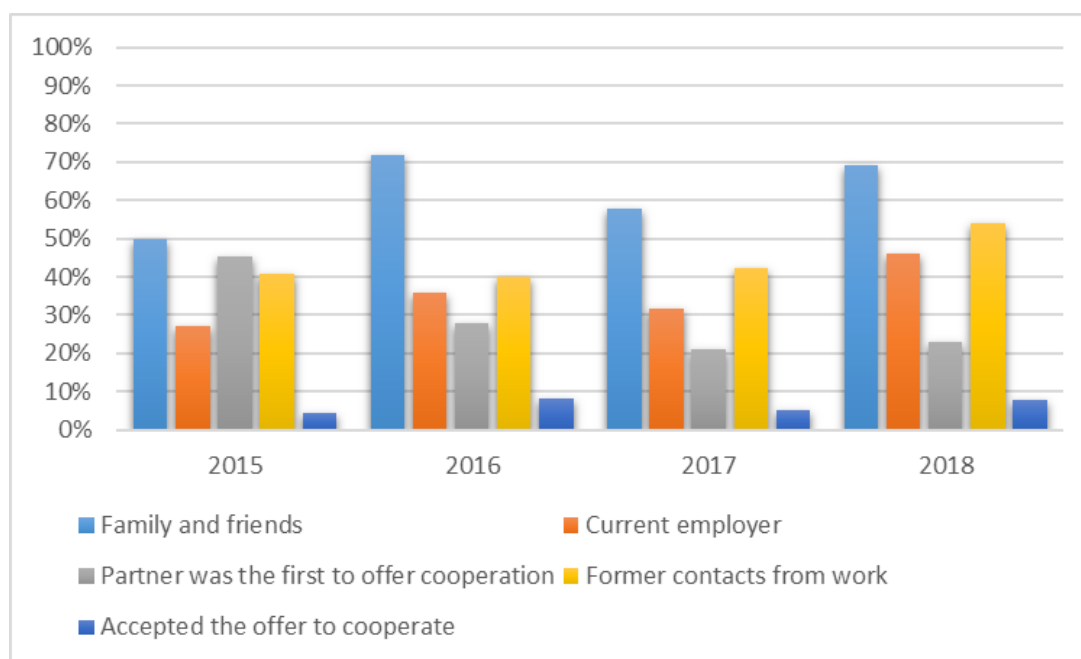
The aim of the questionnaire survey is to continuously investigate and evaluate the effectiveness of innovative education for the SMEs. The questionnaire survey is based on the assumption that innovative education fulfils the role of informal education in practice for both the SMEs and students, as well as that the cooperation between MBCO and SMEs is carried out successfully according to the TH

model. Partial assumptions are as follows: with their project ideas, by cooperation with SMEs, students will gain the ability to demonstrate their knowledge, while cooperating with students on implementing the project the SMEs will understand the idea of CSR and accept it as realisable, while implementing the project students will understand the conditions and difficulty of CSR implementation in practice, the SMEs will continue implementing the CSR activities even after the termination of their cooperation with students. The questions in the questionnaires are different, except for the one similar question (Have you known the CSR concept before the project implementation with the students?).

Question 1: How did students approach SMEs for the CSR projects implementation?

Chart 2 illustrates the answers to the question 1, see below. The chart shows that the students' families and friends are the key source of cooperation with SMEs. The trend to accept the cooperation once the SME is asked for it by students is increasing. The SMEs' proactive approach is statistically insignificant (item: 'The partner himself called for cooperation'). It is remarkable that in the year 2016, all the approached SMEs agreed to cooperate with the students.

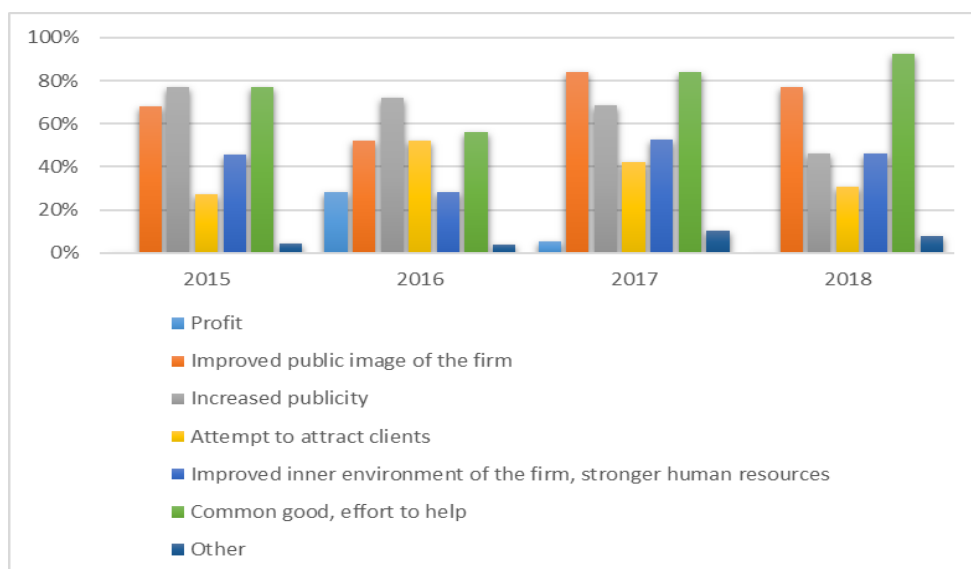
Chart 2: The way students approached SMEs for the CSR projects implementation (Own processing; The respondents could select more answers, therefore the sum of the relative frequencies of the individual answers does not equal 100 %.)



Question 2: What do SMEs expect from the cooperation with students within the CSR projects?

Chart 3 shows that the SMEs' main expectation in relation to the CSR projects is 'the common good and effort to help' combined with gaining publicity and the enterprise's image improvement. The profit growth is the least expected benefit, which can be caused by the relatively little knowledge of the CSR concept.

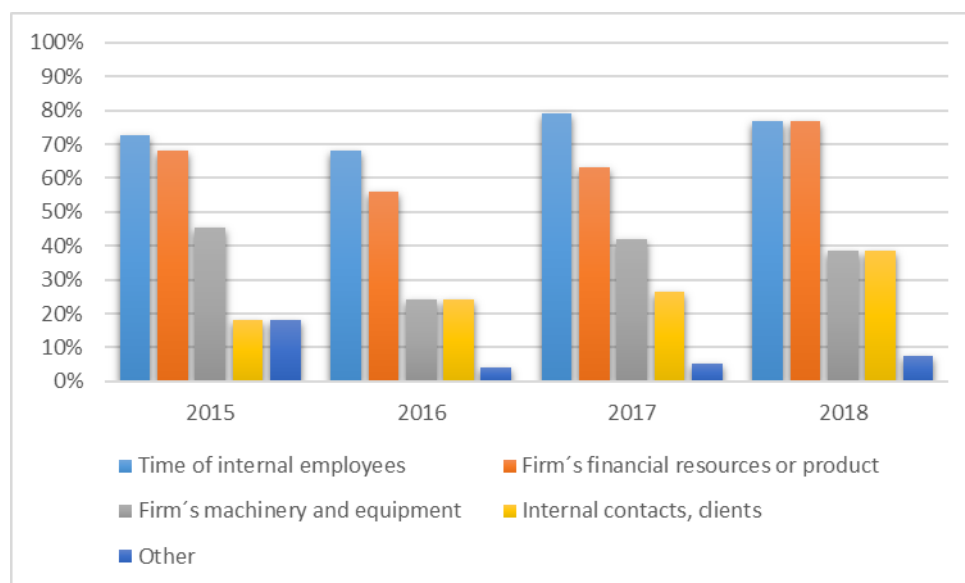
Chart 3: SMEs' expectations from the cooperation with students within the CSR projects (Own processing; The respondents could select more answers, therefore the sum of the relative frequencies of the individual answers does not equal 100 %.)



Question 3: How did SMEs get involved in the CSR projects implementation?

Chart 4 shows the forms of SMEs' participation in the CSR projects proposed by the students. Most often SMEs were willing to 'sacrifice', in a good sense of the word, their employees' time and own financial resources or products. In 2018, SMEs also offered their business contacts more often.

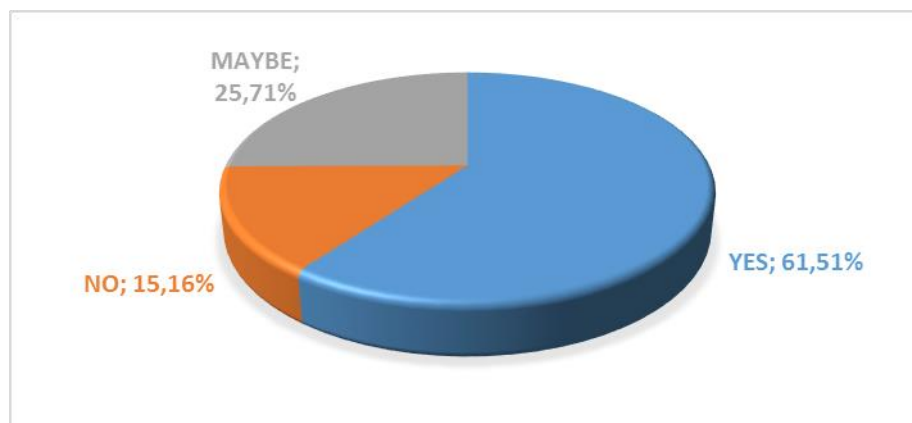
Chart 4: The way SMEs got involved in the CSR projects implementation (Own processing; The respondents could select more answers, therefore the sum of the relative frequencies of the individual answers does not equal 100 %.)



Question 4: SMEs' interest in further CSR activities.

As shown in Chart 5, it is pleasant to find out that almost $\frac{2}{3}$ of the respondents are interested in further CSR activities.

Chart 5: SMEs' interest in further CSR activities (Own processing; The respondents could select more answers, therefore the sum of the relative frequencies of the individual answers does not equal 100 %.)



The respondents had an opportunity to comment on the motives that lead them to the given answer (YES/NO/MAYBE). Based on these verbal responses (phrases representing the respondents' viewpoints), the main categories were later defined. According to the respondents, the main reasons for further CSR activities lie in the following categories: 'good thing', 'new opportunities' or 'making the enterprise visible'. In the case of SMEs are not certain about further CSR activities, they mostly mention the following categories: 'another good idea', 'enterprise stabilization'. Finally, SMEs which did not show interest in the further development of CSR activities manifested their approach by the categories: 'not fulfilled expectations' and 'changes in the enterprise'.

7.3 Results Related to Aim C: Evaluation of the research results based on the Triple Helix model

According to the TH model, the academic sector is the driving force in the creation of values of potentially available human capital. Creation of values in the academic sphere remains potential until its full realization and usage by the entrepreneurial sphere. The main mission lies in information and knowledge production and transfer in cooperation with the entrepreneurial sphere. Adults' lifelong learning also fulfils the objective learning needs defined by the state interests and economic necessity. Education of adults adapts individuals for the given system. It is the carrier of the social integrity and equal opportunities. And last but, not least, it represents the social and cultural changes. (Beneš, 2008) The listed principles are used in teaching CSR at MBCO. This fact is illustrated by the results of our research, e.g. more than 61 % of company partners did not know the CSR concept and the idea of responsible business, but 87 % are interested in further CSR activities.

In the TH model, the entrepreneurial sector is the driving force in wealth creation as well as the co-creator of human capital in cooperation with the academic sphere. According to our research, 40 % of SMEs did not know the CSR concept before their cooperation with the students. On the other hand, according to our research, SMEs perform the CSR activities even without knowing the concept. Thanks to learning about CSR, they realize that by ignoring CSR, they lose new opportunities, including the opportunity of making publicity and stabilization.

Public-administrative sphere is a supportive and empowering factor whose function lies in the redistribution of the values of the entrepreneurial-academic sphere. It creates the optimal conditions for both driving forces. (Kafková, 2013). Our research has not recorded any intervention or need for intervention of the regional public administration. If necessary, the public administration reacted on the specific requirements of the students during the projects implementation. We see the role of the public administration in creating the functional model of the regional development in the form of assigning objectives for the CSR activities in the region, their communication directed towards the entrepreneurial sphere and the subsequent evaluation of the CSR achievements in the region.

8 Discussion

The 2030 Agenda for Sustainable Development is an ambitious, aspirational and universal agenda to wipe out poverty through sustainable development by 2030. When the international community adopted the new Agenda in September 2015, it recognized that education was essential for the success in all of its 17 goals. Ambitions for education are essentially captured in Sustainable Development Goal 4 which aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

The fact that 61% SMEs are interested in further CSR activities, even though it means extra work and investment, can be regarded as the outcome connected to SDG4-Education 2030, particularly to the part III Implementation Modalities. The result shows that LLL in the field of CSR is a strategic approach leading to continuous sustainability and thus to the fulfilment of the global perspectives of Education 2030 at the local level. The reasons why SMEs want to carry on the CSR activities also indicate continuous sustainability, since the average reason for further cooperation 'the common good and effort to help' is higher than 80% within the 4 years. According to the way Herzberg presents the motivating theory (Bělohávek et al., 2006), from the long-term view, self-presentation by means of making good is the right motivator and need, as it can be seen from Maslow's hierarchy of needs (Bělohávek et al., 2006).

The value of time is nowadays (and perhaps has always been) very high. The enterprises have been willing to invest in this value in the average of 70 % within the 4 years. The time-shift is very important for education, since if it is seen as the future and transcendent future (Zimbardo, 2012), it has the ambition to fulfil the LLL as '...the success of all its 17 goals' outlined in the document The 2030 Agenda for Sustainable Development. If we focus more closely on the aims outlined in the documents, we can state that by means of the continuous process of formal and informal LLL of the concept of CSR and its implementation, we create equal opportunities for the variety of activities of SMEs, take part in reduction of inequalities within the country, create the environment for the specific type of fairness within innovations and development, and help to create sustainable production. In particular, we help to create an inclusive, resistant and sustainable region.

According to the document SDG4-Education 2030, we fulfil goals of '*...quality education and promoting lifelong learning opportunities for all*' by interconnecting all three constituents of the HT model, however, not all of them to the same extent (for complete functioning of the TH model in the regional development, it is necessary to change public administration attitude from reactive to pro-active), offer high-quality education to people from SMEs where the approach to education is not so good, and present CSR in the light of LLL.

According to the outcomes from the innovative CSR teaching, the model of communication and MBOCO cooperation with SMEs within the region can be assigned to the TH II model, which is based on the participants' autonomy when the emancipation of the knowledge/academic and entrepreneurial spheres occurs. Intensive communication and at the same time the process of knowledge exchange between the academic and entrepreneurial spheres has the potential to quickly pass to the TH III model, i.e., mutual cooperation contributing to the regional development (see Figure 1). However, the unclear role of the public administration and its reactive position within the whole model remains problematic.

9 Conclusions

Development of CSR at the regional level is possible for SMEs. Innovative education based on the combination of formal and informal ways of education at MBCO shows clear results. Three years of monitoring the outputs from the questionnaires show that the enterprises are passive in their approach to CSR, however, they want to do the good for the region, they contribute their own resources to CSR, but they do not spread the idea of CSR among their stakeholders further. The enterprises claim that they want to carry on the CSR activities, however, we have not had the evidence of that yet. The current methodology for monitoring the outputs of innovative education does not include this indicator. The innovative model of education has the potential to cover and activate all the components of the regional development according to the TH model. The cooperation of MBCO with the entrepreneurial sphere in the region is proven. The involvement of the public administration of the region is a challenge and an objective for further improvement of the presented model of education. At the same time, the intensive cooperation of MBCO students with SMEs during the CSR projects implementation shows that the process of mutual learning between them works in practice. The extension of this process by a further participant of the regional development – public administration has the potential of functioning as well. Yet, the methodology of implementing and monitoring the outputs of the cooperation process and mutual learning of all the three participants must have a different form than the presented innovative education does.

The question is what the appropriate methodology for monitoring the cooperation among all three participants of TH is - at the level of monitoring the effects of the cooperation of the participants, the intensity of their cooperation, long-term outputs of their cooperation, changes in the regional development in the field of CSR, or more likely, changes in the regional development thanks to CSR. The role of the regional public administration can be suitable here. The area of monitoring regional indicators of the development, coordination of the cooperation of the participants of the TH model in the region, and the area of visibility of the cooperation outputs form the potential for the involvement of the regional public administration, which has not significantly been evidenced yet.

10 Bibliography

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