

# 2025 Sharing Information on Progress **(SIP) Report**

Corvinus University of Budapest

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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 your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

# 1. Mission

## 1.1 Mission of Corvinus University of Budapest

### Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Eco-design
- Entrepreneurship
- Environmental Economics
- Environmental Studies
- Ethical Leadership
- Finance
- Hotel & Restaurant Management
- Human Resources
- Renewable Energy Management
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

### Provide supporting context

Driven by curiosity, we thrive as a community of research and learning in business, economic and social sciences, educating responsible thinkers and empowering forward-looking leaders.

# 2. Vision

## 2.1 Vision of Corvinus University of Budapest

### Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)

- Eco-design
- Entrepreneurship
- Environmental Economics
- Environmental Studies
- Ethical Leadership
- Finance
- Hotel & Restaurant Management
- Human Resources
- Renewable Energy Management
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

#### **Provide supporting context**

As a historic national champion, we aim to be an internationally recognized university committed to address the challenges of our times.

## **3. Strategy**

### **3.1 Sustainability Strategy**

#### **Upload or select a document**

Sustainability strategy Corvinus

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### **3.2 Corvinus University of Budapest\_Institutional Development Plan\_The Bridge Strategy\_2025-2028**

#### **Upload or select a document**

Corvinus\_IDP\_The\_Bridge\_Strategy\_2025\_2028

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## 4. Strategy Alignment

### 4.1 Corvinus University of Budapest: Strategy in Support of Sustainability, the Common Good, and Quality Education

#### Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Eco-design
- Entrepreneurship
- Environmental Economics
- Environmental Studies
- Ethical Leadership
- Finance
- Hotel & Restaurant Management
- Human Resources
- Renewable Energy Management
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

#### Provide supporting context

Corvinus University of Budapest's strategic priorities are strongly aligned with advancing sustainable development, the common good, and quality education.

The renewed **mission** emphasizes educating responsible thinkers and empowering forward-looking leaders in business, economics, and social sciences, while the **vision** highlights the university's commitment to addressing the key challenges of our time, particularly sustainability and artificial intelligence.

This alignment is embedded across the strategic pillars of the **Bridge Strategy 2025–2028**:

- **Tram 2 – A multidisciplinary university**: Sustainability and Artificial Intelligence are integrated into all degree programs, equipping graduates with future-ready and responsible knowledge and skills.

- **InterCity – A student-focused university:** Initiatives to strengthen social mobility, equity, and access ensure that education serves the common good and promotes inclusive excellence.
- **The Ring – A research-based university:** Research efforts focus on global challenges, including sustainability, thereby enhancing societal and economic impact through knowledge creation.
- **Flight 6 – A university with international reach:** International partnerships, double degree programs, and research collaborations expand Corvinus' global engagement in sustainability dialogues and knowledge exchange.
- **Operational Excellence:** Transparent, data-driven systems for teaching quality assessment strengthen academic excellence and ensure responsible institutional performance.

The **strategic monitoring framework** includes dedicated indicators such as students' sustainability knowledge (Sulitest), participation in AI-related courses, social mobility measures, and internationalization targets. These ensure measurable progress toward sustainable development and quality education goals.

**In sum, the Bridge Strategy explicitly links Corvinus' institutional priorities with advancing sustainability, the common good, and quality education through concrete initiatives and measurable outcomes.**

## 5. Institutional History

### 5.1 Corvinus University of Budapest: Path to Responsible Management Education

#### Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Eco-design
- Entrepreneurship
- Environmental Economics
- Environmental Studies
- Ethical Leadership

- Finance
- Hotel & Restaurant Management
- Human Resources
- Renewable Energy Management
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

### Provide supporting context

Corvinus University of Budapest's path to RME is a decades-long transformation. Its journey reflects a steady evolution: from early environmental teaching and research in the late 1980s, through faculty-wide integration in the 2000s, to full university-wide adoption in the 2020s. The institution's PRME commitment in 2010 formalized a path already grounded in environmental economics, ethics, and social responsibility.

### Significant Milestones in RME Adoption

#### Late 1980s–1990s

- First courses in *environmental economics* and *corporate environmental management*
- Research on environmental conflicts

#### Early 1990s

- **Centre for Business Ethics** established, shaping early discourse

#### Mid-2000s

- Sustainability expanded faculty-wide through joint projects, co-teaching, and cross-department dialogue

#### 2008

- Development of an **Institutional Sustainability Strategy**
- Foundation of **HaKöSz (Students in Community Service)**

#### 2010

- **May 2010:** Corvinus Faculty of Business Administration formally **committed to PRME**, integrating RME into teaching, research, and outreach
- Establishment of the **Committee for Responsible Business Education** (Chair: *Dr. Gyula Zilahy*)

#### 2012

- University's mission emphasized creating a "*more liveable world*"
- *Dean Prof. Ágnes Hofmeister* endorsed PRME publicly

## 2015

- Renewal of PRME commitment
- Participation in **Climate-KIC's Pioneers into Practice** (professional mobility programme within Europe's largest public-private partnership for climate innovation)

## 2017

- Corvinus became a **founding member of the PRME CEE Chapter**
- **Corvinus Science Shop** launched to connect teaching and research with community partners

## 2019

- Over **36 ERS-related courses, 150+ sustainability theses**
- *Dean Prof. Zita Zoltay Paprika* signed off on the fourth PRME SIP report

## 2021

- Corvinus faculties merged resulting in the first **university-wide SIP report** submitted under the coordination of PRME Representative *Dr. Orsolya Diófási-Kovács*
- Establishment of the **ERS Hub**

## 2022

- Establishment of the **Institute of Sustainable Development**
- **Science Shop** scaled to 930 students and 43 community partners

## 2023

- **Sustainability Strategy Framework (2023–2030)** launched
- Cross-institutional collaboration through the **Sustainability Platform of Hungarian Universities**

## 2024

- Opening of **Gellért Campus**, awarded "*Green Investment of the Year*", **LEED Gold certified**
- Corvinus colleagues take leadership in **PRME CEE Chapter**:

*Dr. Katalin Ásványi* – Chair

*Dr. Zsófia Nemes* – Secretary

*Ms. Andrea Varga* – Head of Member Recruitment & Engagement

## 2025

- *Dr. Katalin Ásványi* appointed first **Dean for Sustainability**
- New **ESG postgraduate programs** (*ESG Management, ESG Economist*), ESG consultant partial knowledge training and the new **Sustainability Management and Entrepreneurship** master program launched

## 6. Graduates

2713

## 7. Degrees Offered

- Bachelor of Science (B.Sc. or B.S.)
- Bachelor of Arts (B.A.)
- Master of Science (M.Sc. or M.S.)
- Master of Arts (M.A.)
- Master of Business Administration (M.B.A.)
- Doctor of Philosophy (Ph.D.)

## 8. Faculty & Staff at the Institution

1037

## 9. Total Student Enrollment at the Institution

7910

## 10. Undergraduate Student Enrollment at the Institution

5646

## 11. Graduate Student Enrollment at the Institution

1354

## 12. Doctoral Student Enrollment at the Institution

296

## 13. Certificate, Professional Development, Continuing Education Student Enrollment at the Institution

612

## 14. Undergraduate Degree Programmes

### 14.1 BSc in Business and Management

**Degree Type**

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

**Department**

- Management

**Degree Programme Subject**

- Management

**Director Full Name**

Dr. Balázs Vaszkun

### 14.2 BSc in Applied economics

**Degree Type**

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

**Department**

- Economics

**Degree Programme Subject**

- Economics

**Director Full Name**

Dr. Dóra Györffy

### 14.3 BA in Communication and Media Science

**Degree Type**

- Bachelor of Arts (B.A)

**Department**

- Marketing

**Degree Programme Subject**

- Communication and Media Science

**Director Full Name**

Dr. Tamás Bokor

### 14.4 BSc in Data Science in Business

**Degree Type**

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

**Department**

- Computer Information Systems

**Degree Programme Subject**

- Business Data Analytics

**Director Full Name**

Ildikó Borbásné Szabó

### 14.5 BA in International relations

**Degree Type**

- Bachelor of Arts (B.A)

**Department**

- International relations

**Degree Programme Subject**

- International relations

**Director Full Name**

Dr. Zoltán Gálik

## 14.6 BSc in International Business

### Degree Type

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

### Department

- International Business

### Degree Programme Subject

- International Business

### Director Full Name

Dr. László Kacsirek

## 14.7 BA in Philosophy, Politics and Economy

### Degree Type

- Bachelor of Arts (B.A)

### Department

- Economics

### Degree Programme Subject

- Economics and Politics

### Director Full Name

Dr. Réka Várnagy

## 14.8 BSc in Finance and Accounting

### Degree Type

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

### Department

- Finance



**Degree Programme Subject**

- Finance

**Director Full Name**

Dr. Barbara Dömötör

**14.9 BSc in Business Informatics****Degree Type**

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

**Department**

- Business Analytics

**Degree Programme Subject**

- Business Data Analytics

**Director Full Name**

Dr. Zoltán Szabó

**15. Masters Degree Programmes****15.1 Master in Management and leadership****Degree Type**

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

**Department**

- Management

**Degree Programme Subject**

- Management

**Director Full Name**

Dr. Péter Móricz

## 15.2 MSc in Advanced Supply Chain Management

### Degree Type

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

### Department

- Management

### Degree Programme Subject

- Supply chain management

### Director Full Name

Dr. Zsolt Matyusz

## 15.3 MSc in Marketing

### Degree Type

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

### Department

- Marketing

### Degree Programme Subject

- Marketing

### Director Full Name

Dr. Irma Agárdi

## 15.4 MA in Communication and Media Studies

### Degree Type

- Master of Arts (M.A)

### Department

- Marketing

### Degree Programme Subject

- Communication and Media Studies

### Director Full Name

Dr. Antal Szántay

## 15.5 MSc in Finance

### Degree Type

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

### Department

- Finance

### Degree Programme Subject

- Finance

### Director Full Name

Dr. Péter Juhász

## 15.6 MSc in Business Informatics

### Degree Type

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

### Department

- Business Analytics

### Degree Programme Subject

- Business Data Analytics

### Director Full Name

Dr. Zoltán Szabó

## 15.7 MA in International relations

### Degree Type

- Master of Arts (M.A)

### Department

- international relations

**Degree Programme Subject**

- International relations

**Director Full Name**

Dr. Bernadett Lehoczki

**15.8 MSc in Public Policy and Management****Degree Type**

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

**Department**

- Management

**Degree Programme Subject**

- Management

**Director Full Name**

Dr. Attila Bartha

**15.9 International MBA****Degree Type**

- Master of Business Administration (M.B.A.)

**Department**

- Business Administration

**Degree Programme Subject**

- Business Management Administration

**Director Full Name**

Dr. Miklós Kozma

**15.10 MSc in Economic Analysis****Degree Type**

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

**Department**

- Economics

**Degree Programme Subject**

- Economics

**Director Full Name**

Dr. Szilárd Benk

**15.11 MSc in International Economy and Business****Degree Type**

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

**Department**

- Economics

**Degree Programme Subject**

- Economics

**Director Full Name**

Dr. András Tétényi

**15.12 MA in Political Economy****Degree Type**

- Master of Arts (M.A)

**Department**

- Economics

**Degree Programme Subject**

- Economics

**Director Full Name**

Dr. Gergő Medve-Bálint

### 15.13 MSc in Marketing Strategy and Innovation

**Degree Type**

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

**Department**

- Marketing

**Degree Programme Subject**

- Marketing

**Director Full Name**

Dr. Krisztina Kolos

## 16. Postgraduate Degree Programmes

### 16.1 Doctoral School of Sociology and Communication Science

**Degree Type**

- Doctor of Philosophy (Ph.D.)

**Department**

- Sociology and Communication Science

**Degree Programme Subject**

- Sociology and Communication Science

**Director Full Name**

Dr. Beáta Nagy

### 16.2 Doctoral School of Business and Management

**Degree Type**

- Doctor of Philosophy (Ph.D.)

**Department**

- Management

**Degree Programme Subject**

- Management

**Director Full Name**

Dr. Imre Fertő

**16.3 Doctoral School of Economics and Business Informatics****Degree Type**

- Doctor of Philosophy (Ph.D.)

**Department**

- Economics

**Degree Programme Subject**

- Business Economics

**Director Full Name**

Dr. Péter Csóka

**16.4 Doctoral School of International Relations and Political Science****Degree Type**

- Doctor of Philosophy (Ph.D.)

**Department**

- International relations and political science

**Degree Programme Subject**

- International relations and political science

**Director Full Name**

Dr. István Benczes

## 17. Certificates, Professional Development, or Associate Programmes

### 17.1 Sustainability communication strategies

**Degree Type**

- Certificate

**Department**

- Marketing

**Degree Programme Subject**

- Management ESG Sustainability

**Director Full Name**

Tamás Bokor





# Purpose

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

## 18. Letter of Commitment

### 18.1 Letter from the Rector of Corvinus University of Budapest - Commitment to PRME

Upload or select a document

Letter from the Rector\_Commitment to  
PRME

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## 19. Define Purpose

At Corvinus, our purpose is to educate responsible thinkers and future leaders who contribute to sustainable development and the common good. Guided by PRME, we integrate sustainability, ethics, and innovation across education, research, and partnerships to foster inclusive prosperity within resilient social, economic, and ecological systems.

## 20. Institutional Engagement

0% - 25%



# Values

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



## 21. RME Lead

- Centralized sustainability office
- Research or issue group, society, or club leading sustainability efforts
- Student contributor
- Individual leader
- Interdisciplinary efforts across business school

## 22. Define Values

At Corvinus, our values—collaboration, systems thinking, excellence, and integrity—guide us in placing responsibility and accountability to society and the planet at the heart of our mission. They shape our teaching, research, and partnerships, ensuring ethical, transparent, and sustainable impact in all that we do.

## 23. Student Awareness

0% - 25%

## 24. Student Voices

### 24.1 Student voices

#### Subjects

- Sustainable Development
- Corporate Social Responsibility (CSR)
- Responsible Management Education

#### Provide supporting context

During the 2024/25 academic year, as a student of Business and Management at Corvinus University of Budapest, I had the opportunity to take part in the course *Global Sustainability Challenges*. What made this course stand out was the way it encouraged us to go beyond theory and connect sustainability with our daily lives.

We were asked to test different sustainable practices, reflect on our experiences, evaluate how challenging they were, and consider whether we could realistically adopt them long-term. Some activities were relatively easy to implement, while others—such as choosing more sustainable

forms of transportation or trying a vegetarian diet for a week—required genuine effort and self-awareness. These experiences showed me how even small lifestyle changes can create meaningful impact.

One of the most memorable moments for me was a personal conversation with international friends about our visions for a sustainable future. That dialogue not only exposed me to different cultural perspectives, but also highlighted how deeply interconnected our choices are, regardless of where we live.

What I valued most about the course was its balance of structure and freedom. It gave us clear goals while leaving space to adapt the activities in ways that made sense for our own contexts and realities. This flexibility made the learning process more authentic, motivating, and personally relevant.

Overall, the course made sustainability tangible and close to everyday life. It helped me realize that sustainability is not just a global issue discussed in theory, but something that can—and should—be lived in practice. For this reason, I would highly recommend courses that integrate hands-on experiences with sustainability—they make learning both impactful and transformative.

## 24.2 Student voices\_2

### Subjects

- Sustainable Development

### Provide supporting context

I experienced many new things in terms of content and approach during the Sustainability Management Case Studies course. I gained many defining experiences and learning points that left a deep impression on me and fundamentally reshaped my relationship with sustainability. The course went far beyond what I had previously thought about writing or evaluating reports. The first thing that really impressed me was the complex assessment of sustainability. During the course, it became clear that, in addition to environmental sustainability, social and economic aspects are also crucial. I used to focus exclusively on environmental data (e.g., CO2 emissions), but the examples in the course, the group assignment, the collaboration with the community partner, and the SDG-based approach showed me that education, equality, and social justice are just as much a part of sustainability. During the assignments, it became clear that a sustainability report is not good because it contains a lot of data, but because of the depth with which it reflects on the organization's impact and responsibility.

I found the multi-faceted evaluation of corporate reports particularly instructive. It made me think about how targeted communication intentions or deliberate omissions appear alongside GRI or ESG indicators. I learned to consider not only the numbers, but also the connections and

gaps. I understood that these are not just communication tools, but strategic decision-making aids. During the learning process, I was particularly struck by the realization that a good report not only communicates data, but is also capable of creating a narrative.

Through group assignments and joint evaluations, my reasoning skills improved, and I became more confident in expressing my own opinions. On issues such as the limits of corporate transparency or the real impact of green investments, differences of opinion often arose. These situations taught me that there are no simple answers to complex problems, only nuanced approaches. My analytical skills developed during discussions and joint analyses, and each of these cases deepened my thinking, strengthened my critical thinking skills, and encouraged me to speak up and stand up for my own opinions.

## 25. Celebrating Values

### 25.1 Celebrating Values at Corvinus University of Budapest

#### Subjects

- Corporate Social Responsibility (CSR)
- Ethical Leadership
- Human Resources

#### Provide supporting context

Corvinus University actively fosters a culture built on core values such as ethics, equity, and belonging. Ethical awareness and social responsibility are strengthened through courses, workshops, and events that highlight ethical decision-making, sustainability, and responsible management. Variety and openness are further celebrated through student organizations, cultural programs, and institutional policies that ensure equitable opportunities for all members of the university community, regardless of background, identity, or belief system.

As part of this inclusive approach, the university recognizes the importance of personal reflection and faith by providing designated meditation rooms on campus. These quiet spaces are available to students, faculty, and staff who wish to use them, supporting a variety of traditions and needs. This initiative illustrates Corvinus's commitment to fostering a welcoming and supportive campus environment.

Complementing these values, the university places strong emphasis on student wellbeing. The Student Wellbeing and Community Centre offers confidential support for a wide range of personal and emotional challenges. Licensed psychologists and mental health professionals provide counseling for stress, anxiety, cultural adjustment, relationship and family conflicts, and

grief, as well as more serious concerns such as substance use or self-harm. By creating a safe and supportive environment, the centre ensures that students feel cared for and equipped to maintain their mental health while thriving both academically and personally.

## 25.2 Accessibility and Disability Policy

Upload or select a document

Corvinus\_Accessibility\_and\_Disability\_Policy    View document     Download document 



## 25.3 Corvinus University of Budapest: Gender Equality Plan 2022-2024

Upload or select a document

Corvinus\_Gender\_Equality\_Plan\_2022-2024    View document     Download document 

## 25.4 Prayer Room at Corvinus University of Budapest

Upload or select a document

Prayer rooms available at Corvinus University  
of Budapest    View document     Download document 

## 25.5 Business Ethics Center: Annual Report 2024

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Business Ethics Center\_Annual Report\_2024    View document     Download document 

## 26. Student Engagement

26% - 50%

## 27. Values Voices

### 27.1 Governmental partnership - "MGFÜ" Hungarian Economic Development Agency - Budapest, Hungary

#### Subjects

- Responsible Management Education

#### Provide supporting context

"MGFÜ" Hungary is the national SME development agency in Hungary dedicated to the growth and competitiveness of small and medium-sized enterprises across the country.

"As the accrediting institution for Corvinus University's ESG consultant partial training program, we are proud to support the development of future ESG experts. Our collaboration ensures that Corvinus is authorized to train ESG advisors, integrating ethical, social, and environmental considerations into the curriculum. This partnership helps cultivate leaders who are not only technically competent but also guided by values of sustainability, responsibility, and ethical decision-making."

### 27.2 Community Partnership – "Tűzcsiholó Egyesület" - Tiszadob, Hungary

#### Subjects

- Responsible Management Education

#### Provide supporting context

The goal of "Tűzcsiholó Egyesület" is to ensure that children whose parents were once in state care do not have to grow up in children's homes.

"As a community partner collaborating with Corvinus University through the Science Shop program, we deeply value the opportunity to work with students on projects that address real societal challenges. Through these joint initiatives, we witness how ethical considerations, inclusivity, and social responsibility are integrated into students' learning processes. Corvinus encourages open dialogue, reflection, and engagement with local communities, fostering values that extend beyond the classroom and create meaningful impact. These experiences help cultivate future leaders who are not only knowledgeable but also ethically aware and socially committed."



## 27.3 Corporate Partnership - MBH Bank - Budapest, Hungary

### Subjects

- Responsible Management Education
- Finance

### Provide supporting context

“As a corporate partner engaging with Corvinus University in sustainability-related courses, we value the opportunity to share real-world perspectives on responsible business practices with students. Participating in lectures and discussions allows us to highlight the importance of ethical decision-making, environmental stewardship, and social responsibility in everyday corporate operations. We appreciate Corvinus’ commitment to integrating sustainability and values-based learning into its curriculum, helping students understand how these principles can be applied to create positive impact in both business and society.”



# Teach

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



## 28. Define Teach

At Corvinus, teaching means embedding sustainability, ethics, and responsibility across all programs. We create innovative, student-centered learning environments that blend theory with practice, preparing graduates to address complex societal and business challenges with integrity, creativity, and global awareness.

## 29. Courses

### 29.1 Global sustainability challenges

**Course code**

NPGG046NABB

**Department**

- Economics

**The duration of my course is:**

- 12 weeks

**My course session format is:**

- 2 one-and-a-half hour session

**My course learning outcomes are:**

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Structured to encourage critical thinking and decision-making

**My course touches on the following concepts:**

- Economics of Climate Change and Sustainability

**My course implements the following pedagogies:**

- Project-Based Learning (PjBL)
- Problem-Based Learning (PBL)

**Course Description**

The aim of the course is to provide students with a better understanding of the broader, sustainability (including ecological and social) context of the economy. Beyond the concept, categories and indicators of sustainable development, the course also aims to address the most important sustainability challenges arising as a consequence of economic/business processes and the state of the environment at global, regional and local levels.

#### **Tell us about the impact you're making on your students**

The objectives of the course are to cover some international, corporate and individual aspects of sustainability and to increase the ability of students to make more sustainable and responsible decisions in their professional and personal lives.

#### **Relevant SDGs addressed through the course**



## **29.2 Business models for a circular economy**

#### **Course code**

VGLE022NMBB

#### **Department**

- Economics

#### **The duration of my course is:**

- 12 weeks

#### **My course session format is:**

- 2 one-and-a-half hour session

#### **My course learning outcomes are:**

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies

**My course touches on the following concepts:**

- Economics of Climate Change and Sustainability
- Sustainable Economic Models and ESG Impact

**My course implements the following pedagogies:**

- Active Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)

**Course Description**

The prelude of this subject was the course titled Environmentally Friendly Corporate Governance, which in recent years has focused strongly on business models of sustainability. This is even more strongly reflected in the new subject, as shown in the choice of title. The aim of the course is to provide students with an understanding of the consumer and regulatory expectations that companies face as they move towards a circular economy.

**Tell us about the impact you're making on your students**

Students will examine how corporate profit considerations and sustainability considerations can be reconciled and what types of business models can serve sustainability requirements. They will learn to analyse business models for sustainability and build new models.

**Relevant SDGs addressed through the course**

## 29.3 Sustainable and ethical marketing

**Course code**

MARK020NAMB

**Department**

- Marketing

**The duration of my course is:**

- 12 weeks

**My course session format is:**

- 2 one-and-a-half hour session

### **My course learning outcomes are:**

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making

### **My course touches on the following concepts:**

- Sustainable and Cause-Related Marketing
- Marketing Ethics and Consumer Rights

### **My course implements the following pedagogies:**

- Active Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Case Method

### **Course Description**

The course explores the interconnections between sustainability, CSR, and ESG in both global and corporate contexts, with a particular focus on the role and tools of marketing. The first part (sessions 1–6) addresses sustainability challenges and global risks, the Sustainable Development Goals (SDGs) through interactive games, and the role of universities in sustainability. Students engage in simulation and projectbased activities (e.g., SDG University Mapping, Corvinus for Sustainability campaign, decisionmaking simulation, and “Sustainable Action Wall”). The second part (sessions 7–12) examines the relationship between CSR and marketing, including CSR communication strategies, green marketing versus greenwashing, and ethical dilemmas. Students are introduced to the CSR strategy of a corporate partner (Hell Energy) and analyze sustainability-focused marketing from both corporate and consumer perspectives. The course concludes with a critical reflection on the future of corporate sustainability, CSR, and ESG.

### **Tell us about the impact you're making on your students**

They are open to design thinking in marketing decisions, and consider problems as opportunities. Students are aware of the ethical dimensions and consequences of consumer behaviour. Demonstrate a problem-solving attitude. Aspire to take on a possible change agent role. They are ready to participate efficiently in teamwork. Keep the opinion of the teammates in mind.

## Relevant SDGs addressed through the course



## 29.4 Green finance

### Course code

PENZ065LMSB

### Department

- Finance

### The duration of my course is:

- 12 weeks

### My course session format is:

- 2 one-and-a-half hour session

### My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making

### My course touches on the following concepts:

- ESG Investing and Sustainable Finance

### My course implements the following pedagogies:

- Active Learning
- Case Method

- Problem-Based Learning (PBL)

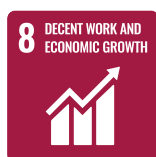
### Course Description

During the course, we provide a comprehensive overview of the products (e.g. green bonds) and services (e.g. green bond issuance) offered by corporate actors in the green financial sector that strengthen sustainable aspects. We place great emphasis on presenting the domestic context, from green financing opportunities and discounts to bond market analyses, but we also discuss the tools of impact measurement. We provide relevant and useful information from the point of view of financing a potential green project, so we also cover topics that may affect borrowing, such as the financed emissions of responsible banking or the carbon footprint of government securities. The course is practice-oriented, and we also help understanding with simple calculation examples.

### Tell us about the impact you're making on your students

They are committed to ESG-based critical thinking and analysis, facilitating objective evaluation of data and drawing relevant conclusions. Based on independently conducted analyses, students formulate decision-making proposals for management, while also taking into account sustainability goals and corporate values.

### Relevant SDGs addressed through the course



## 29.5 Responsible employment

### Course code

FENT082LMSB

### Department

- Management

### The duration of my course is:

- 12 weeks

### My course session format is:

- 2 one-and-a-half hour session

### My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)



- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies

**My course touches on the following concepts:**

- Corporate Governance and Ethical Leadership
- Sustainable Leadership and Social Impact

**My course implements the following pedagogies:**

- Active Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)

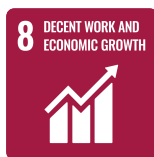
**Course Description**

Responsible employment is a crucial area of socially and environmentally sustainable and responsible corporate strategy and governance. In the course the following topics will be introduced and discussed: mindset of responsible employment, its principles, international and Hungarian rules and legal requirements, as well as the criteria and methods of appropriate application in corporate practice. Within responsible employment, the course focuses on the consideration of human rights, equal challenges and justice, socially sensitive and vulnerable employee categories (pregnant women, employees with disabilities, employees close to pension etc.), appropriate working conditions, fair remuneration policy, health and safety at work, living standard, rights and management of internal and external stakeholders. Beyond the mindset, principles, expectations and legal requirements, the course deals in detail with their implementation in practice, the successfully applicable corporate strategies and policies, as well as the indicator set of the relevant topics and their appropriate use. Proper understanding and learning is supported by the analysis of real life corporate examples

**Tell us about the impact you're making on your students**

The main objective of the course is to acquire the principles and requirements of responsible employment, including the issues of human rights, internal and external stakeholders, socially sensitive and vulnerable employees, working conditions, as well as to learn and discuss the crucial indicators of responsible employment and their appropriate use in corporate practice.

**Relevant SDGs addressed through the course**



## 29.6 Human resources management

### Course code

293NMANK485B

### Department

- Human Resource Management

### The duration of my course is:

- 12 weeks

### My course session format is:

- 2 one-and-a-half hour session

### My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies

### My course touches on the following concepts:

- Corporate Culture and Employee Engagement
- Cross-Cultural HR Management
- DEI (Diversity, Equity, and Inclusion) in the Workplace
- Ethics and Fair Practices in HR
- Workplace Diversity and Inclusive Hiring Practices
- Compensation and Benefits Strategies

- Employee Relations and Conflict Resolution
- Employee Training and Development Programs
- Strategic Human Resource Management

**My course implements the following pedagogies:**

- Active Learning
- Case Method
- Problem-Based Learning (PBL)

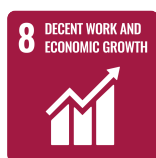
**Course Description**

Human Resources Management (HRM) is a pivotal function within organizations, encompassing the strategic and operational aspects of managing the most valuable asset of many organizations: their people. This course comprehensively explores the principles, theories, and practices underpinning effective HRM in contemporary workplaces. The course begins with an overview of the evolution of HRM, from personnel management to its modern strategic role. It then considers core topics such as workforce planning, recruitment, selection, and onboarding, emphasizing aligning HR strategies with organizational objectives.

**Tell us about the impact you're making on your students**

Students will examine motivation, job design, and performance management theories to understand how to cultivate a highperformance culture and drive employee engagement.

**Relevant SDGs addressed through the course**



## 29.7 Information Systems Driving Digital Transformation

**Course code**

ADIN129NAMB

**Department**

- Computer Information Systems

**The duration of my course is:**

- 12 weeks

**My course session format is:**

- 2 one-and-a-half hour session

**My course learning outcomes are:**

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement

**My course touches on the following concepts:**

- Artificial Intelligence and Automation
- Business Intelligence and Decision Support Systems
- Cloud Computing and IT Infrastructure
- eCommerce and Online Business Platforms
- Ethical Considerations in IT and Business
- Cybersecurity and Data Protection

**My course implements the following pedagogies:**

- Active Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)

**Course Description**

Information systems are widely considered to be critical drivers of business performance. This course provides students with a comprehensive understanding of the latest technological developments in IT and the application of information systems in organizational contexts – now often termed digitalization or (from a business process perspective) digital transformation.

**Tell us about the impact you're making on your students**

Based on an up-to-date view of IT and management in the current business environment, the content not only offers a solid foundation for students about latest technologies underlying management information systems, but it develops skills enabling them to understand and manage the challenges posed by current and upcoming digital technologies on businesses. In turn it covers both technological advances to be applied by digital enterprises as well as organizational approaches crucial in integrating new technologies. In addition, the course highlights the relationships between digital technologies (information technology and information systems) and key business processes. Lectures will cover the basic terms, structure, and internal coherence of management activities related to digitalization (including techniques and methods intended to describe, model, and analyse processes of digitalization). Seminars will allow students to deepen their understanding of above concepts from a practical point of view through tracing preset cases studies and solving open ones. Individual skills development is combined with collaborative activities in group settings. The goal of the cases

is to prepare students for ITled change in an organizational context involving changes to various business and valuegenerating processes. Student activity during and outside classes, as well as independent thinking plays a significant role in the learning process.

#### Relevant SDGs addressed through the course



## 29.8 Enterprise Data Analysis

### Course code

ADIN009NABB

### Department

- Business Analytics

### The duration of my course is:

- 12 weeks

### My course session format is:

- 2 one-and-a-half hour session

### My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities

### My course touches on the following concepts:

- Data Cleaning and Preprocessing Techniques
- Data-Driven Decision-Making
- Data Mining and Predictive Analytics
- Financial Analytics and Forecasting

### **My course implements the following pedagogies:**

- Active Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)

### **Course Description**

This course aims at developing these IT and analytical skills of students to automatize, evaluate and optimize business processes and solve decision problems. Transactions, data structures, protocols, data extraction methods applied in these integrated systems will be acquired by students.

### **Tell us about the impact you're making on your students**

A turbulent business environment requires to manage business processes appropriately. Business process management aims at modelling and optimizing these processes. Business processes reorganization can be effectively supported by analysing data extracted from Enterprise Resource Planning (ERP) systems and other systems integrated to them. Transactions entered to ERP and other integrated systems give a clear overview about what data are generated from what processes and how they can be monetized and utilized in corporate life.

### **Relevant SDGs addressed through the course**



## **29.9 Innovation Management**

### **Course code**

293NMANV576M

### **Department**

- Management

### **The duration of my course is:**

- 12 weeks

### **My course session format is:**

- 2 one-and-a-half hour session

### **My course learning outcomes are:**

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Grounded in core business and management methodologies
- Structured to encourage critical thinking and decision-making

### **My course touches on the following concepts:**

- Design Thinking and Innovation Management

### **My course implements the following pedagogies:**

- Active Learning
- Case Method
- Problem-Based Learning (PBL)

### **Course Description**

The course aims to support students in understanding the broad concept of innovation: developing and launching something new successfully, to understand innovation management and strategies, which produce the main source of competitiveness, and to get useful knowledge about key management practices used by wellrecognized, successfully innovating companies.

### **Tell us about the impact you're making on your students**

In the course, students will gain a deeper understanding of the fundamentals of innovation management (types and definitions, innovation strategy, innovation process) and the critical contemporary issues, such as business model innovation, disruptive innovation, open innovation, social innovation, and sustainable innovations.

### **Relevant SDGs addressed through the course**



## **29.10 Business Ethics**

### **Course code**

293NBUSV498B

**Department**

- Business Administration

**The duration of my course is:**

- 12 weeks

**My course session format is:**

- 2 one-and-a-half hour session

**My course learning outcomes are:**

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making
- Scaffolded to support learning progression throughout the course

**My course touches on the following concepts:**

- Business Ethics and Corporate Social Responsibility

**My course implements the following pedagogies:**

- Active Learning
- Case Method
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)

**Course Description**

The course introduces the basic concepts and models of business ethics with a special emphasis on doing progressive and genuinely ethical business. It explores the ethical challenges facing business today, and how individuals and firms can address those challenges. The course aims to enhance the skills and expertise of participants through combining examination of ethical and managerial theory with discussion of common ethical problems in context. It aims also to sensitize students with ethical aspects of business decisions. The theory and the practice of business ethics will be discussed during the course. Course material includes individual moral theory, ethical motives, profit versus morality, corporate social responsibility, the stakeholder theory of business, the development of ethical organizational culture, ethical institutions, ethical decision making, and the development of ethical management systems designed to respond to ethical challenges, and wideranging discussion regarding major trends, challenges, and opportunities in the field of ethical business.



### **Tell us about the impact you're making on your students**

By the end of the course, students will be able to:

- Understand different ethical concepts, know ethical paradigms and models applicable to presentday business
- Identify, understand, explain, and critically analyze, current ethical issues in business, recognize the complexity of ethical problems in business and economics, and approach these problems by using multiperspective, holistic methods
- Consider ethical factors during their decisionmaking process, solve ethical problems individually and collectively
- Analyze business situations based on different ethical fundamental concepts
- Become sensitive to ethical dilemmas, develop a caring attitude for the stakeholders, including nature and future generations, in business settings

### **Relevant SDGs addressed through the course**



## **29.11 Social enterprise challenge**

### **Course code**

VGDE003NMMB

### **Department**

- Entrepreneurship

### **The duration of my course is:**

- 12 weeks

### **My course session format is:**

- 2 one-and-a-half hour session

### **My course learning outcomes are:**

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement

- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making

**My course touches on the following concepts:**

- Social Entrepreneurship and Impact Ventures

**My course implements the following pedagogies:**

- Active Learning
- Case Method
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Experiential Learning

**Course Description**

The Social Enterprise Challenge (SEC) aims to advance participants' knowledge, competencies, and skills in the field of social entrepreneurship through both classroom learning and engagement with social entrepreneurs. The course explores the distinctive philosophies and practices of social enterprises and their founders—approaches that often diverge significantly from conventional business philosophies. Social entrepreneurs typically establish and lead their ventures with a deliberate intent to operate differently from mainstream businesses, even when competing in the same or adjacent markets. The Social Enterprise Challenge also provides an opportunity to critically examine the applicability of the business approaches and tools you already use in your professional practice and studies. Participants will assess where mainstream business practices may - or may not - be appropriate in the context of social enterprises, thereby identifying the limitations of current business approaches. The overarching aim of the SEC course is to situate your existing knowledge within an alternative context. By reflecting on the challenges faced by social enterprises, you are encouraged to question your own assumptions and practices from this new perspective. Ultimately, these insights are designed to enrich your “business-as-usual” operations, fostering greater diversity and inclusivity, as well as enhanced innovation, creativity, effectiveness, and impact. The pedagogical approach of the course is rooted in community engaged research and learning (CERL), thus there is a focus on working with and for social entrepreneurs.

**Tell us about the impact you're making on your students**

**Contribution to teamwork:** Team members are expected to contribute actively to class discussions, catalyst meetings and to the outputs of the project. Within each team, members shall assume the regular project management roles including a the designated contact person with the social entrepreneur, and another member who acts as the liaison with the parallel team, coordinating and streamlining activities and alternative solutions. **Self-reflection:** In order to support the learning process, this course incorporates a series of guided reflections. These

include structured opportunities following each day of the course to reflect individually regarding your learnings, as well as on the partnership and interactions with stakeholders throughout the team working process. The aim is to foster intentional awareness of the similarities and differences between business and social entrepreneurship, while encouraging you to connect these insights to your own specific experiences.

#### Relevant SDGs addressed through the course



## 30. Teaching Awards

### 30.1 QS Reimagine Education Awards

#### Award Granter

Quacquarelli Symonds (QS)

#### Award Grantee

Dr. Katalin Ásványi in collaboration with Corvinus Science Shop

#### Description of Award

The QS Reimagine Education Awards is an annual global competition and conference that recognises and rewards educational innovations that improve learning outcomes and increase employability.

#### Provide supporting materials...

Navigator and Science Shop course among the best\_Corvinus University of Budapest

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

### 30.2 PRME Faculty Teaching Award

#### Award Granter

Principles for Responsible Management Education

#### Award Grantee

Dr. Katalin Ásványi, Dr. Réka Matolay, Ms. Márta Frigyik - Corvinus University of Budapest

### **Description of Award**

The Faculty Teaching Awards seek to honor innovative and impactful pedagogical contributions that advance the Sustainable Development Goals (SDGs) and align with the pedagogical interests of the PRME community.

[Award link](#)

## **31. Educator Recognition**

- Annual teaching excellence awards
- Financial incentives
- Institutional recognition events
- Pedagogical innovation grants
- Professional development opportunities
- Publication or research support
- Student-nominated teaching awards
- Faculty promotion and tenure consideration
- Course evaluation scores

## **32. Teaching Voices**

### **32.1 Challenge-based education at Corvinus University of Budapest**

#### **Subjects**

- Sustainable Development

#### **Provide supporting context**

Challenge-based teaching method at Corvinus University of Budapest

In September 2024, Corvinus University introduced a new format for its Sustainability Topic of the Month project, incorporating monthly challenges focused on sustainability and personal responsibility. As part of the Global Sustainability Challenges course in the Business and Management bachelor programme, students completed a set number of sustainability-related challenges, logged their progress, and reflected on their experiences. The completion of these challenges was assessed, and the points awarded contributed to the final exam requirements.

This innovative, challenge-based approach proved highly successful, with 62% of students voluntarily engaging. It provided a practical, hands-on learning experience, encouraging students to adopt sustainable behaviors. Over four months, 327 first-year students took part, completing activities at home and documenting their experiences through journaling and essays.

Challenge-based education actively engages students in solving real-world problems while allowing for flexibility in task selection. Instead of a one-size-fits-all approach, students could choose challenges aligned with their interests and personal circumstances. Structured journaling and essay writing further enhanced engagement and reflection.

The effectiveness of the methodology was assessed through surveys at the beginning and end of the course, measuring changes in students' attitudes and behaviors. Results showed a lasting impact, with 54% of students continuing the sustainability actions they engaged in during the course.

In the following semesters, the methodology will be extended to the English-language track of the course and the Sustainability Management specialization, testing its inclusivity for international students and adaptability for future cohorts.

Due to its interactive and adaptable nature, this approach can be implemented at other universities, in academia, and within corporate sustainability programs. In recognition of its success, Corvinus University of Budapest awarded the initiative the Spotlight on Teaching Award in February 2025.

### 33. Fostering Innovation

A lot

### 34. Experiential Learning

A lot

### 35. Learning Mindset

A lot

## 36. Method of Teaching and Learning

In person



# Research

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

## 37. Define Research

We define research as creating impactful knowledge for the common good. By examining organizations, systems, and societies, we provide insights that shape responsible management, inform teaching, and contribute to sustainable development locally and globally.

## 38. 2024 Publications

1340

## 39. 2024 Publications on Sustainable Development and/or RME

123

## 40. Research Funding

- Regional
- National
- International

## 41. Socializing Research

- Community organizations
- Government and policy makers
- Industry and business networks
- Open-access platforms
- Public events and lectures
- Research collaborations
- Social media and digital outreach
- Local media
- National media

## 42. Research Awards

### 42.1 ERS Publication Excellence Award

Award Granter



Corvinus University of Budapest

**Award Grantee**

Gabriella Kiss

**Description of Award**

The ERS Hub has also established an ERS Publication Excellence Award, which aims to increase publication activity and research capacity on sustainability/ERS topics, provide an organizational framework and encourage internal and external collaboration. The winner of the award was Gabriella Kiss this year, who achieved the 2023 aggregated CKK score.

[Award link](#)

## 43. Research Presentations

### 43.1 Examining the primary drivers of carbon costs in the Chinese economy

**This is a**

- Conference paper/proceedings

**Authors**

- Mária Csutora, Corvinus University of Budapest
- Zsófia Vetőné Móznér, Corvinus University of Budapest

**Date of publication**

September, 2025

**What conference was this presented at?**

- National or international issue or theme-specific conference

**Abstract or Summary of Publication**

Carbon costs and constraints increasingly impact economic sectors. Carbon costs on the input side are associated with the sector's reliance on fossil fuels. Output-side costs primarily relate to the emissions generated by economic sectors appearing as emission rights and costs related to carbon emission trading systems (Rudnik, 2023). It is often observed that policies such as fuel and carbon taxes, affecting the input side, are commonly treated separately from climate policies. Insufficient integration in policy efforts may lead to a behavior-impact gap problem at the policy level. Our research proposes a model to quantify the costs of embodied fossil inputs on the input side and the costs of embodied carbon on the output side. The model is based on an environmentally-extended input-output analysis. Carbon inputs encompass the

use of fossil fuels for both energy and non-energy purposes. We illustrate our model with the example of China, as it is heavily reliant on fossil fuels, particularly coal, which constitutes a significant portion of its energy supply. China stands as the world's largest energy consumption deficit economy while ranking as the largest emitter of greenhouse gases (Yang et al., 2023). Results show that embodied carbon-related inputs within downstream sectors are as much as two or three times greater than direct carbon inputs. The costs of embodied carbon-related inputs exceed the costs of CO<sub>2</sub> emissions across all sectors. The total carbon cost may exert a greater influence on downstream sectors, who are not directly subjected to carbon regulations, than on upstream industries. 97Recent climate policy initiatives have primarily focused on addressing carbon emissions (the output side), despite empirical evidence highlighting the substantial impact of the input side. A successful transition towards a low-carbon economy hinges on the existence of high total carbon costs for sectors, which encompasses the sum of both input and output-related costs. For this, the present research offers an integrated carbon accounting approach. The research is closely related to SDG 7: Affordable and clean energy, sub-target 7.a. and SDG 13: Climate action, sub-target 13.2. Results are closely linked to the topic of the ISDRS conference, as by integrated carbon input-carbon output analyses, policymakers can formulate more effective strategies to address the challenges posed by climate change, to contribute to the realizations of SDGs related to climate change and energy policy.

**This research covers (Department):**

- Economics

**This research covers (SDGs):**



**Is this available through open access?**

- Yes

[Publication link](#)

## **43.2 Motivating behaviour change: Understanding drivers for radical lifestyle shifts and reduced meat consumption**

**This is a**

- Conference paper/proceedings

## Authors

- Mária Csutora, Corvinus University of Budapest
- Zsófia Vetőné Móznér, Corvinus University of Budapest

## Date of publication

June, 2024

## What conference was this presented at?

- National or international issue or theme-specific conference

## Abstract or Summary of Publication

Current food consumption patterns contribute to approximately onethird of total anthropogenic greenhouse gas emissions (Crippa, 2021). Moreover, agriculture utilizes over 80% of arable land, with this figure continuing to rise. Substantial reductions in greenhouse gas emissions and associated environmental impacts of land use could be achieved by reducing meat consumption (Hallstörn et al., 2015; Rancilio et al., 2022). While behavior change theories traditionally emphasize incremental, there is a growing need to understand high-impact, radical, and transformative lifestyle changes. The adoption of a vegetarian diet and reduction in meat consumption exemplify such radical lifestyle changes. In this research we explore various motivations of consumers and identify triggers which lead to behavioral changes of reduced meat consumption. We analyse feedbacks regarding potential negative aspects of dietary change. Fogg's (2009) behavior model serves as the theoretical framework of the analysis, which was previously employed in persuasive technology contexts. The research is based on a survey of 566 participants active on social media platforms, with a particular focus on in-depth content analysis of responses to open-ended questions. Large-scale qualitative studies are scarce within the domain of sustainable consumption research. Findings suggest that social media bubbles can serve as triggers for building capabilities, facilitating the dissemination of new consumption patterns, reinforcing positive impulses, and screening out negative ones. Additionally, personal experiences emerge as influential drivers of radical lifestyle changes. Results show a reversal in knowledge transfer between generations, with children often influencing their parents' behavioral patterns. Notably, 193 discouragement and critical feedback predominantly originate from family and close acquaintances. The negative effects of social media are mitigated by the bubble-filtering effect, allowing for the identification and avoidance of adverse influences. Understanding the motivating factors, triggers, and potential barriers to radical lifestyle changes is essential for designing effective interventions and transforming unsustainable consumption patterns. The research is closely related to SDG Goal 12: Responsible consumption and production, sub-target 12.3 and 12.8, and SDG 3: Good health and well-being. Results are closely linked to the topic of the ISDRS 2024: Linking Futures of Mountain and Ocean: Rescuing the SDGs 2030 for Sustainable Livelihood conference, as the focus of the research is to understand the behaviour change of consumers for a more sustainable lifestyle and reduced environmental impact.

**This research covers (Department):**

- Economics

**This research covers (SDGs):**



**Is this available through open access?**

- Yes

[Publication link](#)

## 43.3 Purchasing attitude towards electric cars in Hungary

**This is a**

- Conference paper/proceedings

**Authors**

- András Márton, Corvinus University of Budapest

**Date of publication**

June, 2024

**What conference was this presented at?**

- National or international issue or theme-specific conference

**Abstract or Summary of Publication**

In the fight against climate change, the electrification of mobility is one of the strategic goals in the European Union to decrease the greenhouse gas (GHG) emissions in transportation. Cars are responsible for a significant level (13,59%) of the total GHG emissions in the EU, therefore, member countries are supported to increase the purchases of electric vehicles, especially e-cars. Hungary, which attracted several battery production companies to Europe recently, is the leader in the share of electric cars in the Eastern region, however, further incentives will be needed to catch up with the more developed Western member states. A computer-aided telephone survey and several focal group interviews were conducted to analyze the attitude and motivations of potential car buyers in Hungary. Results show that though the majority of potential buyers would be open to use e-cars because of their environmental friendliness and quiet running, price and convenience are still a priority when customers come to a decision between the conventional and alternative technologies. The findings suggest that beside any

further financial aid, intense education on the not-so-obvious advantages and the proper use of electric cars, furthermore, a possibility to experience the driving and charging of e-vehicles would greatly advance potential buyers' motivation to consider e-cars as a relevant alternative.

Keywords: electric cars, electromobility, purchasing attitude

**This research covers (Department):**

- Management
- Economics

**This research covers (SDGs):**



**Is this available through open access?**

- Yes

[Publication link](#)

## 44. Share Publications

### 44.1 Suburban neighbourhoods versus panel housing estates – An ecological footprint-based assessment of different residential areas in Budapest, seeking for improvement opportunities

**This is a**

- Peer-reviewed article

[DOI](#)

**Authors**

- Tamás Egedy, Budapest Business University
- Cecília Szigeti, Budapest Metropolitan University
- Gábor Harangozó, Corvinus University of Budapest

**Date of publication**

June, 2024

**Abstract or Summary of Publication**

## Abstract

In this study, the household consumption-related ecological footprint of lifestyles linked to panel housing estates and suburban neighbourhoods were compared in the case of Budapest and its suburbs. Our results show that the biggest parts of the ecological footprint are in both study areas the carbon, the cropland and the forest components, in line with earlier calculations. On the whole, the ecological footprint values are bigger in the suburban study area (2.63 gha/capita) compared to the panel housing estates (2.29 gha/capita), mainly because of the differences between the carbon uptake and the built-up land components. Beyond comparing the ecological footprint values of different residential areas, the study also contributes to the literature by addressing the improvement options of the respective areas through a rough model calculation on the reduction opportunities in both cases, resulting 36 percent in case of panel housing estates, and 47 percent in the suburban areas. Although these values have to be considered cautiously, they show significant opportunities in ecological footprint reduction in both types of residential areas supported by individual motivations, as well as by policy measures.

### This research covers (Department):

- Economics

### This research covers (SDGs):



### Is this available through open access?

- Yes

[Publication link](#)

## 44.2 Green Fashion Consumption – a Review of the Literature

### This is a

- Peer-reviewed article

[DOI](#)

### Authors

- Kemi Arifa Parvin, Budapest University of Technology and Economics
- Gyula Zilahy, Corvinus University of Budapest

## Date of publication

June, 2024

## Abstract or Summary of Publication

The environmentally conscious consumption of fashion products promotes the preservation of natural ecosystems for current and future generations. It may include the purchasing and use of textile products made from organic and sustainable materials, the repair, reuse and recycling of textile products, and the concept of slow fashion. The environmental aspects of fashion products have drawn the attention of both researchers and practitioners in recent years. As a result, many scientific papers have accumulated regarding this vital aspect of consumer behaviour.

This paper aims to provide an overview of the literature regarding consumer behaviour toward green fashion products, as well as to uncover and categorise significant driving factors, and in addition, identify the most critical barriers. After identifying the relevant literature, the study examines 104 articles published between 2011 to 2021 in high-quality, peer-reviewed scholarly journals.

Our results demonstrate that while most of the reviewed articles employ a quantitative survey questionnaire method to identify the drivers of green textile consumption, qualitative approaches are also used. Most authors utilise the theory of planned behaviour as a foundation of their research. This paper summarises the research problems covered by the selected articles, the theoretical frameworks, the methods used, and their essential findings. We also outline existing research gaps and suggest potential directions for future research. Since there are only a few review articles on green fashion consumption, our article provides an important new addition to the literature for the reference of future scholars.

## This research covers (Department):

- Economics

## This research covers (SDGs):



## Is this available through open access?

- Yes

[Publication link](#)

## 44.3 Identifying social aspects related to the hydrogen economy: Review, synthesis, and research perspectives

### This is a

- Peer-reviewed article

[DOI](#)

### Authors

- Sofía De-León Almaraz , Corvinus University of Budapest
- Tamás Kocsis, Corvinus University of Budapest
- Catherine Azzaro-Pantel, Institut National Polytechnique de Toulouse, Toulouse, France
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### Date of publication

January, 2024

### Abstract or Summary of Publication

Energy transition will reshape the power sector, and hydrogen is a key energy carrier that could contribute to energy security. The inclusion of sustainability criteria is crucial for the adequate design/deployment of resilient hydrogen networks. While cost and environmental metrics are commonly included in hydrogen models, social aspects are rarely considered. This paper aims to identify the social criteria related to the hydrogen economy by using a systematic hybrid literature review. The main contribution is the identification of twelve social aspects which are described, ranked, and discussed. “Accessibility”, “Information”, “H<sub>2</sub> markets”, and “Acceptability” are now emerging as the main themes of hydrogen-related social research. Identified gaps are e.g., lack of the definition of the value of H<sub>2</sub> for society, insufficient research for “socio-political” aspects (e.g., geopolitics, wellbeing), scarce application of social lifecycle assessment, and the low amount of works with a focus on social practices and cultural issues.

### This research covers (Department):

- Economics

### This research covers (SDGs):



### Is this available through open access?

- Yes

[Publication link](#)



## 44.4 Demographic and social differences in autonomous vehicle technology acceptance in Hungary

### This is a

- Peer-reviewed article

[DOI](#)

### Authors

- Melinda Jászberényi, Corvinus University of Budapest
- Katalin Ásványi, Corvinus University of Budapest
- Csaba Csiszár, Budapest University of Technology and Economics
- László Kökény, Corvinus University of Budapest

### Date of publication

April, 2024

### Abstract or Summary of Publication

Progress in automation has resulted in a growing number of autonomous vehicles (AVs). However, demographic and social differences behind the acceptance of AV technology are an emerging topic in the East-Central European region. These countries (e.g., Poland, Slovakia, Romania) move on a similar technological development path, and the social and economic conditions are alike; thus, Hungary represents this region well. This study contributes to fill this niche. We used quantitative research methods (factor analysis, Kruskal-Wallis H test, Pearson-correlation) to analyze with a snowball (non-probability) sampling. The Hungarian respondents (N=949) selected in the sample were interviewed through a face-to-face and online quantitative questionnaire. The results show that gender and age influence mostly the acceptance; residence and occupation have only partial influence. The propensity to take risks is significantly differentiated in almost all demographic segments. The results facilitate differentiation of users based on their demographic characteristics in AV adoption. Furthermore, the integration of risk propensity into the analysis helps to identify which potential user groups are more likely to overcome any fears of novelty or which clusters are more likely to adopt the current framework of safe transport without driver control. The outcomes are of interest to engineers, manufacturers and policy-makers who can adapt their products, services and taking measures to meet the mobility needs of potential users and introduce effective incentives to increase public acceptance of AVs.

### This research covers (Department):

- Marketing

### This research covers (SDGs):



**Is this available through open access?**

- Yes

[Publication link](#)

## 45. Research Voices

### 45.1 Contribution from a Research Partner Institution - Université de Bretagne Sud

#### Subjects

- Corporate Social Responsibility (CSR)
- Responsible Management Education
- Sustainable Development

#### Provide supporting context

##### **Contribution from a Research Partner Institution - Université de Bretagne Sud**

As part of our collaboration within the Hubert Curie Balaton program, we are proud to contribute to advancing research on sustainability in higher education. Working together with Corvinus University has allowed us to jointly explore how university stakeholders perceive and act on the Sustainable Development Goals (SDGs). This partnership provides a valuable platform for comparing perspectives across different cultural and institutional contexts, deepening our understanding of how higher education institutions can integrate sustainability into their missions, operations, and teaching practices.

Through this collaboration, we not only generate academic insights but also strengthen international networks that are crucial for addressing global sustainability challenges. We believe that such partnerships foster mutual learning, inspire innovation, and ultimately contribute to the shared responsibility of universities in building a more sustainable future.



# Partner

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

## 46. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- AMBA (Association of MBAs)
- CEMS (The Global Alliance in Management Education)
- CLADEA (Consejo Latinoamericano de Escuelas de Administración)
- EFMD (European Foundation for Management Development)
- Quacquarelli Symonds (QS)
- Ashoka U
- CEEMAN (Central and East European Management Development Association)

## 47. Define Partner

At Corvinus, partnership means co-creating knowledge and solutions with business, government, civil society, and academia. We foster collaboration that advances sustainability, ethics, and responsibility, ensuring our education and research generate meaningful impact for society and the economy.

## 48. Student Partners

- AEGEE

## 49. Partnerships

### 49.1 CEMS

#### Period this affiliation covers

January, 1996 - January, 2030

#### This organization is a:

- Education organization

#### Purpose of work with this organization

- Student Mobility and Study Abroad

#### Describe your work with this organization

The CEMS-Master in International Management (CEMS-MIM) programme integrates sustainability and social responsibility not only through **dedicated elective courses** but also across its **core curriculum**. Several courses explicitly address (ESG) topics, combining theoretical frameworks with practical case studies.

The Corvinus CEMS-MIM programme integrates sustainability and social responsibility through award-winning, practice-oriented approaches.

In the **Corporate Sustainability and CSR** course, students co-create real CSR projects with corporate and community partners, aligned with the SDGs. Community-engaged learning is integrated throughout the curriculum and has been recognized with the QS Reimagine Education Top 25% distinction, the Profformance National Award, and the 2nd place in Sustainability category. CEMS values guide programme design and instructor selection, ensuring deep commitment to responsible management.

The **Model UNFCCC Climate Change** course, coordinated by our faculty member and Chair of the "Business and the Environment" group, fosters interfaculty and inter-university collaboration and expands climate discourse beyond Europe.

**Global Leadership** course includes a gamified leadership simulation, where students make complex decisions balancing profitability, employee wellbeing, and environmental sustainability. The course also explores social factors influencing participation and performance, encourages critical reflection on inclusive leadership and responsible decision-making in diverse, global teams.

#### Provide supporting materials...

CERL for CSR\_Corvinus University of  
Budapest\_2024\_25

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## 50. Partner Voices

### 50.1 Governmental partnership - "MGFÜ" Hungarian Economic Development Agency - Budapest, Hungary

#### Subjects

- Responsible Management Education

#### Provide supporting context

"MGFÜ" Hungary is the national SME development agency in Hungary dedicated to the growth and competitiveness of small and medium-sized enterprises across the country.

"As the accrediting institution for Corvinus University's ESG consultant partial training program, we are proud to support the development of future ESG experts. Our collaboration ensures that Corvinus is authorized to train ESG advisors, integrating ethical, social, and environmental

considerations into the curriculum. This partnership helps cultivate leaders who are not only technically competent but also guided by values of sustainability, responsibility, and ethical decision-making.”

## 50.2 Contribution from Felelős Gasztrohős - Community Partner

### Subjects

- Corporate Social Responsibility (CSR)
- Responsible Management Education
- Sustainable Development

### Provide supporting context

#### Contribution from "Felelős Gasztrohős" - Community Partner

Through our collaboration within the *Corporate Sustainability and CSR* CEMS course, Felelős Gasztrohős had the opportunity to engage directly with students in interactive workshops. This partnership allowed students to gain a deeper understanding of our work and the challenges and opportunities of corporate-social collaboration. Together, students and our team co-created meaningful projects that explored how companies can partner with social initiatives to generate both social impact and business value. We were impressed by the students’ ability to grasp the social mission of our organization and translate it into actionable ideas, demonstrating the potential of higher education to foster responsible and creative future leaders.

## 50.3 Community Partnership – “Tűzcsiholó Egyesület” - Tiszadob, Hungary

### Subjects

- Responsible Management Education

### Provide supporting context

The goal of “Tűzcsiholó Egyesület” is to ensure that children whose parents were once in state care do not have to grow up in children's homes.

"As a community partner collaborating with Corvinus University through the Science Shop program, we deeply value the opportunity to work with students on projects that address real societal challenges. Through these joint initiatives, we witness how ethical considerations, inclusivity, and social responsibility are integrated into students’ learning processes. Corvinus encourages open dialogue, reflection, and engagement with local communities, fostering

values that extend beyond the classroom and create meaningful impact. These experiences help cultivate future leaders who are not only knowledgeable but also ethically aware and socially committed."

## **50.4 Corporate Partnership - MBH Bank - Budapest, Hungary**

### **Subjects**

- Responsible Management Education
- Finance

### **Provide supporting context**

"As a corporate partner engaging with Corvinus University in sustainability-related courses, we value the opportunity to share real-world perspectives on responsible business practices with students. Participating in lectures and discussions allows us to highlight the importance of ethical decision-making, environmental stewardship, and social responsibility in everyday corporate operations. We appreciate Corvinus' commitment to integrating sustainability and values-based learning into its curriculum, helping students understand how these principles can be applied to create positive impact in both business and society."



# Practice

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



## 51. Define Practice

At Corvinus, practice means living our values through responsible governance and sustainable operations. We embed accountability, transparency, and inclusivity in decision-making, ensuring our campus, culture, and community reflect the principles we teach and research.

## 52. RME Practices

- Accreditation body recommendation documents
- Buildings/real estate
- Employee equity, diversity, inclusion
- Ethical data sourcing guides
- Open-access guides
- Professional training opportunities
- Responsible procurement policies
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)

## 53. RME Policies

### 53.1 Accessibility and Disability Policy

Upload or select a document

Corvinus\_Accessibility\_and\_Disability\_Policy   View document    Download document 

### 53.2 Regulation on the Protection and Management of Intellectual Property

Upload or select a document


Corvinus\_Regulation\_on\_the\_Protection\_and\_Management\_of\_Intellectual\_Property\_2025   View document    Download document 

### 53.3 Anti-Plagiarism Regulations

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Corvinus\_Anti-Plagiarism Regulations

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### 53.4 Equal Opportunities Regulation

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Equal Opportunities Regulation


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### 53.5 Regulation ensuring Equal Academic Opportunities for Students with Disabilities

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Regulation ensuring Equal Academic  
Opportunities for Students with Disabilities

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### 53.6 Labour Safety Regulation

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Labour Safety Regulation


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### 53.7 Built Infrastructure Strategy

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Built Infrastructure Strategy

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## 53.8 Sustainability Strategy

### Upload or select a document

Sustainability strategy Corvinus

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## 54. Practice Awards

### 54.1 LEED Gold

#### Award Granter

U.S. Green Building Council

#### Award Grantee

Corvinus University of Budapest

#### Description of Award

LEED is holistic. As a framework, it addresses everything from energy and water use to materials selection, managing waste and indoor environmental quality through a series of credit categories tailored for each rating system. To achieve LEED certification, a project must first complete all prerequisites and then earn points by selecting and satisfying credit requirements. Projects go through a verification and review process by GBCI and are awarded points that correspond to a level of LEED certification: Certified, Silver, Gold and Platinum. Gold 60-79 points earned

[Award link](#)

#### Provide supporting materials...

Gellért Campus\_ LEED Gold - Corvinus  
University of Budapest

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### 54.2 UI Greenmetric

#### Award Granter

UI GreenMetric

### Award Grantee

Corvinus University of Budapest

### Description of Award

The UI GreenMetric World University Ranking is a ranking on green campus and environmental sustainability initiated by Universitas Indonesia in 2010. Through 39 indicators in 6 criteria, UI GreenMetric World University Rankings prudently determined the rankings by universities' environmental commitment and initiatives.

[Award link](#)

### Provide supporting materials...

UI GreenMetric world ranking - Corvinus  
University of Budapest

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## 54.3 Green Investment of the Year

### Award Granter

Green Cloud, Dandelion Group and Portfolio Group

### Award Grantee

Corvinus University of Budapest

### Description of Award

The Green Investment of the Year award is presented at the Green Awards, a competition organized by the Green Cloud, Dandelion Group, and Portfolio Group to recognize outstanding sustainable Hungarian investments.

[Award link](#)

### Provide supporting materials...

Corvinus Gellért campus wins Green  
Investment of the Year - Corvinus University  
of Budapest

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## 55. Practice Voices

### 55.1 Practice Voices – Procurement

#### Subjects

- Sustainable Development

#### Provide supporting context

“At Corvinus University, our procurement practices increasingly reflect our commitment to sustainability and responsibility. We prioritize suppliers who demonstrate environmentally friendly and socially responsible operations, and we seek to reduce the environmental footprint of purchased goods and services. This includes integrating sustainability criteria into supplier evaluations and encouraging long-term partnerships with vendors who share our values of transparency, responsibility, and ethical standards.”

### 55.2 Practice Voices – Controlling

#### Subjects

- Sustainable Development

#### Provide supporting context

“The controlling function at Corvinus plays an essential role in aligning financial planning and monitoring with the university’s sustainability goals. By tracking expenditures related to energy efficiency, sustainable operations, and responsible initiatives, controlling ensures that sustainability is embedded into financial decision-making. This systematic approach allows leadership to evaluate not only the economic but also the social and environmental impact of our resource allocation.”

### 55.3 Practice Voices – Operations

#### Subjects

- Sustainable Development

#### Provide supporting context

“Corvinus University’s facility management is dedicated to creating a sustainable and inclusive campus environment. This includes continuous efforts to improve energy efficiency, modernize building infrastructure, and reduce waste. Initiatives such as selective waste collection, energy-

conscious building operations, and maintaining accessible and safe spaces all contribute to a more sustainable campus. These practices reflect our institutional commitment to responsible management in daily operations.”



# Share

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



## 56. Define Share

At Corvinus, sharing means openly communicating successes and challenges to foster collective learning. By exchanging experiences with our community and global partners, we strengthen accountability, inspire innovation, and advance responsible management education.

## 57. Transparent Engagement

- Boards and advisory committees
- Annual reports
- Community events and consultation forums
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Open faculty and student meetings and town halls
- Partnerships with local organizations
- Public events and panel discussions
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities

## 58. Audiences

- Accreditation bodies
- Boards and advisory committees
- Business and industry partners
- Chamber of commerce and local communities
- Faculty and staff
- Government and policy makers
- Media and public relations channels
- Non-governmental organizations (NGOs)
- Prospective and current students
- Research and academic networks

## 59. Sharing Voices

### 59.1 Sharing Voices – Communication

#### Subjects

- Sustainable Development



### **Provide supporting context**

“At Corvinus University, our Communications team plays a vital role in sharing stories that highlight our commitment to sustainability and responsible management education. Through the university website, social media platforms, newsletters, and press releases, we ensure that initiatives such as community-engaged learning projects, ESG training programs, and student-led sustainability actions reach both internal and external audiences. By giving visibility to these activities, we foster a culture of knowledge-sharing and inspire broader engagement with our values.”

## **59.2 Sharing Voices – International Relations Office**

### **Subjects**

- Sustainable Development

### **Provide supporting context**

“As part of Corvinus University’s active engagement in international networks, our International Relations Office ensures that best practices and sustainability-related initiatives are shared globally. Through participation in PRME, international conferences, and partnerships with other universities, we present Corvinus’ achievements in responsible management education and community collaboration. This exchange of knowledge not only raises the university’s profile internationally but also helps us learn from peers and continuously improve our practices.”

## **59.3 Sharing Voices – Event Management**

### **Subjects**

- Sustainable Development

### **Provide supporting context**

“At Corvinus, our Event Management team contributes to the Share Principle by organizing and promoting events that highlight sustainability and values-based learning. University-wide events, such as conferences, public lectures, and awareness campaigns, provide platforms where students, faculty, and external stakeholders can come together to discuss pressing global challenges. By making these events visible and accessible, we help disseminate knowledge, encourage dialogue, and inspire broader action within and beyond the Corvinus community.”

SIGNATORY

# Corvinus University of Budapest

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Hungary



## Website

<https://www.uni-corvinus.hu/>