

Sharing Information on Progress 2026

Budapest University of
Economics and Business (BGE)

September 2026

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Budapest University of Economics and Business (BGE), including key details and basic institutional data.

Mission

Our mission is to provide inspiring business education that enables learners to address challenges of the future effectively and responsibly.

The fundamental concepts underpinning our mission are:

- Providing inspiring education entails an engaging learning experience that ignites creativity, critical thinking, and a drive for continuous improvement. Our approach, enriched by applied research, positions the university as a hub for innovative, current learning content.
- Addressing future challenges involves preparing learners for the changing business landscape, integrating global, technological, and societal trends. Our ties with the business world offer real-world insights and collaborative opportunities, enhancing learner readiness for future challenges.
- Emphasizing effectiveness, we focus on imparting practical skills, ensuring learners can apply academic knowledge effectively in business settings. Our business partnerships foster a mutual exchange of ideas, enhancing the relevance and impact of our education.
- Championing responsibility, we commit to teaching ethical leadership and sustainable business methods. Through diverse partnerships with companies and organizations, we offer practical experiences for learners in responsible methods and assist our partners in adopting sustainable approaches.

In advancing our mission, we are dedicated to engaging with and delivering significant benefits to three key stakeholder groups that are integral to our success and impact. These groups include:

- Learners. Serving a large and diverse learner community, as detailed in the chapter “Learner Target Markets”, our focus remains rooted in Hungary while actively expanding our international reach. We are committed to providing our learners with an enriching and comprehensive university experience that imparts academic knowledge and fosters personal and professional growth. By offering a wide range of programs, extracurricular activities, and support services, we aim to equip our learners with the skills and understanding necessary to thrive in their future careers and personal lives.
- Employees (Faculty and Staff): Our faculty and staff form the backbone of our institution, and we recognize their vital role in achieving our educational and research objectives. We are dedicated to creating a supportive and stimulating work environment that encourages their professional development and job satisfaction. This includes offering continuous learning opportunities, supporting research activities, fostering a collaborative culture, and providing the necessary resources to facilitate their work.
- Society: We stand as the premier higher education partner for small and medium-sized enterprises in Hungary. Our societal engagements primarily revolve around collaborations with businesses, alumni, professional organizations, and selected civil entities. These partnerships are crucial for enriching our learners’ practical learning experiences.

Vision

Budapest University of Economics and Business (BGE) stands as a premier and internationally recognized institution of business education in Central Europe.

BGE's main aspirations are:

- equipping learners with comprehensive professional knowledge and a profound understanding of businesses and societal dynamics, enabling them to achieve success and make meaningful contributions to society;
- encouraging entrepreneurial thinking in learners and support businesses with professional insights and short training programs, promoting a favorable environment for entrepreneurship and economic growth;
- cultivating a vibrant academic community that attracts both young and experienced faculty, supporting collaboration, innovation, and professional growth;
- becoming the top choice for Hungarian businesses seeking involvement in collaborative projects, applied research, and consulting, fostering a mutually beneficial relationship that supports the university's progression and innovation;
- placing principles of quality, ethics, social responsibility, sustainability, diversity, inclusion, and innovation at the forefront of our learners', faculty's, and staff's mindset, while they actively promote these values by setting exemplary standards.

Strategy

BBU-2027-Strategic-plan

[View document](#)  [Download document](#) 

Strategy Alignment

Strategic alignment

At Budapest University of Economics and Business (BGE), we are committed to advancing sustainable development and responsible management as Hungary's leading business university. Our mission is to educate responsible and innovative leaders and economists who create long-term value for society and the environment, guided by the principles of integrity, inclusiveness, and sustainability.

At BGE, the commitment to Responsible Management Education (RME) is not the result of an isolated or sudden strategic decision but a natural outcome of a long, value-driven development process. The University's more than 150-year tradition of practice-oriented education has always been closely connected to the real challenges of the economy and society.

This approach gradually led to the recognition that market success alone is not sufficient: future business professionals must also be capable of ethical decision-making, social responsibility and sustainable thinking. As a result, RME has been integrated into the University's strategy, educational structure and organisational culture not as a separate initiative, but as a conscious development of existing institutional values.

Institutional History

Programmes of BGE

BGE provides 11 Bachelor and 10 Master programmes. Additionally we have vocational education and postgraduate professional development programmes and the Doctoral School of Entrepreneurship and Business.

Here is the system of the faculties and programmes:

Faculty	Bachelor's programmes	Master's programmes	Higher-level vocational training	Postgraduate professional development programmes	Doctoral School of Entrepreneurship and Business
Faculty of International Business (BGE FIB)	Community Organization			Workplace Mental Health	
	International Business	International Economy and Business		International Procurement and Sales	
	International Studies	International Studies			
	Vocational Instructor	Teacher Training (Teacher of Economics)			
	Tourism and Catering	Tourism Management	Tourism and Hospitality		
Faculty of Marketing and Business Communication (BGE FMBC)	Commerce and Marketing	Supply Chain Management	Commerce and Marketing	Public Relations and Spokesperson	
	Communication and Media Studies	Marketing			
Faculty of Management (BGE FM)	Human Resources	Enterprise Development		Business and HR Management	
	Business Administration and Management	Management and Organization	Business Administration and Management	Business Coach	
				Management Trainer	
Faculty of Finance and Accountancy (BGE FFA)	Business Informatics	Finance	Business Informatics	Certified Controlling Specialist	
	Finance and Accounting	Accounting	Finance and Accounting	Engineer Economist	

BGE's history

The institution's brief history and its path towards Responsible Management Education (RME)

Budapest University of Economics and Business in a nutshell

The Budapest University of Economics and Business (BGE) is Hungary's largest university of economics and the country's fourth largest higher education institution, currently serving nearly 20,000 students. The University plays a leading role in domestic business and economic education: it is the market leader in all undergraduate economics programmes, with the majority of Hungarian economists having graduated here. BGE also admits the largest number of students to Business Information Technology and Communication and Media Studies undergraduate programmes, while its International Relations programme is the second largest in the country by enrolment.

BGE is traditionally a practice-oriented institution, offering one of the most widely recognised business degrees in Hungary. The University's educational philosophy focuses on up-to-date knowledge, market relevance and supporting students' long-term success. This is further facilitated through mentoring programmes, talent development initiatives, corporate partnerships and a dedicated job portal. The nearly 20,000-strong student community enjoys a vibrant and diverse campus life and graduates join the BGE Alumni Community, becoming part of Hungary's largest business network.

Historical roots and institutional development

The University's history dates back to 1857, when its predecessor, the Pest Academy of Commerce, was established in response to the economic and commercial challenges of the era. In 1899, the institution expanded with the Eastern Academy of Commerce, becoming the first college of commerce in Central Europe and within the Austro-Hungarian Monarchy. This institution trained professionals for commerce and banking, laying the foundation for the University's leading role in business education.

In 1969, the institution continued as the College of Commerce, Catering and Tourism. In parallel, the Higher Institute of Finance and Accountancy was established in 1962, which, from 1970, broadened its training profile as the College of Finance and Accountancy. The third pillar of foreign trade education was the Correspondence School of Foreign Trade, founded in 1957, which operated from 1971 as the College of Foreign Trade.

The three predecessor institutions merged in 2000, creating the Budapest Business College. The institution attained university status in 2016 and following strategic and organisational renewal steps, has operated as the Budapest University of Economics and Business (BGE) since 1 February 2025.

The value-driven path towards RME

At BGE, the commitment to Responsible Management Education (RME) is not the result of an isolated or sudden strategic decision but a natural outcome of a long, value-driven development process. The University's more than 150-year tradition of practice-oriented education has always been closely connected to the real challenges of the economy and society.

This approach gradually led to the recognition that market success alone is not sufficient: future business professionals must also be capable of ethical decision-making, social responsibility and sustainable thinking. As a result, RME has been integrated into the University's strategy, educational structure and organisational culture not as a separate initiative, but as a conscious development of existing institutional values.

2025 – Complete organisational renewal and new faculty structure

The year 2025 is a milestone in the University's history: BGE underwent a full organisational transformation aimed at increasing the efficiency of education and research and embedding responsible and sustainable thinking even more deeply across the institution. Following this renewal, the University operates under a four-faculty structure:

RME at faculty level

- Faculty of Marketing and Business Communication (BGE FMBC)

The Faculty's programmes emphasise responsible communication, ethical marketing practices and the conscious management of consumer and societal impacts.

- Faculty of Management (BGE FM)

The Faculty integrates responsible leadership, organisational ethics, human resource development and entrepreneurial responsibility into its educational and research activities.

- Faculty of International Business (BGE FIB)

The Faculty's interdisciplinary approach focuses on sustainability, global economic and social responsibility, topics related to the UN Sustainable Development Goals (SDGs) with the lead of the Department of Sustainability which is responsible for coordinating internal sustainability events and programs.

- Faculty of Finance and Accountancy (BGE FFA)

The Faculty's educational philosophy prioritises ethical financial decision-making, transparency and the social responsibility of the finance profession.

This new faculty structure ensures that Responsible Management Education is embedded across the University's entire programme portfolio in a unified value framework, while still allowing for discipline-specific approaches.

Institutional actors and forward-looking initiatives

The promotion of RME has been supported collectively by the University leadership, faculty deans and dedicated lecturers and professional staff. Strategic management, curriculum development and shaping organisational culture have all highlighted individual and community initiatives that place ethics, sustainability and social impact at the forefront.

Graduates & Enrollment

2025 Statistics	Number
Graduates	4716
Faculty & Staff at the University	677
Faculty & Staff at the Institution	677
Student Enrollment at the University	19254
Student Enrollment at the Institution	19254
Undergraduate Attendance	16046
Masters-Level Postgraduate Attendance	1539
Doctoral Student Attendance	49
Certificate, Professional Development, or Continuing Education Attendance	331

Degrees Offered

Bachelor Programs

 Bachelor of Science (B.Sc. or B.S.)

Masters Programs

 Master of Science (M.Sc. or M.S.)

Doctoral Programs

 Doctor of Philosophy (Ph.D.)



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Letter of Commitment



BUEB

BUDAPEST UNIVERSITY OF ECONOMICS AND BUSINESS



BUDAPEST UNIVERSITY OF ECONOMICS AND BUSINESS
electronically authenticated document

Dr. Andor György

BGE R/201/2026.

Letter from Rector – Commitment to PRME Adoption of the Principles for Responsible Management Education

Budapest, 17 September 2026

To our stakeholders,

Budapest University of Economics and Business is committed to advancing sustainable development and responsible management as Hungary's leading business university. Our mission is to educate responsible and innovative leaders and economists who create long-term value for society and the environment, guided by the principles of integrity, inclusiveness, and sustainability.

As Rector, I am pleased to confirm that Budapest University of Economics and Business reaffirms its support of the following Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share. In this annual Sharing Information on Progress (SIP) report, we disclose our continuous efforts to integrate the Seven Principles into our institutional strategy, culture, academic activities, and daily operations, and contribute to United Nations goals, particularly in the Sustainable Development Goals.

These principles provide a key framework for embedding sustainability across all dimensions of our institution. Sustainability and ethics are integrated into our bachelor, master, and PhD programmes, supported by the Department of Sustainability. Research on sustainability and the SDGs represents a major pillar of our academic work, with one-third of our publications addressing sustainability-related topics. Our strong partnerships with business and professional organisations – such as the Business Council for Sustainable Development in Hungary – enable us to connect academic excellence with real-world impact. As a PRME Champion, we actively contribute to international projects that foster innovation and collaboration in responsible management education.

Sincerely yours,

Prof. Dr. György Andor

Rector

Budapest University of Economics and Business

Budapest, Hungary

Definition of Purpose

Championing responsibility, we commit to teaching ethical leadership and sustainable business methods. Through diverse partnerships with companies and organizations, we offer practical experiences for learners in responsible methods and assist our partners in adopting sustainable approaches.

Institutional Engagement

0% - 25% of faculty at Budapest University of Economics and Business (BGE) actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

The foundation of the success of our University is a strong organisational culture which supports ethical conduct with each other both inside and outside of the university. Our core values are cooperation, professional excellence, commitment, development and trust.

Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across business school

Student Voices

The following narratives demonstrate how Budapest University of Economics and Business (BGE) has influenced students' academic journey and personal growth.

From Student Voice to Shared Responsibility - perspective of a student leader

When I started at the Faculty of International Business and Economics, I thought of management mainly as efficiency and results. My studies, especially CSR/business ethics course, changed that view. I came to see that how a decision is made, who is involved and who is held accountable matter as much as the result itself.

I first put this into practice in the Student Union (HÖK). I joined in December 2024 and worked on its academic, sponsorship and event committees. Today I serve as its President. I don't see this role as a position of authority. For me it is about coordination, and about serving the student community.

Responsible management education has shaped my priorities as a leader. Transparency comes first. I introduced a public "Promise Ledger" that tracks every commitment the leadership makes: who is responsible, the deadline and the current status. Any member can check whether we have kept our word. I also value open dialogue, and we are creating an anonymous feedback channel so students can raise criticism without fear. My last priority is people. Real community is built through personal connection, and that connection is what drives good work.

My academic path has followed the same values. Through the TDK (Student Scientific Association) research programme, I study Hungary's Euro-Atlantic integration. This work taught me that responsible decisions are made with the long term in mind, both in institutions and in international relations. I hope to build a career in diplomacy and public service, and I want to carry these principles with me. The most important lesson I have learned is this: leading responsibly means being accountable to the people you serve, even when that is uncomfortable.

Csongor Körösvölgyi, student, Chair of Student Union, Faculty of International Business

My Journey Towards Responsible Management - perspective of a student

My Journey Towards Responsible Management

As a student of Communication and Media Studies, studying in English, I initially thought that my academic and professional path would remain closely connected to communication. I even started working at a department related to my field. Although I felt comfortable there, I eventually had the feeling that I wanted to step outside my usual environment and explore a completely different area. This opportunity led me to the Sustainability Department, where, under the mentorship of the faculty's scientific leader, I gradually became more interested in sustainability and responsible management. What initially seemed like a completely new field slowly became a topic that genuinely inspired me. My university studies also gave me the opportunity to explore these ideas through courses such as CSR and Business Ethics and Social Psychology. These subjects made me realise that decisions cannot be viewed only from an economic perspective, as they can have wider ethical, social and human consequences. This way of thinking became even more meaningful through the university's initiatives and events.

For example, taking part in a charity cooking fair and a community clothing swap showed me how much impact small actions can have. Seeing more and more enthusiastic donors and participants joining these initiatives was especially motivating for me. It made me realise that even a small gesture can create genuine happiness and bring people together. The clothing swap also influenced my own everyday choices: since then, I have become more conscious of my consumption habits, regularly use second-hand platforms such as Vinted, and pay more attention to the materials and environmental impact of the clothes I buy.

Another particularly inspiring experience was the ESG Summit, where the social dimension of ESG resonated with me the most. Seeing the commitment behind social responsibility made a lasting impression on me and continues to motivate me. Similarly, having the opportunity to surprise a child with a small shoebox of Christmas gifts made me more grateful for what I have and more appreciative of the loving and supportive environment around me.

Looking back, I realise that these experiences have influenced not only my academic journey but also the way I see everyday decisions and my own responsibility. Perhaps the most important thing I have learned is that communication and responsible management are much more closely connected than I once thought. Communication can create awareness, bring people together and inspire meaningful action and I believe that this is where real change can begin.

Marcella Ilon, student

Student Awareness

26% - 50% of students at Budapest University of Economics and Business (BGE) are aware that we are a PRME Signatory Member.

Student Engagement

0% - 25% of students at Budapest University of Economics and Business (BGE) actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

AACSB accreditation journey

One example of how our institutional values are expressed in practice can be seen in BGE's AACSB accreditation journey, particularly in the development of our institution-wide Assurance of Learning (AoL) system. This was not a process that could be designed or implemented by a single office. It required cooperation among program directors, faculty members, academic leaders and professional support units across the University, as well as the consistent sharing and interpretation of information. During the 2025–2026 academic year, direct assessment was completed across all AACSB-scoped undergraduate, master's and doctoral programs, generating almost 20,000 assessment records. The results were evaluated against predefined performance thresholds. The fall-semester analysis identified four competency areas in two undergraduate programs and nine competency areas in five master's programs where further action was needed. Program directors and faculty members reviewed the findings together, considered their possible causes and developed targeted improvements concerning curriculum content, teaching and learning activities, and assessment practices.

These actions will be implemented and reassessed during the 2026–2027 academic year. At the same time, the experience of the first assessment cycle is already being used to refine the AoL system itself, including curriculum maps, assessment points, responsibilities and data-collection processes.

From my perspective, this captures the wider value of the AACSB accreditation process. It is not simply about preparing evidence for an external review. It encourages us to engage all appropriate stakeholders, examine our performance carefully, share findings openly and take collective responsibility for improvement.

Office of Business Partnerships and Alumni Relations

The **Budapest University of Economics and Business University (BGE)** strives to organically link market realities with academic excellence, a mission in which the **Office of Business Partnerships and Alumni Relations** plays a key bridging role. The fundamental framework of our work is defined by the institutional definition of partnership, which is a two-way, strategic symbiosis built on the integration of the university's knowledge base with the domestic large corporate and entrepreneurial sectors. This cooperation creates a dynamic innovation and mentorship ecosystem that enables and guides students to find the specific field and form of employment within the economy where they can create

the most value. Through this individual career orientation, the partnership converts student talent into marketable leadership and entrepreneurial competencies, while providing a direct, high-quality, and sustainable pipeline of talent for the economic sphere.

To achieve these goals, the activities of the office are organized around the university's four core values. In the spirit of **cooperation**, we maintain close operational ties with faculties and student organizations to organize university-level major events, professional days, and alumni reunions, while simultaneously forming new, long-term strategic agreements with the domestic corporate sector. Furthermore, through knowledge sharing conducted jointly with the Brand Office, we effectively strengthen the university brand by showcasing successful alumni stories.

Professional excellence is demonstrated through the continuous evaluation of feedback, data-driven decision-making, and the premium-level execution of flagship events—such as the Alumni Festival and Partner Meeting, as well as the opening and closing events of the Mentorship Program. The quality of our work is guaranteed by regular satisfaction surveys conducted among corporate partners and graduates, alongside continuously growing statistical data.

The office's **commitment** is rooted in building the BGE community and strengthening loyalty, which is supported by the "BGE Alumni Ambassador" program and the alumni card discount system. As part of our Corporate Social Responsibility (CSR) efforts, successful alumni return as mentors to help current students find their individual career paths. Behind the seamless execution of these large-scale projects and events held on weekends or after working hours lies the outstanding flexibility and dedication of the office staff.

The values of **development and trust** culminate in continuous innovation and transparent, predictable partner relations. In the spirit of digital renewal, we operate a new student job placement platform, automated newsletter systems, and a modern alumni portal. We systematically monitor labor market needs and entrepreneurial trends, channeling them back to the university leadership in the form of regular feedback. We increase the internal efficiency of the office through training sessions and project days, while establishing our status as a long-term, caring, and reliable partner for external actors through clear communication, financial transparency, and secure data handling.

Celebrating Values

The following demonstrates ways in which our institution celebrates values in various specializations.

Community Organization Bachelor's programme

The **Community Organization Bachelor's programme** at the Budapest University of Economics and Business (BGE) is designed to educate professionals who are committed to strengthening communities, fostering social cohesion, and addressing societal challenges in a responsible and inclusive way. The programme is built around the values of active citizenship, community participation, cultural diversity, equal opportunities, and social responsibility, preparing graduates to work effectively with diverse communities and stakeholder groups.

These values are embedded throughout the curriculum. Students gain an understanding of community development, the operation of civil society organizations, the preservation of cultural heritage, and the organization of community initiatives, while particular emphasis is placed on inclusion, ethical behavior, equal opportunities, and cooperation among different social groups. Through this interdisciplinary approach, students develop the knowledge and competencies needed to contribute to more inclusive and resilient communities.

The sustainability dimension of the programme is strengthened by the compulsory **Sustainable and Responsible Management** course, taken during the first semester. The course introduces students to the economic, social, and environmental dimensions of sustainable development and provides a comprehensive understanding of the principles of responsible organizational management. It encourages students to adopt a holistic perspective on sustainability and to recognize its relevance in the operation of community, cultural, and non-profit organizations.

Building on this theoretical foundation, students participate in the **Social Responsibility Project** course, where they address real-life community challenges through project-based learning. Working in cooperation with local communities, civil society organizations, and other stakeholders, students apply their knowledge in practice while designing initiatives that promote social responsibility and contribute to the achievement of the Sustainable Development Goals (SDGs). The project course also prepares students for the University's redesigned final examination, which places greater emphasis on the practical application of knowledge, complex problem-solving, and the demonstration of competencies in authentic professional contexts.

By integrating diversity, inclusion, sustainability, and social responsibility throughout the curriculum, BGE ensures that these principles are not taught as isolated topics but are embedded as fundamental values that shape students' professional identity and prepare them to become responsible, ethically aware, and socially engaged professionals.

Values of BGE

As a result of the Vision and Values (ViVa) project, which was launched in 2021, we identified our shared values with the involvement of all University staff members. These values are as follows based on our Code of Ethics:

"Collaboration: By sharing our knowledge, skills, and resources; communicating effectively; accepting feedback; and appropriately recognizing our achievements, we work together toward our common goals, creating a positive and innovative work environment.

Professional Excellence: We recognize the importance of acquiring and actively applying sound knowledge and skills in our respective fields. Striving for the highest level of excellence, we continuously develop our expertise to better serve our clients and stakeholders.

Commitment: We demonstrate unwavering determination and responsibility in achieving our goals and fulfilling our promises. Our commitment guides our actions, fuels our perseverance, and defines our accountability to ourselves, our stakeholders, and the broader community.

Development: We continuously train and develop our employees so that they can reach their full professional potential and contribute to the organization's success. We consider development essential to maintaining our competitiveness even in a rapidly changing environment.

Trust: We are committed to transparent communication and operate with integrity and accountability to earn and maintain the trust of our stakeholders. We also foster long-term relationships by acting reliably, honestly, and ethically in all our activities."

The 'DRU – Democratic Role of Universities: Practicing Democratic Values in Science, Education, Civic Engagement and Governance' (MSCA-SE DRU - GA 101236527) Project

There are two important areas of values incorporated into our university's research activities are participatory research and student engagement. These are present both in individual research topics and projects (e.g., a research project about entrepreneurs with disabilities; participatory action learning projects with students, lecturers and non-academic colleagues at BGE and so on) and in university-wide research projects, like the DRU project. Budapest University of Economics and Business (BGE) is an associated partner of the project 'DRU – Democratic Role of Universities: Practicing Democratic Values in Science, Education, Civic Engagement and Governance' (MSCA-SE DRU - GA 101236527), having no funding from the European Commission. Our participation is founded from the NRD Fund (2025-3.1.2-KÖA-2025-00015).

The main ambition of DRU is to develop a holistic approach to the democratic role of universities, one that breaks the role into five constituent parts, explores innovative ways of enacting each aspect and creates measurable and verifiable ways of assessing whether and how they actually enhance democracy. Furthermore, the project aims to identify the practical implications for academics, students, stakeholders, university leaders and policymakers. Colleagues are involved from all of the faculties and from the non-academic departments also. The main focus and most of the research work are connected to the work package focusing on participatory research and citizen science. Therefore, serious work has started on mapping participatory research methods and different critical approaches regarding student and citizen involvement in university research. This includes both reviewing the academic literature and building a collection of case studies of participatory programmes at the partners. We have already collected 6 such programmes at BGE; that is why we are the co-leaders of this work package. Furthermore, we plan student participatory programs for 2027, focusing at least partly on sustainability-related issues and future-orientation. Another plan is to organise citizen participatory programs in 2028 in Budapest. For this, we work together with Budapest Municipality and the Metropolitan Ervin Szabo Library. We plan to focus on young people and sustainable city topics at those programs. Other colleagues of BGE are working on entrepreneurial agency, critical thinking and creativity as skills connected to citizenship in democratic cultures. Further topics include internationalisation of higher education and the building of hospitable universities for a very diverse student population.

In the DRU project, we paid particular attention to identifying the connected SDGs:

DRU mainly contributes to SDG4: Quality Education, to improve the role of universities in embedding democratic values and enhancing educational quality, inclusivity, and active citizenship. Further effects are on SDG16 by building strong institutions, and SDG17 through the partnership itself. Besides, DRU can have an indirect effect on SDG 8 through the skill and knowledge enhancement of academic and non-academic workers, and helping universities become better workplaces; as well as on SDG 11, through the citizen science projects and community-based participatory projects.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

From the 2025/26 teaching year the Sustainable and responsible management course is taught by the Department of Sustainability. The course is compulsory for the students. In this way we have the opportunity to communicate and share all the sustainability information with them.

Teaching Awards

In 2025, 4 awards were given to faculty and educators at Budapest University of Economics and Business (BGE).

University Rankings

Granter: United Nations

Grantee: BGE

Award Description:

The University is represented in several international sustainability assessment and recognition frameworks that evaluate responsible and sustainable institutional practices. Budapest University of Economics and Business participates in the UI GreenMetric World University Rankings and the Times Higher Education Impact Rankings, which assess universities' sustainability performance and their contributions to the United Nations Sustainable Development Goals. In addition, the University is also included in the AASHE STARS framework.

FISU Healthy Campus

Granter: FISU

Grantee: BGE

Award Description:

BUEB has achieved Silver certification in the FISU Healthy Campus programme, which evaluates higher education institutions' efforts in health promotion, sport and recreational activities, sustainability initiatives, and measures supporting community and mental well-being. This recognition reflects the University's targeted and effective developments aimed at fostering a healthy, sustainable, and supportive university environment.

Scientific Excellence Award

Granter: BGE

Grantee: researchers of BGE

Award Description:

In 2024, BUEB researchers received several prestigious external and internal research awards. Among the most significant external recognitions were the Publication Excellence Awards of the Hungarian Academy of Sciences (HAS), Section IX – Management Sciences, awarded for international journal articles, Hungarian-language scholarly articles, and academic books.

At the institutional level, BUEB awarded Scientific Excellence Awards in both senior and junior categories, recognizing outstanding research performance both in 2024 and in 2025. In addition, 2024 marked the launch of a new University Innovation Award, designed to support inspiring, future-oriented and already tested innovations.

The Innovation Award was granted in four categories, including business partnerships and responsible university operations, reinforcing the link between research excellence, innovation, and societal responsibility.



More awards like Excellent Lecturer Certificate and Excellent Leader Award, Top 100 lecturers, and Thank a Teacher initiative

Granter: BGE

Grantee: lecturers, leaders pf BGE

Award Description:

The Budapest University of Economics and Business (BGE) places a strong emphasis on recognising and promoting excellence in teaching as part of its commitment to high-quality, student-centred education. Teaching excellence is acknowledged through a comprehensive system that combines student feedback, institutional recognition, community appreciation, and continuous quality enhancement.

A cornerstone of this system is the Student Opinion on Teaching and Learning (OMHV), through which students evaluate courses and lecturers at the end of each semester. The results provide valuable feedback for lecturers, departments, and academic leaders, supporting the continuous improvement of teaching quality. Based on these evaluations, BGE annually publishes the Top 100 lecturers with the highest student ratings, highlighting educators who consistently deliver an outstanding learning experience. Identifying the best courses and instructors also helps other students make more informed decisions when selecting subjects and courses.

Student feedback also forms the basis of the University's Excellent Lecturer Certificate, awarded each year to lecturers who demonstrate sustained excellence in teaching, a student-centred approach, and a strong contribution to the University's educational objectives. In addition, BGE recognises exceptional teaching achievements through the Excellent Lecturer of the Year Award, while outstanding leadership supporting education is acknowledged through the Excellent Leader Award. The University's highest teaching and leadership recognitions are presented annually during the BGE Gala, a prestigious University-wide event celebrating outstanding achievements and contributions across the institution.

Beyond formal institutional recognition, BGE actively promotes a culture of appreciation through its Thank a Teacher initiative. This campaign provides students with the opportunity to express their gratitude to lecturers who have inspired, supported, or significantly influenced their academic or personal development. These messages of appreciation strengthen the relationship between students and lecturers while reinforcing the value of teaching excellence within the University community. Through this multi-layered recognition system, BGE not only celebrates outstanding teaching performance but also fosters a culture of continuous improvement, innovation, and responsible education, fully aligned with the University's strategic goals and the Principles for Responsible Management Education (PRME).

Educator Recognition

At Budapest University of Economics and Business (BGE), we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Financial incentives
- ❖ Faculty promotion and tenure consideration
- ❖ Course evaluation scores
- ❖ Institutional recognition events
- ❖ Professional development opportunities

Teaching Voices

The following statements demonstrate ways in which educators at Budapest University of Economics and Business (BGE) support sustainability and responsible management in their classrooms.

AI Implementation Expert's perspective on the DEDYCATING Project and RME

At a university of economics and business, a growing share of the knowledge we need to pass on changes almost week by week. ESG regulation and corporate practice evolve continuously, while traditional learning materials tend to stay the same for a long time. With the curriculum development platform built in the DEDYCATING project and the methodology developed alongside it, we aim to narrow this gap: to create up-to-date ESG learning materials faster and more reliably with the help of artificial intelligence.

In this process, AI is not the author of the learning material but the educator's assistant. The material is built only from verified sources selected by the educator, and every statement can be traced back to its source. The educator decides who the material is for, how much time to devote to it and in what format to teach it. The educator approves or revises the topic plan, then reviews the finished material

and adds their own thinking to it. This keeps each material distinctive rather than a homogeneous, machine-generated text. Where a source already used, such as a piece of legislation or a statistical dataset, is updated, the system alerts the educator that the material may be out of date.

The platform produces a complete curriculum package: a presentation, a quiz, a decision-forcing case study, cooperative group activities and a reflective follow-up assignment. Its language is adapted to the students' level of study.

The educator thus increasingly becomes a curator and quality assurer rather than someone who writes everything from scratch. The time saved can go where educators are irreplaceable: discussion, personal feedback, case-based thinking and differentiated, individual support for students. Students, in turn, no longer learn from notes left unchanged for years. They gain current, market-relevant ESG knowledge.

The method is not tied to any single technology and can be applied in other disciplines as well. The curriculum development platform is currently in its pilot phase.

Ákos Simon, Communications Expert, AI Implementation Expert, DEDYCATING Project

Perspective of a teacher

In my courses, I use several innovative approaches to more effectively involve students in environmental concerns. I teach an elective course, 'Environmental Economics', which aims to help students better understand the interactions between material reality and the economic subsystem. In 2025, a new multimedia e-learning resource was established in broad cooperation with other Budapest-based business schools. During the seminars, students receive plenty of case studies and real-life examples.

The BGE organizes two 'intensive weeks' each semester intending to broaden the professional skills and worldview of the students in general. In fall 2026, I held an intensive course entitled 'On the streets of my town...', a project-centered, one-day excursion around the requirements of a sustainable development path in an urban context. At the end of the course, student groups are invited to envision their own sustainable settlements.

Dr. Mihály Dombi, senior research fellow, Department of Sustainability

Barriers to Innovative Curriculum

In 2025, Budapest University of Economics and Business (BGE) identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Administrative resistance

- ❖ Overloaded faculty
- ❖ Scalability issues
- ❖ Time constraints
- ❖ Change fatigue

Barriers to Innovative Pedagogy

In 2025, Budapest University of Economics and Business (BGE) identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Accreditation limitations
- ❖ Administrative hurdles
- ❖ Budget constraints
- ❖ Assessment rigor concerns
- ❖ Classroom infrastructure limitations
- ❖ Measurement difficulties
- ❖ Overloaded faculty
- ❖ Standardized testing pressures
- ❖ Scalability issues
- ❖ Time constraints
- ❖ Technology gaps



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

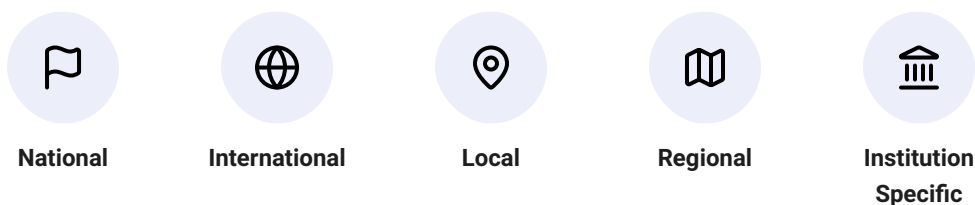
We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice. The main aim of our research activities is to provide the newest scientific results and evidences for our teaching.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Budapest University of Economics and Business (BGE) was awarded funding for research that is:



Socializing Research

In 2025, Budapest University of Economics and Business (BGE) contributed research findings to:

- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ Public events and lectures
- ❖ Research collaborations

Research Projects

In 2025, Budapest University of Economics and Business (BGE) reported 2 research projects that implemented responsible or sustainable activities.

DEDYCATING project

Period Covering: April, 2025 - March, 2027

Department: Entrepreneurship | Finance | Human Resource Management | Sustainability

DEDYCATING - Development of dynamically changing curricula in ESG education supported by generative artificial intelligence.

The objective of the project is to develop methodologies that, with the help of AI, can keep pace with the rapidly changing regulations and trends in ESG, thereby enabling the creation of sector-specific and personalized learning materials. In addition to BGE, partners include EuroAtlantic/HypeX Consulting, IEDC – Bled School of Management (Slovenia), Krakow University of Economics (Poland), TalTech (Estonia), ICN Business School (France), and BCSDH (Hungarian Business Council for Sustainable Development). As part of the project, a 5-episode ESG x AI podcast series has been launched, and newsletters and research findings are used to support the professional development of educators.

Project number: 2025-3.1.2-KÖA-2025-00001



FinArch project

Period Covering: December, 2023 - December, 2026

Department: Finance

FinArch (Developing SMEs As Digital Finance Architectures: Promoting Digital Transformation Using Gamification) project focuses on the digital financial transition of European Small and Medium-sized Enterprises (SMEs). It aims to bridge the gap between complex financial technologies and everyday business operations by building a solid academic and practical framework for FinTech and Artificial Intelligence (AI) integration.

FinArch brings together leading academic institutions across Europe to foster cross-border innovation: Technische Hochschule Mittelhessen (Germany), Budapest University of Economics and Business / BGE (Hungary), Università Politecnica delle Marche (Italy) and Mugla Sitki Kocman University (Turkey).

Instead of traditional theoretical training, the project leverages gamification to create innovative educational tools. By developing serious simulation games and real-world business case studies, FinArch allows SME managers, employees, and university students to understand and master modern digital financial architectures. The research model specifically investigates the gap between the *intention to use* and the *actual implementation* of digital tools within regional regulatory, organizational, and ecosystem constraints.

Project number: 2020-2.1.1-ED-2024-00307



Research Awards

In 2025, Budapest University of Economics and Business (BGE) was awarded 1 research award for responsibility- and/or sustainability-related research.

Scientific Excellence Awards in 2025

Granter: BGE

Grantee: senior and junior staff members

Award Description:

In 2025, BGE awarded Scientific Excellence Awards in both senior and junior categories, recognizing outstanding research performance.

As external recognition, the Management and Organization Science Subcommittee of the Hungarian Academy of Sciences (HAS), Section IX – Economics and Management Sciences, honoured a joint study by Richárd Kása, Gábor Réthi, Tamás Németh, and Karina Szászvári with a Publication Merit Award (“A vállalkozói korrupcióészlelés mérésének kihívásai,” published in Vezetéstudomány 55(1)).

Research Presentations Related to RME and/or Sustainability

In 2025, Budapest University of Economics and Business (BGE) gave 2 research presentations related to RME and/or sustainability.

Knowledge is Power? Formal Education and Learning in the Career of Entrepreneurs With Disabilities

| [DOI](#)

Authors: Sara Csillag | Carmen Svastics | Anna Hidegh | Zsuzsanna Gyori

Date of publication: June, 2025

Presented at: Academy of Management Annual Meeting 2025

Department: Human Resource Management | Sustainability

This paper explores the role of formal education, non-formal training, and informal learning in shaping the entrepreneurial journeys of individuals with disabilities. Drawing on qualitative interviews with disabled entrepreneurs, the study examines the personal, institutional, and community factors that contribute to the acquisition of entrepreneurial competencies and success in their ventures. Findings reveal that while formal education provides a foundation, much of the critical knowledge and skills are acquired through experiential learning, self-directed education, and practical experience. The paper also highlights the challenges of integrating into mainstream education, the limitations of traditional career guidance for people with disabilities, and the importance of inclusive approaches to entrepreneurial education. By focusing on a Central European context, the research adds a valuable perspective to the global discourse on disability and entrepreneurship, emphasising the need for adaptive and accessible learning pathways for future generations of entrepreneurs with disabilities.



What Are the Specific Challenges for SMES in Complying With ESG Reporting?

| [DOI](#)

Authors: Zsuzsanna Győri | Regina Reicher | Anita Kolnhofer-Derecskei

Date of publication: May, 2025

Presented at: 9th FEB International Scientific Conference: Sustainable Management in the Age of ESG and AI: Navigating Challenges and Opportunities

Department: Marketing | Entrepreneurship | Sustainability

As a part of a wider research, we proved that Hungarian SMEs (small and medium enterprises) are not just intrinsically motivated to be sustainable and report their sustainable activities and indices but are also compelled to do so by legislation. However, they face limitations such as a lack of resources and knowledge about sustainability. Partly, sustainability should be observed and reported as a part of accounting and corporate reporting. However, sustainability reporting mainly means a form of non-financial reporting that enables companies to communicate their progress in sustainability parameters. Sustainability reporting has only a few compulsory templates and both the EU and national ESG¹ regulations are constantly changing, which results in a considerable need for support from entrepreneurs. The first section of this paper provides an extended overview of the various non-financial reporting in historical order. While bigger companies have dedicated departments or employees who are responsible for ESG, the SMEs are looking for help, and require further support, information, training, and advice from outside. This research aims to study experts' interviews and explore how the experts in regulation, education and consultancy are thinking about the opportunities and challenges for SMEs regarding ESG reporting.



Publications Related to RME and/or Sustainability

Assumptions and perceptions of food wasting behavior and intention to reduce food waste in the case of Generation Y and Generation X

| [DOI](#)

Authors: László Mucha | Titanilla Oravecz

Date of publication: January, 2025

Department: Marketing

One of the global problems of our time is food waste that is most significant at the household level. There is a lack of research that focus on the food-wasting behavior of the main breadwinner groups in society, generations Y and X. To fill this gap, the purpose of this study is to analyse the factors that influence the food-wasting behavior of these groups. From data of a representative sample of 1,665 respondents by using structural equation modeling it is shown that the intention of reducing food waste is positively influenced by attitudes, health-, price and environmental consciousness, planning routines and ecological motives. The results show that influences from the immediate environment and the media are not effective, therefore programs dealing with the future of the Earth, children and sustainability, which strengthen environmental and ecological awareness and planning routines in generations X and Y are recommended.



Pro-environmental motivations of small businesses – do indirect environmental impacts matter?

| [DOI](#)

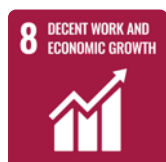
Authors: Mihály Dombi | Anita Kolnhofer-Derecskei | Regine Reicher | Zsuzsanna Győri

Date of publication: June, 2025

Department: Marketing Department | Department of Sustainability | Entrepreneurship and Innovation Department

A large body of literature examines the managerial aspects of sustainability transition at the firm level. One of the key factors of pro-environmental intervention in companies is the role of the leader, their commitment, capabilities, and motivations. Management's determination towards pro-environmental interventions has been linked to various enterprise characteristics. Previous studies have also examined whether these motivations vary among economic sectors or industries, described by direct environmental impacts. Yet, indirect emissions, depicting life-cycle ecological impacts of the industry, have not been assessed in light of pro-environmental motivations and decision context of companies. Our analysis aims to investigate environmental motivation towards adopting sustainability measures in small and medium enterprises (SMEs) through a representative sample of Hungarian companies. We found no clear evidence of sectoral indirect emission levels influencing the ethical or business motivation of the managers in Hungarian SMEs. The industry's emissions are exclusively associated with the motivations of specific groups of companies, especially those more environmentally focused. Nevertheless, pro-environmental motivations depend on external factors, i.e. the region of operation, manager's age and awareness of the. The quality of environmental management relies on the leader's skills and the firm's circumstances.

One of our findings is alarming: SMEs with higher sectoral indirect emissions, among those communicating their environmental progress intensely, tend to agree more on the institutional boundary approach of ecological impacts as it comes to responsibility issues. This attitude may manifest in false allegations or even greenwashing. Limited feelings of responsibility for the firm, energy prices, and the importance of the company's profits frequently occur among the claims related to sectoral emission levels. Therefore, making embodied environmental impacts visible to managers and the market may have some effect.



Pushed to the Edge? Entrepreneurs with Disabilities and the Post-socialist Experience of Ableism

| [DOI](#)

Authors: Sára Csillag | Carmen Svastics | Anna Laura Hidegh | Zsuzsanna Győri

Date of publication: February, 2025

Department: Department of Human Resource Development | Department of Sustainability

In this study, we examine the narratives of Hungarian entrepreneurs with disabilities (EWD) of the post-socialist era, using microhistory. Our research question concerns how ableism appears in the lives of EWD and how the aftermath of socialism emerges in their experience of ableism. We believe that a state-socialist past influences the lives and careers of EWD in a way that is unique in entrepreneurial and disability literature. Drawing on the accounts of 29 Hungarian entrepreneurs, we identified four mechanisms that make post-socialist ableism specific: invisibility; passivity and welfare

dependency; the legitimacy of disability organisations; as well as the limitations of economic participation. Our research suggests that these effects, embedded in the current political, social, and economic environment, can only change slowly and over a long time.



Segmenting Hungarian Consumers by Domestic Food Preferences Using an Extended TPB Model | [DOI](#)

Authors: Krisztina Taralik | Tamás Novák

Date of publication: November, 2025

Department: Sustainability

AIM OF THE PAPER

Promoting domestic food consumption is a significant mission from both environmental and economic perspectives. To achieve the effectiveness of targeted marketing strategies promoting domestic food consumption, it is essential to understand domestic customers, identify homogeneous groups, and describe the characteristics of these groups.

METHODOLOGY

For data collection, a quantitative online questionnaire was used to interview 700 respondents representing the Hungarian population over 18. As a cluster-forming criterion, factors of the Theory of Planned Behavior were used, extended with the constructs of Environmental Concern and Collectivism. Demographic patterns were compared among the groups segmented and described based on psychological factors.

MOST IMPORTANT RESULTS

3 segments were distinguished according to how important the respondents considered buying Hungarian food. In the group that considered this more important than the others, there was a higher proportion of females and respondents over 50. There were only trend-like differences in the composition of the segments in terms of type of settlement and region. At the same time, there was a statistically verifiable difference according to settlement types in terms of perceived social pressure, as well as regionally in terms of collectivism and environmental concern.



Digitalization and sustainable branding in tourism destinations from a systematic review perspective

| [DOI](#)

Authors: M'barek Alhaddar | Harshavardhan Reddy Kummitha

Date of publication: October, 2025

Department: Tourism and Hospitality

Digital technologies are rapidly reshaping the tourism industry, offering new opportunities for destinations to communicate sustainability values and engage with environmentally conscious travelers. However, a gap remains in understanding how digital tools directly influence sustainable branding strategies and consumer perception. This study addresses this gap through a systematic literature review of 60 peer-reviewed articles, using bibliometric analysis and qualitative synthesis to identify trends, theoretical frameworks, and practical applications. The review highlights the growing role of technologies such as virtual and augmented reality, mobile apps, artificial intelligence, and social media in enhancing destination image, promoting authenticity, and supporting sustainability narratives. Two conceptual models—the Digital–Sustainability Branding Matrix and the Destination Archetype Typology are introduced to classify digital strategies and benchmark destination branding maturity. Findings show that digitalization fosters deeper consumer engagement and strengthens long-term sustainability-driven brand equity. The study also identifies key research gaps, including underrepresentation of the Global South, limited use of longitudinal methods, and insufficient integration of SDG-aligned impact metrics. These insights provide actionable guidance for policymakers, marketers, and tourism managers. They help in strategically leveraging digitalization to build competitive and sustainable tourism destination brands.



The beautiful risk of participatory education: an empirical example of teaching strong sustainability

| [DOI](#)

Authors: Gabriella Kiss | Alexandra Köves | Gábor Király

Date of publication: July, 2025

Department: Management and Organization

The grand challenges of our times are seriously interlinked: ecological crises cannot be tackled separately from social problems. In the strong sustainability approach, a good life for all must be achieved within ecological boundaries. To respect the planetary boundaries, it is required to provide critiques for the current economic, social and political order and suggest concrete actions that may lead to strong sustainability transformation. Business schools must address these challenges and

provide solutions through educational content and innovative teaching methods. In this article, we argue that participatory education is the appropriate tool to teach strong sustainability in business schools. Building on Paulo Freire's critical pedagogy and Gert Biesta's participatory education theories, we developed a theoretical framework to understand how these theories can strengthen strong sustainability education. Using the analytical framework, we explore the risks of participatory education in our Degrowth course and bring empirical examples of its impacts on students by analysing the reflection articles of 37 students. According to our findings, this particular type of education creates both positive emotions, like enjoyment and enthusiasm, and negative ones, like anxiety and helplessness.



University–community engagement and sustainability change: Opportunities and constraints for business schools

| [DOI](#)

Authors: György Málovics | Zsuzsanna Margit Géring | Zoltán Bajmócy | Judit Juhász | Sára Csilla | Gábor Király

Date of publication: December, 2025

Department: Human Resource Management | Sustainability | Management and Organization

The socio-

environmentally unsustainable development path in society today indicates that universities, including business schools, are also supposed to play their part in promoting sustainability by fostering university–community engagement (UCE), for example.

Meanwhile, research on the impact of community engagement on sustainability among business schools is missing. Our research aims to analyse the opportunities and limitations of institutionalizing UCE for business schools, especially in terms of contributing to sustainability, while also considering the presence of parallel antagonistic academic and social views on sustainability. The empirical basis for this study was established by the process of designing and institutionalizing an UCE initiative within a business faculty at a Hungarian university. Our results show that a number of factors can be identified that influence the interpretation and institutionalization of sustainability, leading to a situation where the institutionalization of the economic development approach to UCE seems to be the practically feasible option. Thus, business schools' contribution to sustainability is limited to the (neoliberal) status quo approaches with some elements of social reform. Our results also indicate that (1) future research on universities' co



Family Entrepreneurship and Sustainability: Empirical Analysis from Hungary

| [DOI](#)

Authors: Melinda Krankovits | Márta Konczosné Szombathelyi | Judit Csákné File | Áron Szennay

Date of publication: December, 2025

Department: Finance

Family firms, accounting for 60% of European private sector jobs, play a critical role in advancing business sector sustainability through their practices and employment characteristics. This study examines family entrepreneurs' attitudes toward sustainability using quantitative methods and the 2023 Global Entrepreneurship Monitor (GEM) Annual Population Survey (APS) dataset from Hungary. Businesses were categorised into non-family, one-person, and family enterprises. After analysing the reliability of sustainability-related questions, two indices measuring attitudes toward environmental, social, and economic sustainability were constructed: a comprehensive index allowing compensation between dimensions and an aggregate evaluation index. Using one-way ANOVA, we compared sustainability indices across the business categories. Results revealed no significant differences in sustainability performance, irrespective of the indicator used. Robustness was confirmed with four control variables (gender, educational attainment, entrepreneurship phase, and number of jobs created), none indicating significant differences. No significant correlations emerged between sustainability indices and entrepreneurs' age. These findings align with prior analyses, indicating no marked differences in sustainability attitudes between family and non-family firms. Two factors may explain these results: Hungary's market dominance by microbusinesses due to disrupted business traditions during the socialist era and GEM's focus on entrepreneurship, favouring smaller entities like sole proprietorships.

Implications for Central European audience: This study underscores the need to continuously develop sustainable business attitudes. It also offers a recent literature review, providing valuable insights for Central European researchers, corporate leaders, and family business managers.



Business diplomacy in practice: challenges in the semiconductor industry's sustainable supply chain

| [DOI](#)

Authors: Krisztina Szegedi | Anh Tuan Tran | Anh Tuan Nguyen

Date of publication: July, 2025

Department: Sustainability

The rapid technological evolution, combined with the widespread dissemination of digital devices, has significantly increased the demand for semiconductor chips, highlighting the industry's vital role in globalisation. The semiconductor industry stands at the forefront of technological innovation and economic development, yet it grapples with significant sustainability and supply chain management challenges. Alongside growing sustainability demands within the supply chain, monitoring the semiconductor supply chain faces considerable challenges. Companies typically employ business diplomacy to navigate shifts in the global business environment. By examining the sustainability reports of 19 semiconductor firms selected from the S&P Global Sustainability Yearbook 2024, this research enhances our understanding of how semiconductor companies implement business diplomacy strategies to improve the sustainability of the supply chain by underscoring the critical interrelationship between environmental considerations, social issues, operational efficiency, and strategic international relations with key corporate stakeholders. It also contributes to the theoretical framework of supply chain management and sustainability within the semiconductor industry by illustrating the business diplomacy strategy associated with stakeholder risk management.



Energy Efficiency and Decarbonization Resulting from the Transition to Virtual Space

| [DOI](#)

Authors: Viktória Mannheim | Zsuzsa Szalay | Renáta Bodnárné Sándor | Anita Terjék | Judit Lovasné Avató | Péter Sasvári | Zsolt István | Artúr Szilágyi | Orsolya Szalainé Kaczko | Klára Tóthné Szita

Date of publication: February, 2025

Department: Sustainability

It is a serious challenge for humanity to find an appropriate response to stop the accelerating rise in global temperature caused by atmospheric carbon dioxide emissions. After a methodological review of the literature, online and in-person modelling of education, work, and conferences, and relying on the results of life-cycle studies, we sought the answer to what reasonable solutions are available for decarbonization and energy reduction. During the research, the organizational carbon footprint of a selected office, educational institution and conference, and then the carbon footprint created by a person in 1 h, were examined. The two-day online education significantly reduced the daily commute

load in transport by 402 tons of CO₂ equivalent per year. Still, the energy demand of home learning subtracts 136 tons from this, so the real benefit was 266 tons above in an institution educating nearly 3500 students. In a workplace of 180 people, where 52% of employees commute, 90% teleworking saved 222 tons of carbon dioxide emissions in one month, taking into account the carbon footprint of working from home. In the case of conferences, the online solution reduces the carbon footprint due to the absence of travel and catering. Comparing the three areas, for the in-person case, the conference's carbon footprint per person per hour was the highest (11.91 kg CO₂ eq.). This value for education was 1.15 kg CO₂ eq.; for work, it was the lowest with a value of 0.90 kg CO₂ eq. Moving to an online space resulted in the most significant savings for the conference (11.55 kg CO₂ eq.), followed by working (0.54 kg CO₂ eq.), and minor savings were achieved in hybrid education (0.13 kg CO₂ eq.). The sensitivity analysis highlighted the impact of transport on carbon footprint in all three cases. However, the life cycle cost analysis showed that moving to a virtual space reduces the life cycle cost of de-carbonization by 42%.



Assessing the quantity and quality of corporate social responsibility disclosures on websites: an empirical analysis on largest Islamic and conventional banks worldwide

[DOI](#)

Authors: Elhassan Kotb Abdelrahman Radwan | Zsuzsanna Győri | Antonella Russo

Date of publication: February, 2025

Department: Sustainability

Purpose

The study aims to evaluate and compare the quantity and quality levels of corporate social responsibility disclosure (CSR) practices on the websites of the largest Islamic and conventional banks worldwide.

Design/methodology/approach

Two indices were developed: the quantity index, consisting of seven categories, and the quality index, which includes eight characteristics, to adopt the quantitative content analysis of the global leading 94 Islamic and 100 conventional banks' websites.

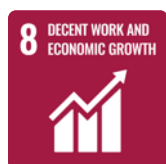
Findings

The results show that conventional banks have higher levels of CSR quantity and quality on their websites than those of Islamic banks. The study found that the products and services category is the most disclosed by largest Islamic and conventional banks worldwide, while environment and energy information is the lowest for Islamic banks and employee and human resource information is less

common for conventional ones. The analysis reveals low levels of CSRD quantity and quality on Islamic banks' websites (43.69% and 54.56%) and high levels on conventional banks' websites (70.84% and 73.26%).

Originality/value

The originality of this paper derives from its focus on largest-world Islamic and non-Islamic banks, collecting primary data directly from their websites, and offering valuable theoretical, methodological and practical insights.



How to develop the creative milieu and physical resources of the university campus into a sustainable innovation zone : the case of Morasko-Poznań, Poland

| [DOI](#)

Authors: Michał Męczyński | Przemysław Ciesiółka | Marc A. Weiss | Tamás Egedy

Date of publication: April, 2025

Department: Sustainability | Tourism

This article evaluates the development of the Morasko Campus of Adam Mickiewicz University (AMU) in Poznań, one of Poland's leading academic centres, in relation to its alignment with the Sustainable Innovation Zone (SIZ) concept. This concept refers to urban districts that concentrate sustainable innovation activities within an attractive, creative milieu. The study draws on model solutions from the literature on creating city innovation districts, focusing on some physical assets considered to be sustainable innovations. The findings indicate that the Morasko Campus has begun to integrate elements of the SIZ concept, particularly in selected public spaces and university building courtyards. Initial pilot projects have been launched to incorporate sustainable innovations, such as green roofs, green walls, and solar energy photovoltaic panels, into the campus buildings. As sustainability becomes a central focus of the University's development policy, it is anticipated that these initiatives will increase in the near future.



Should I buy domestic food? What influences Hungarian customers in this matter?

| [DOI](#)

Authors: Krisztina Taralik | Zsolt Molnár | Tamás Kozák

Date of publication: April, 2025

Department: Consumer Behavior

Purpose

Consumers and businesses are increasingly looking for domestic products that meet their customers' sustainability expectations. The aim of this study is to identify the factors that encourage Hungarian food buyers to choose domestic products. Exploring the weight of influencing factors can serve as important information for the positioning and promotion of domestic products.

Design/methodology/approach

The theory of planned behaviour (TPB) serves as a research framework extended with collectivism and environmental concerns. A quantitative online survey was conducted with 700 respondents representing Hungarian customers over 18 years old. Structural equation modelling was used to evaluate the measurement model and bootstrapping procedure to assess the structural model.

Findings

The results showed that the examined predictors had significant positive effects on the domestic food purchasing intention and the purchase itself of Hungarians. Important results that collectivism had a predictive role on three other constructs of the model (subjective norm, attitude and environmental concern) and that perceived behavioural control primarily had a direct positive effect on the behaviour itself were derived.

Originality/value

This study is based on a representative sample of the Hungarian food-buying population over the age of 18. In addition to the predictors of the original TPB model, this study also includes an examination of the effect of some additional individual psychological factors. These factors can be developed through formal and informal social influences, norms and expectations (family, school education). It means that in addition to actions that can be implemented as immediate support for domestic food consumption, long-term desirable social guidelines have also become visible.



Integrating sustainability into destinations branding: a literature based-review

| [DOI](#)

Authors: Eliyas Ebrahim Aman | Árpád Ferenc Papp-Váry | Khouloud Challouf

Date of publication: September, 2025

Department: Marketing

In today's global challenges, sustainability is no longer a choice but a necessity. Particularly in destination branding, sustainability is a core value that significantly influences tourist choices and shapes the image of destinations worldwide. Therefore, destinations require sustainable branding that meets travellers' expectations, enhances the destination's image and reputation, preserves cultural heritage, protects natural beauty, fosters economic growth, promotes sustainable use of resources, and minimizes climate change and environmental degradation. However, the literature on destination branding lacks a comprehensive conceptual framework for sustainable destination branding. Hence, developing a conceptual framework for sustainable destination branding is essential to provide theoretical and practical contributions. This review aimed at filling a gap in literature by mapping how sustainability is integrated in destination branding by developing a sustainable destination branding conceptual framework. The study proposes a conceptual framework for sustainable destination branding by systematically analyzing and synthesizing insights from 62 peer-reviewed journal articles indexed in the Scopus database. These articles are confined to journal articles published in English discussing sustainable destination branding topics. The evaluation of articles involves assessing the quality and eligibility of the articles through specific inclusion and exclusion criteria. The study highlights environmental, social, economic, and geopolitical dimensions as key considerations for sustainable destination branding. The study's findings also underscore the significance of sustainability in strengthening sustainable destination branding. While contributing to the existing body of literature, the paper provides a valuable conceptual and theoretical framework for the advancement of sustainable destination branding. Moreover, this review helps to guide future research and inform policy makers, destination marketers, and tourism stakeholders in developing sustainably-driven destination branding.



Family-friendly business events – an impossible ménage? | [DOI](#)

Authors: Kitti Boros | Tamás Csordás | Éva Markos-Kujbus

Date of publication: May, 2025

Department: Tourism and Hospitality

Purpose

The demand for family-friendly business events is continually increasing, reflecting the significance of work-life balance in contemporary society. The main objective is to investigate the family-friendly aspects of business events based on insights from professional event organizers.

Design/methodology/approach

The study utilizes a qualitative approach, using semi-structured interviews with 20 event organizers and venue representatives in Hungary.

Findings

Based on interviews, the research identified four levels of family-related business events: (1) bleisure tourism, (2) familiar corporate events, (3) traditional business events made open to family members and (4) corporate family days. When organizing family-friendly business events, several key factors must be considered. These include the location and comfort of the venue, budgetary constraints and the timing of the event to accommodate family schedules.

Originality/value

The study contributes to the ongoing discourse on work-life balance and the role of family-friendly practices in the business events industry. Theoretically, it expands the literature on family-friendly events and suggests a clear definition.



Impact of corporate governance and financial performance on sustainable innovation beyond the COVID-19 pandemic

| [DOI](#)

Authors: Hoang Bui | Zoltán Krajcsák

Date of publication: July, 2025

Department: Management and Organization

This study goes into the research of sustainable innovation and its relation to the corporate governance and firm performance of small and medium-sized enterprises (SMEs) by exploring the changes that business firms carried out to maintain effective resume operation in the context of the post-COVID-19 pandemics. We also show a link between sustainability and financial firm performance. Our results show that sustainable innovation had an indirect positive and significant effect on financial performance, regardless of the business size or sector. The research paper shows that with a practical sustainable innovation, one's firm performance can alter the operation of the companies and generate positive outcomes to boost the recovery of business firms after COVID-19.



Impact of sustainable leadership practices on green innovation: the mediating role of green organisational culture

| [DOI](#)

Authors: Mohanad Ali Kareem | Harshavardhan Reddy Kummitha

Date of publication: October, 2025

Department: Tourism and Hospitality

This study examines the impact of sustainable leadership practices on green innovation, with a particular emphasis on the mediating role of green organisational culture. Sustainable leadership is crucial for integrating environmental responsibility into organisational structures and aligning internal values with sustainability objectives. Using a simple random sampling technique, data were collected from 477 small and medium-sized enterprises (SMEs) through structured questionnaires. Reliability and validity were assessed via Confirmatory Factor Analysis (CFA) in AMOS 24, with Cronbach's alpha used to evaluate internal consistency. Structural Equation Modelling (SEM) was employed to test the proposed relationships. The results provide strong empirical support for the hypothesised model. Foundational and advanced sustainable leadership practices significantly contribute to the development of a green organisational culture. Moreover, performance drivers further reinforce this culture, which in turn positively impacts green product innovation and process capabilities. While green organisational culture may not directly initiate product innovation, it strengthens the relationship between sustainable practices and innovation outcomes. These findings provide practical insights for business leaders and policymakers seeking to integrate sustainability into their organisational strategies and innovation systems.



Examining the Carbon Footprint of Conferences with an Emphasis on Energy Consumption and Catering

| [DOI](#)

Authors: Viktória Mannheim | Judit Lovasné Arató

Date of publication: January, 2025

Department: Sustainability

This research study presents a comparison of an in-person and an online conference in terms of environmental impact and energy efficiency. The main goal of our research was to prepare a complete life cycle assessment of a two-day (15-h), 200-participant in-person and online conference based on different impact assessment methods. Life cycle assessments focus on the numerical determination of the decarbonization of conference consumption (lunch, dinner, food and beverage consumption during breaks), conference organization (discussions, correspondence, abstract booklet, registration package), travel, and infrastructure. The meals were examined by connecting the stages of preparation, cooking, consumption and end-of-life cycle as a cradle-to-grave analysis. We paid particular attention to the calculation of energy consumption. After carbon footprint comparisons, the areas with the highest impacts with pie diagrams were identified. Lastly, a SWOT chart and an SAP-

LAP analysis diagram summarize the achievable objectives and challenges. In conclusion, there is no outstanding difference between the impact assessment methods for the carbon footprint investigation. Travel contributes 57% of the overall carbon footprint at in-person conferences, while the environmental impact of meals holds the second largest share, at 8.41 kg CO₂ equivalent/person/hour. Excluding meals and travel, the calculated carbon footprint is 0.362 kg CO₂ equivalent/person/hour (only considering the effect of preparation, organization, administration and registration package). Our initial hypothesis was that an online conference reduces decarbonization, which the results confirm.



Sustainability in the commercial sector – the international trend of the shorter supply chains

| [DOI](#)

Authors: Henrietta Nagy | György Iván Neszmélyi | Gabriella Soós | Tamás Tóth

Date of publication: April, 2025

Department: Marketing

Since the beginning of 2020, the world economy's globalization process has undergone marked changes. The COVID-19 pandemic, the energy crisis, inflation, and the Russia–Ukraine conflict disrupted and interrupted the existing supply chains. Large geographical distances now mean increased transport costs and serious security risks in some cases. The latter represents the specific risks of war and the unexpected failure of even one or two of the large number of components required for manufacturing processes, which can cause serious problems in production and sales. Consequently, supply chains are shortening worldwide. This study presents the contradictory characteristics of this trend through bibliographic research and the introduction of specific cases. The results underline that reorganizing and redesigning large companies' production and logistics systems is not automatic, and national governments are important in this multifaceted process. This latter intention can be seen in the domestication of new industries and the repatriation of industries previously outsourced abroad, typically to East Asia. Regarding logistical aspects, safety and sustainability are also strengthened by shortening supply chains, which increases the importance of local producers and markets.



Research Voices

The following statement demonstrates a way in which researchers at Budapest University of Economics and Business (BGE) bring sustainability and responsible management into their research.

Perspective of a researcher

My profession is teaching and research. As a university lecturer and researcher, my aim is to ensure that educational and research activities reinforce one another in my work. Interactions with students are a constant source of inspiration; while teaching, I also engage in continuous learning myself. Research, in turn, requires collaboration with colleagues as well as focused attention and deep reflection, and it contributes significantly to the renewal and development of my teaching practice. In the long term, I am firmly committed to an academic career in higher education and research, encompassing both teaching and learning.

I have been working at BGE since 2012. I started as an adjunct instructor, then moved up the academic ladder, and now work here as a research professor and Faculty Head of Scientific Affairs at the Faculty of International Business. My research areas include circularity in the fashion industry, SME sustainability, entrepreneurs with disabilities, values-based banking, and sustainability in higher education. Given my position, my primary responsibility is conducting research in the field of sustainability, but I have never considered this work to be an end in itself. I believe that, as a university teacher, it is our responsibility, together with my colleagues, to pass on everything we learn or confirm through our research on sustainability to our students, who will become the managers and leaders of the future, in line with the principles of responsible management education. That is why I am delighted to be the course coordinator for “Sustainable and Responsible Management,” where each semester we teach thousands of students about the principles and concepts of sustainability, as well as related corporate practices and initiatives, preparing them for the challenges of the future.

Prof. Dr. Zsuzsanna Győri, research professor, Department of Sustainability

Research Barriers

In 2025, Budapest University of Economics and Business (BGE) identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Administrative barriers
- ❖ Time constraints
- ❖ Participant recruitment

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Research fundings and projects

In 2025, BGE received research funding from multiple complementary sources, including international project funding (FinArch, TASK4ISI, DEDYCATING, Pannon Skills, and a Visegrad Grant), corporate partnerships, and internal institutional support mechanisms. Revenue from international RDI projects amounted to HUF 8.37 million in 2025, while total grants awarded from 2025 submissions exceeded HUF 138 million – most notably a Marie Curie Staff Exchange grant (DRU project, HUF 83.6 million). Several of these projects had an explicit sustainability, ESG, or inclusive-entrepreneurship focus.

BGE also carried out a corporate R&D collaboration commissioned by VISA Europe (via Grayling Hungary Kft.), producing the “Women Entrepreneurs in Hungary” Global Entrepreneurship Monitor special report.

Internally, the University's Research Fund continued to support conference participation, manuscript language editing, open access publication fees, and data-analysis software.

In 2025, BGE implemented several research projects explicitly addressing responsible and sustainable practices: DEDYCATING (AI-supported ESG curricula, with country reports and good-practice collections for 5 countries), TASK4ISI (skills and competence development for disadvantaged and underrepresented entrepreneurial groups), Pannon Skills (tackling youth unemployment through holistic career orientation and adaptive apprenticeship mechanisms), and FinArch (digital finance transformation of SMEs, including a fintech skills-gap assessment and a gamified financial literacy business simulation).

Two PhD students in the Cooperative Doctoral Programme (EKÖP-KDP) researched green logistics practices and AI/LLM applications for sustainable competitive advantage in Hungarian service SMEs, respectively.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

In BGE's interpretation, Partnership is a two-way, strategic symbiosis built on the integration of the university's knowledge base with the domestic large corporate and entrepreneurial sectors. This cooperation creates a dynamic innovation and mentorship ecosystem that enables and guides students to find where they can best fulfill their potential and create value.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ CEEMAN (Central and East European Management Development Association)
- ❖ IAU (International Association of Universities)
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 2 key partnerships at Budapest University of Economics and Business (BGE).

Budapest Global Association

Budapest Global is an independent platform that bridges the public and private sectors, facilitating long-term cooperation among the Budapest Municipal Government, businesses, and knowledge institutions.

Budapest Global's vision is for Budapest to become a competitive, more livable, and more modern city with global connections. They seek solutions to the challenges facing the metropolis, such as climate change, rapid technological advancement, and intensifying economic competition.

Budapest Global and its allies pool their resources, expertise, and leadership to create projects and partnerships.

The three pillars of this initiative are as follows: increasing Budapest's appeal to diverse talent; exploring and integrating smart city technologies and data-driven governance initiatives, and supporting the adoption of new digital technologies; and advocating for collective action in the interest of urban sustainability.

BGE supports the Budapest Global vision and has joined the Association, as a university committed to innovation that places great emphasis on collaborating with corporate partners and responding to their needs.

BGE's goal is to have a positive impact on society through its activities and to instill a sustainability mindset in its students and partners.

BGE serves as one of the capital's leading centers for education and knowledge. We consider it our duty to participate in the work of the Budapest Global Association and, together with its members, to work toward a more sustainable city—the city where we live and work.

BGE share knowledge and expertise regarding sustainability, as two members of the Department of Sustainability are active participants in the regular strategic meetings and programs. Furthermore, BGE provided an ecological footprint calculator for Budapest Global's latest sustainability initiative, called Corporate Climate Sprint. This initiative is a six-month series of fun challenges designed to help companies take concrete, achievable steps towards more sustainable operations. The program started with a calculation of the companies' actual ecological footprint, which was developed by BGE's researchers.

In addition to knowledge-sharing, we have started an internship partnership with Budapest Global, so our students can participate in their work and learn how to apply the knowledge they have acquired at university to real-world tasks of strategic importance, whilst gaining first-hand experience in the fields of city diplomacy, economic relations, sustainability, corporate partnerships, event organisation and strategic thinking.

We also work with Budapest Global in our international project connected to the role of universities in enhancing democracies (DRU project - see at Values). With the help of Budapest Global, we were able to reach out to the Municipality's different departments and other Budapest Global members. This led to the plan that Budapest Municipality will join the consortium of the project, and we have already started to organise citizen science events with them and the Metropolitan Ervin Szabó Library (another Budapest Global member) for 2027 and 2028.

<https://uni-bge.hu/en/partnerships>

Our university has traditionally had a strong relationship with the business community and has developed excellent partnerships in all areas of economic life. At BGE, we believe that together we can work for the key players in our country's economy, for Hungarian small and medium-sized enterprises, and to help increase the propensity for entrepreneurship.

At this link, you can get to know more about the partnerships: <https://uni-bge.hu/en/partnerships>

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Budapest University of Economics and Business (BGE) support sustainability and responsible management education.

Perspective of a partner, Moore Ltd.

"For our company, BGE has now become the absolute center for strategic talent pipeline and graduate recruitment. On an annual basis, we integrate dozens of talented BBU students into our organization. The strength of our partnership lies in the fact that we are actively present in the students' lives right from point zero of their education, starting at the freshman camp, which is made continuous by our involvement in curricular teaching and our participation in corporate and executive mentorship programs. Our commitment and symbiosis with the university are also physically expressed by the university community space we renovated, which bears the design elements of our brand identity and provides an inspiring environment for daily learning. In addition, we support the execution of case competitions built on real market challenges as a high priority, since theoretical knowledge is instantly converted into practical and measurable value creation through these platforms."

Noémi Ács, Recruitment Specialist at Moore Ltd.

Continue telling your story

The corporate and entrepreneurial mentorship programs coordinated by the Office of Business Partnerships and Alumni Relations

The corporate and entrepreneurial mentorship programs coordinated by the Office of Business Partnerships and Alumni Relations, along with domestic large corporate partnerships, go far beyond occasional collaborations: they are unshakeable cornerstones of BGE's long-term value creation strategy. By actively and systematically involving market players, we form a direct, stable bridge between education and the economy. This proactive ecosystem not only lays the foundation for our students' long-term career paths and labor market competitiveness, but also secures a sustainable, high-quality talent base for the domestic economic sphere.

Through the office's partnership network, domestic large companies—including leading banking institutions, key players in the FMCG sector, and the BIG4 consulting firms—can target and identify outstanding talent during their university years. This process is supported by the close physical and contextual presence of companies in daily education, the organization of large-scale university job fairs, and the execution of case competitions based on real market challenges. Through these interactive platforms, BGE becomes the primary, transparent recruitment hub for the economic sector.

Among the impacts experienced at the individual student level, the intensive development of skills and structured business thinking stands out. During the corporate and entrepreneurial mentorship programs, students acquire essential practical competencies—such as negotiation techniques, strategic planning, and professional networking—which form the stable foundations of their long-term managerial or entrepreneurial careers.

This focused mentorship directly supports conscious career planning and the maximization of employment advantages. Mentored students select their fields of specialization much more purposefully than average, and based on experience and labor market statistics, they find employment significantly faster in relevant, high-value-added positions than the market average.

Last but not least, a key benefit of the programs is laying the groundwork for high-quality social capital. During their university years, students enter into direct, personal, and professional contact with recognized top and middle managers, as well as successful entrepreneurs. This high-level, trust-based network not only provides a competitive edge at the moment of graduation but also accompanies, supports, and catalyzes them throughout their entire professional life path.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

In BGE's practice policies and activities are in align with each other as we use the policies both in everyday operation and special events related to community building and other aspects of sustainability.

Institutional Policies and Practices

- ❖ Curriculum guidelines
- ❖ Ethical data sourcing guides
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Code of ethics
- ❖ Ethics Committee

Policy Documents Related to RME and/or Sustainability

etikai-kodex-2026_en

[View document](#)  [Download document](#) 

procedure-of-the-ethics-committee_250310_en

[View document](#)  [Download document](#) 

BGE's institutional governance framework

[View document](#)  [Download document](#) 

Practice Voices

The following statement from stakeholders at Budapest University of Economics and Business (BGE) demonstrates our commitment to sustainable and responsible practices.

Environmental and Sustainability Policy – pending approval

The Department of Sustainability created the first version of the BGE's Environmental and Sustainability Policy. The development of the Environmental and Sustainability Policy of Budapest University of Economics and Business (BGE) represents an important step towards embedding sustainability into the University's governance, operations and institutional decision-making. The Policy provides a coherent framework for translating environmental responsibility into everyday practice and for supporting the continuous improvement of the University's environmental and sustainability performance.

It identifies several areas in which responsible management can be implemented in practice, including energy efficiency and reduced energy consumption, greenhouse gas emission reduction, renewable and low-carbon solutions, waste prevention, reuse and recycling, circular economy principles, sustainable procurement and consumption, and environmentally responsible mobility.

The Policy also recognises that sustainability should not be treated as a separate operational issue. It explicitly connects environmental responsibility with education, research, institutional operations and university community life, while also supporting the development of environmental awareness among students and employees.

A further important element is the emphasis on continuous improvement. The regular assessment and review of sustainability objectives provide a basis for moving from general commitments towards a more systematic and accountable approach to environmental performance.

In this way, the Environmental and Sustainability Policy supports the PRME Practice Principle by strengthening the alignment between the responsible management values promoted through the University's teaching and research and the principles applied within its own governance and operations. It contributes to making sustainability an integral part of institutional practice and a shared responsibility across the University.

Continue telling your story

Perspective on Eco-Walk

The Eco-Walk program series has now entered its fifth year. Based on its themes: nature conservation, environmental protection, sustainable development, and environmental awareness in practice, organizing educational excursions for the students and colleagues of the Budapest University of Economics and Business, the key areas of our sustainability strategy involve the development of our internal community, specifically: team-building excursions and responsibility for the natural environment, with a focus on environmental awareness in practice.

In addition to today's economic and social challenges, we must also devote significant attention to protecting our natural environment. Although the concepts mentioned above have already become part of everyday thinking, laying the theoretical foundations does not yet mean they have been put into practice. Since the middle of the last century, an increasing number of organizations have been drawing attention to the need to reduce the harmful effects of human activity on the entire biosphere and to embark on the path of sustainable development. The development of related action plans, as well as the preparation and implementation of programs, began as early as the second half of the 1900s and, of course, continues to this day.

I believe it is important for my close and broader communities - including myself - to learn about the operations, opportunities, research, and practical applications of the organizations that ensure our own future and that of our children on this planet.

I would like to emphasize that the planned field trips can also create additional synergies through their team-building and unifying power. Another consideration is that an environmentally conscious approach, off-site programs, and nature excursions can also support the mental well-being of our staff and students.

The program by the numbers:

- 5 seasons
- 22 locations
- more than 100 participants

Szabolcs Szabó, professor of practice, Department of Accountancy

Activity of the Ethics Committee

While BGE did not receive an external award specifically for responsible practices in 2025, the University's commitment is well demonstrated by the active, data-backed operation of its Ethics Committee.

In 2025, the Committee received a total of 10 inquiries in the form of ethics questions or reports: 6 ethics reports and 4 ethics questions. Of the 6 reports, 3 led to a formal ethics investigation, and all 3 concluded with a finding of ethical misconduct. Key recurring themes included disrespectful or discriminatory communication, harassment-type behaviour, issues related to academic and publication activities (thesis writing, collaboration), and social media presence and communication.

Based on these cases, the Committee reaffirmed the University's core principles: ensuring equal opportunity (prohibiting discrimination based on gender, age, origin, language, religion, political views, refugee status, or sexual orientation), supporting collaboration and professional exchange, and maintaining a supportive, trust-based atmosphere.

To strengthen ethical awareness, 562 BGE staff members successfully completed the ethics e-learning module in 2025, and the Code of Ethics is also integrated into the University's sustainability-related courses, supporting education in responsible organizational and economic conduct.

Sustainability events in 2025

BGE purposefully highlights the educational dimension of sustainability and social responsibility through its sustainability events.

Here is the list of events in 2025:

April 10–12, 2025. Building the future, Our sustainability activities at Budapest University of Economics and Business,

We made a presentation at the conference UI GreenMetric - International Student Leaders Meeting on Sustainability (ISLMS 2025), University of Szeged about our sustainability events and initiatives. The article is available here: <https://publikaciotar.uni-bge.hu/id/eprint/2553/>

October 2025. Intensive week courses on sustainability issues

During the second intensive week of the fall semester of the 2025–26 academic year, we held the course “Circular Is the New Trend! - The Circular Economy in Theory and Practice” with the active participation of nearly 40 students.

After providing an overview of the theory of the circular economy, the course used practical examples and workshop-style group work to explore what circularity - and the lack thereof—means in the fashion industry.

The students collaborated on concepts for sustainable fashion businesses, considering potential target audiences, marketing communication channels, and value propositions.

At the other course titled “From Cave Paintings to ChatGPT – or, the Philosophical Paths of “Communication” (in Life)...” students and guests of this intensive weekly course embarked on a shared intellectual journey, with the ancient culture of the creators of cave paintings serving as the starting point.

The course participants sought to collectively interpret the multifaceted dimensions of human intelligence and the human spirit, with the undisguised goal of gaining a deeper understanding of the true context behind the apparent revolution in AI. Throughout the course, participants explored the “labyrinths” of philosophy, science, and technology to the extent that their circumstances allowed. The classes provided an opportunity for the mutual exchange of opinions, as well as for constructive critical debates arising from differences in perspectives and worldviews, thus evoking the discursive atmosphere of ancient Greek and Indian universities.

Perhaps this is why the students indicated that they look forward to and will gladly participate in future courses that offer similar intellectual freedom and engagement.

November 28, 2025. Eco-Walk

We continued the Eco Walk initiative as a field-based educational format through which participants explore the environmental, social, and economic dimensions of sustainability in real-life settings via on-site experiential learning. The educational sharing of these field-based programmes strengthens the practical interpretation of theoretical knowledge and reflective learning.

The participants visited the HUN-REN Energy Research Centre, where we spent nearly three hours exploring future research in energy and materials science.

They observed how an electron microscope works, gained insight into the medical applications of nanotechnology, and then experts in fusion plasma physics demonstrated how the nuclear fusion power plants of the future are being designed. At the end of the program, they also got a glimpse into the world of radiation safety research.

December 4, 2025. Bake Sale

As in previous years, we organized our charity bake sale with community voting, the bake sale filled with delicious treats welcomed the community at both campuses. Nearly 60 volunteers helped organize the event, and almost all 500 slices of cake were sold out!

A huge thank you to the hundreds of students and staff for their donations - together, we raised 230,000 Ft for the community's chosen beneficiary, the Patent Association.

December 11, 2025. Creative Repurposed Christmas – Getting Ready for the Holidays Together

Creativity, good spirits and a festive atmosphere were all part of the Creative Christmas event at both campuses. During a relaxed afternoon, participants, students and employees created Christmas decorations and unique gifts using a variety of recycled and repurposed materials.

The activities included making Christmas cards from coffee capsules, Grinch trees, macramé dolls and keychains, cork pictures, table decorations and door wreaths. Baking gingerbread together and planting Christmas wheat added to the festive atmosphere.

The event was about more than just the creations themselves: the shared activities, conversations and cheerful atmosphere offered a welcome break from everyday work and studies.

December 18, 2025. Intercultural Christmas Event

254 Hungarian and international students joining the festivities. The four head mentors of the BEE Mentor Programme and our six student ambassadors were also in attendance, eagerly taking part in the activities.

Guests enjoyed a wide range of festive programmes, including wreath and "Grinch tree" decorating, jewellery making, as well as gingerbread decorating and baking. The atmosphere was further elevated by the Melody of Yours music group, who led the attendees in singing Christmas carols. The purpose of the event was for students to experience cultural diversity -one of the foundations of social sustainability - while preparing for the holiday together.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

For BGE sharing means the collaboration of students, teachers and staff for making our common life more ethical and sustainable.

Engagement Opportunities

Budapest University of Economics and Business (BGE) offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)

Communication Audiences

Budapest University of Economics and Business (BGE) communicates its policies and progress on sustainable development and responsibility with:

- ❖ Boards and advisory committees
- ❖ Faculty and staff

Sharing Voices

The following statement from stakeholders at Budapest University of Economics and Business (BGE) demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

About the Communication on RME

As a communications expert at the Communications and Marketing Office, my role is to support sustainability communications that concern the entire university community, based on the professional and strategic directions set by the Department of Sustainability.

Our general experience is that younger generations are difficult to reach. Although they are open to community experiences, it is much harder to find them and engage them in specific activities. Over the past year, we have therefore tried several atypical ways of involving students in the programmes organised by the Department of Sustainability, aiming to reach as many of them as possible.

One of our primary considerations was to create a connection between each activity and the students' studies. We wanted students to see that they can draw on extracurricular programmes, learn from them and benefit from them in their studies.

In this spirit, we organised, for example, a volunteer day during the Christmas season and eco-walks exploring a range of topics. We also produced educational videos linked to the training curriculum of the Sustainability Platform of Hungarian Universities (MEFP).

Our experience shows that sustainability communication has a real impact on students when it is not presented as a standalone message, but is connected to their own studies and to the experience of community.

Ákos Simon, Communications Expert

Communication Barriers

Budapest University of Economics and Business (BGE) faces the following barriers in transparent communications:



**Bureaucratic
delays**



**Audience
reach**



Media visibility



**Feedback
loops**



**Engagement
gaps**



BGE

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