

PRiME

*an initiative of the
United Nations Global Compact*



Sharing Information on Progress 2026

Corvinus University of Budapest

September 2026

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About Corvinus University of Budapest

Executive Summary of the Sharing Information on Progress 2026 Report

Corvinus University of Budapest is a medium-sized European university specialising in business, economics and social sciences, and one of Hungary's leading institutions in these fields. Building on more than a century of academic tradition, Corvinus combines a strong national position with growing international ambitions, a highly engaged university community, high-quality education, a strong research environment, and an extensive network of academic, corporate, governmental and civil society partners. Its educational portfolio spans Bachelor's, Master's and Doctoral programmes, Postgraduate Specialist Education, and Executive Education.

Recent developments reflect the University's continuing internationalisation and institutional development. In 2025, Corvinus received the *Eduniversal 5 Palmes of Excellence* award and entered the Financial Times Master in Finance ranking, while its international student population reached its highest level to date. The opening of the Gellért Campus in 2024 and the integration of Corvinus-SEED, the University's dedicated executive education unit, from 2026 have further expanded the University's learning environment and educational offering.

These developments form part of a broader institutional transformation guided by Corvinus's strategy for 2025–2028, the Bridge Strategy. Built on Operational Excellence and four strategic pillars—multidisciplinary education, internationalisation, the student journey and research—it sets the direction for the University's next stage of development, with particular emphasis on sustainability, artificial intelligence, international reach, student experience and research impact. This direction is closely aligned with Corvinus's commitment to the Principles for Responsible Management Education (PRME), which provides a framework for strengthening the alignment between the University's purpose, education, research, partnerships and organisational practices.

The PRME Sharing Information on Progress 2026 report reflects on this progress and shows how responsible management education is being translated into practice across the University. It brings together developments in teaching and learning, research, partnerships, institutional practice and community engagement, while highlighting the initiatives, practices and contributions that support this work.

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 Corvinus University of Budapest, including key details and basic institutional data.

Mission

	Mission of Corvinus University of Budapest <i>Driven by curiosity, we thrive as a community of research and learning in business, economics, and social sciences, educating responsible thinkers and empowering forward-looking leaders</i>
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The mission provides the primary institutional foundation for Corvinus University of Budapest's approach to responsible management education. The **Sustainability Strategy Framework 2023–2030** further develops this commitment by positioning sustainability as a key aspect of the University's activities and operations and by setting out the ambition for Corvinus to become an international centre of excellence for sustainability.

Within this context, the mission's emphasis on **responsible thinkers** and **forward-looking leaders** is connected to a broader institutional agenda that brings sustainability into education, research, collaboration, societal impact and organisational practice. This direction is reflected in the way Corvinus approaches its core activities: preparing professionals to engage with sustainability challenges, supporting research that contributes to their understanding and resolution, and working with partners across academia, business, civil society and the public sector. It also extends to the University's own role in creating social and economic value and reducing its ecological footprint and negative environmental impact.

Vision

	Vision of Corvinus University of Budapest <i>As a historic national champion, we aim to be an internationally recognised university committed to addressing the challenges of our times.</i>
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Corvinus aims to realise the vision by strengthening sustainability across education, research, collaboration and institutional practice. This aspiration is further developed in the **Sustainability Strategy Framework 2023–2030**, which sets out the ambition for Corvinus to become an international centre of excellence for sustainability by 2030.

Delivering on this ambition involves embedding sustainability more systematically into curricula and teaching, strengthening research capacity and collaboration around sustainability challenges, building partnerships that create societal value, and aligning the University's own operations with its sustainability commitments. Across these areas, measurable impact and continuous improvement are integral to how Corvinus seeks to turn its vision into institutional practice.

Strategy

Institutional Development Plan: The Bridge Strategy 2025–2028

Corvinus University of Budapest's institutional development plan is the *Bridge Strategy 2025-2028*, which provides the overarching framework for the University's development and defines its strategic ambitions in education, research, internationalisation, institutional development and operations.



Five Building Blocks of the Bridge Strategy

Sustainability is embedded within this broader strategic framework as a future-oriented priority and is further elaborated through the *Sustainability Strategy Framework 2023–2030*. The Framework provides the University's sustainability-specific strategic direction and articulates Corvinus's ambition to become an international centre of excellence for sustainability in Central Europe by 2030.

The Sustainability Strategy Framework develops these ambitions into an institution-wide sustainability agenda spanning education, research, societal engagement and university operations. It therefore provides an important strategic foundation for Corvinus's commitment to responsible management education and the PRME Principles.

Together, the two documents form a complementary strategic architecture: the Bridge Strategy 2025-2028 provides the overarching institutional direction, while the Sustainability Strategy Framework 2023–2030 defines how sustainability is integrated across these areas and supports the University's longer-term ambitions.

Corvinus University of Budapest_Institutional
Development Plan_The Bridge Strategy_2025-2028

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

Corvinus University of Budapest_Sustainability
Strategy Framework 2023-2030

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

Strategy Alignment

From Institutional Strategy to Sustainable Impact

Corvinus University of Budapest's strategic priorities align with sustainable development, the common good and quality education by embedding sustainability and responsibility across education, research, societal engagement and institutional practice rather than treating sustainability as a separate institutional agenda.

The **Bridge Strategy 2025-2028**, complemented by the **Sustainability Strategy Framework 2023–2030**, provides the strategic foundation for this approach.

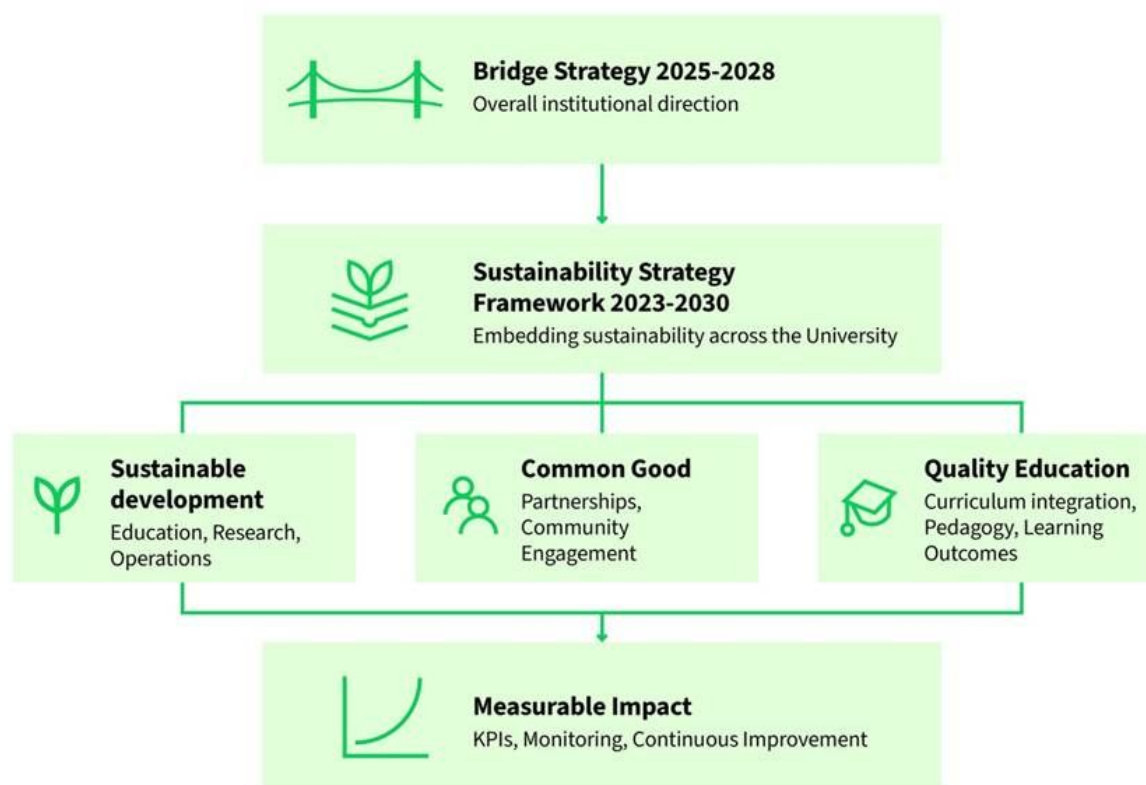
Advancing sustainable development

Corvinus seeks to integrate sustainability into both its academic mission and its own institutional practices. In education, this includes the systematic integration and mapping of sustainability and the SDGs across programmes and courses. In research, the University promotes interdisciplinary and impact-oriented research addressing complex environmental, social and economic challenges. In operations, strategic commitments are increasingly translated into measurable action through initiatives such as institutional GHG footprint measurement, digital carbon footprint assessment, sustainable procurement and the development of more responsible campus practices.

Contributing to the common good

The University's strategy recognises that its societal contribution extends beyond education and academic publication. Corvinus works with business, government, civil society and community organisations to co-create knowledge and solutions to societal challenges. Community-engaged learning, the Corvinus Science Shop and partnerships with external organisations enable students and

researchers to engage directly with real social and sustainability challenges. These activities strengthen the connection between academic knowledge, societal needs and responsible decision-making.



Strategic Integration of Sustainability at Corvinus

Advancing quality education

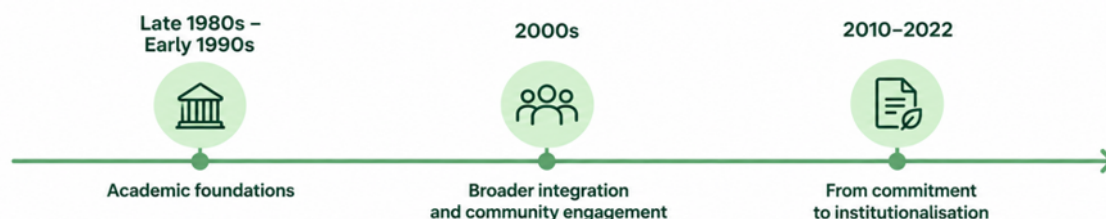
Quality education at Corvinus increasingly includes preparing students to understand and respond to complex sustainability challenges. Sustainability is integrated not only through dedicated courses but across programmes and disciplines, supported by experiential, challenge-based and community-engaged pedagogies. The University is also strengthening the measurement of educational outcomes through SDG curriculum mapping and sustainability literacy and competency assessment, including the introduction of Sulitest TASK. Faculty development supports educators in integrating sustainability and innovative pedagogical approaches into their teaching.

An important feature of this strategic alignment is the increasing emphasis on measurement and accountability. Sustainability-related objectives are progressively connected to institutional KPIs and performance monitoring, enabling Corvinus to move from strategic commitment towards evidence-based implementation and continuous improvement.

Taken together, these priorities demonstrate how Corvinus connects its academic mission with sustainable development and societal responsibility: **educating responsible future leaders, generating relevant knowledge, collaborating with society and progressively aligning its own institutional practices with the sustainability principles it teaches and researches.**

Institutional History

Three Decades of Responsible Management Education at Corvinus



Late 1980s–Early 1990s – Academic foundations

Early teaching and research in environmental economics, corporate environmental management and environmental conflicts, followed by the establishment of the Centre for Business Ethics.

2000s – Broader integration and community engagement

Sustainability-related teaching and research expanded through cross-departmental collaboration and co-teaching, with stronger integration of social responsibility and sustainable development and growing engagement with local communities through HaKöSz (Students in Community Service).

2010 – Formal PRME commitment

The Faculty of Business Administration joined PRME, while the Committee for Responsible Business Education established an institutional framework for advancing responsible management across teaching, research and outreach.



2017–2022 – Building the institutional ecosystem

Corvinus strengthened its institutional approach to RME through the PRME CEE Chapter, the launch of the Corvinus Science Shop in 2017, the ERS Hub founded in 2021, and the Institute of Sustainable Development established in 2022.

2023–2025 – Sustainability embedded in strategy and governance

Sustainability became more firmly embedded in University strategy and governance through the Sustainability Strategy Framework 2023–2030, the opening of the LEED Gold-certified Gellért Campus, and the establishment of the Dean for Sustainability role in 2025.

2026 – From integration to measurement

Corvinus moved towards more systematic integration and measurement through course-level sustainability and SDG mapping, and the introduction of 'Sulitest' assessment. Carbon-footprint measurement expanded, and the university joined the Responsible Research in Business & Management network.



Main Building of Corvinus University of Budapest – Community Engagement with Corvinus Science Shop – Gellért Campus of Corvinus University of Budapest

Together, these developments show how Responsible Management Education at Corvinus has evolved from early academic initiatives into a more integrated institutional approach. Today, sustainability and responsibility are increasingly connected across teaching, research, governance, operations and societal engagement, with growing emphasis on measurable impact and accountability.

Graduates & Enrollment

2025 Statistics	Number
Graduates	2504
Faculty & Staff at the Institution	942

2025 Statistics	Number
Student Enrollment at the Institution	7875
Undergraduate Attendance	5570
Masters-Level Postgraduate Attendance	2053
Doctoral Student Attendance	252
Certificate, Professional Development, or Continuing Education Attendance	949

Degrees Offered

Bachelor Programs

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

Masters Programs

-  Master of Science (M.Sc. or M.S.)
-  Master of Arts (M.A.)
-  Master of Business Administration (M.B.A.)

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

-  BSc in Business Administration and Management
-  BSc in Applied Economics
-  BA in Communication and Media Science
-  BSc in Data Science in Business
-  BA in International Relations
-  BSc in International Business Economics
-  BA in Philosophy, Politics and Economy
-  BSc in Finance and Accounting
-  BSc in Business Informatics

Masters Degree Programmes

-  MSc in Management and Leadership
-  MSc in Marketing
-  MA in Communication and Media Studies
-  MSc in Finance
-  MSc in Public Policy and Management
-  MSc in Sustainability Management and Entrepreneurship
-  Executive MBA Postgraduate Programme
-  MSc in International MBA
-  MSc in Economic Behavioural Analysis
-  MSc in Management
-  MSc in Innovation and Entrepreneurship
-  Engineer Economist Postgraduate Programme
-  Energy Management Postgraduate Programme
-  ESG Management Postgraduate Programme
-  Water Governance Postgraduate Programme

Postgraduate Degree Programmes

-  Business Informatics Doctoral Programme
-  Urban and Environmental Policy Studies Doctoral Programme
-  International and Security Studies Doctoral Programme
-  Political Science Doctoral Programme
-  World Economics Doctoral Programme
-  Sociology Doctoral Programme
-  Communication Science Doctoral Programme
-  Sustainable Management Doctoral Programme
-  Marketing Doctoral Programme
-  Operations and Decision Sciences Doctoral Programme
-  Strategy, Management and Entrepreneurship Doctoral Programme
-  Financial Management and Accounting Doctoral Programme
-  Operations Research and Game Theory Doctoral Programme
-  Economics Doctoral Programme

Certificates, Professional Development, or Associate Programmes

-  Sustainability Communication Strategies
-  LCA, Foundations of Water Footprint - and Ecological footprint - Calculations
-  Team Coach
-  Artificial Intelligence in the Economy
-  Leading Change-Ready Organizations
-  Aspiring Women Leaders



Purpose

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



Letter of Commitment



To:
PRME Secretariat
United Nations Global Compact Office
685 3rd Avenue, 12th Floor
New York, New York 10017

8 September 2026

Adoption of the Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers and leaders, **Corvinus University of Budapest** is committed to implementing the Principles for Responsible Management Education (PRME), reporting on progress to our stakeholders, and exchanging effective practices related to these Principles with other academic institutions.

We understand that our own organisational practices should serve as an example of the values and attitudes we seek to develop in our students, and we encourage other academic institutions and associations to adopt and support these Principles.

At Corvinus University of Budapest, this commitment is closely aligned with the institutional mission to **educate responsible thinkers and empower forward-looking leaders**. The Bridge Strategy 2025–2028 translates this commitment into a strategic framework for strengthening sustainability, responsibility, and positive societal impact across the University.

This strategic commitment is being translated into concrete institutional action. In education, Corvinus has systematically mapped sustainability across its Bachelor's and Master's programme portfolio and is embedding it into programmes through compulsory curricular components. This curriculum-level transformation is increasingly supported by institutional capacity building: faculty development for sustainability integration has begun, Programme Directors are being actively engaged in exploring the Sustainable Development Goals and their relevance to their programmes, and the **Sustainability Literacy Test** (Sulitest TASK) has been introduced to strengthen the University's capacity to assess and continuously improve students' sustainability knowledge and understanding.

Alongside systematic curriculum integration, Corvinus supports educational innovation that enables students to engage directly with societal and environmental challenges. Approaches such as **Community-Engaged Learning**, **Challenge-based learning**, together with initiatives such as the **Green Podcast Project**, connect academic knowledge with real-world problems and external stakeholders. The national and international recognition received by several of these educational initiatives further demonstrates the University's commitment to making responsible management education meaningful, experiential, and impactful.

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Fővám Square 8, 1093 Budapest, Hungary

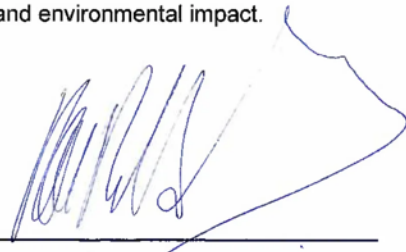
rektor@uni-corvinus.hu
+36 1 482 5323

This commitment extends beyond education. Corvinus is strengthening research addressing major societal and environmental challenges, deepening cooperation with business, public and civil-society partners, and increasingly using the University itself as a setting for learning, experimentation and responsible institutional practice. In parallel, the University is enhancing the measurement and management of its own environmental impact, including greenhouse-gas accounting and the continued development of its institutional sustainability approach.

Corvinus' PRME commitment is also reflected in its regional leadership and international collaboration. Beyond advancing its own institutional transformation, the University contributes to strengthening responsible management education across Central and Eastern Europe. Corvinus currently provides leadership to the **PRME Chapter Central and Eastern Europe through the Chair of the Chapter**, supporting regional cooperation, knowledge exchange and the engagement of institutions across the region. This role reflects the University's ambition to strengthen the regional responsible management education community while bringing Central and Eastern European perspectives into the wider global PRME network.

As Rector of Corvinus University of Budapest, I affirm our full commitment to the Principles for Responsible Management Education. We regard PRME not simply as a set of principles to endorse, but as a framework for continuously strengthening the alignment of the University's purpose, education, research, partnerships, and organisational practices.

Our ambition is for every Corvinus graduate to leave the University better equipped to understand the interconnected economic, social, and environmental consequences of their decisions and to exercise leadership responsibly. Through the implementation of the Bridge Strategy, the continued institutionalisation of responsible management education, and active leadership within the PRME community in Central and Eastern Europe, Corvinus will continue to translate this ambition into measurable institutional practice and positive societal and environmental impact.



Prof. Dr. Bruno van Pottelsberghe

Rector
Corvinus University of Budapest



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Definition of Purpose

At Corvinus University of Budapest, our purpose is to educate responsible leaders and generate knowledge that contributes to inclusive prosperity within thriving ecosystems. We embed sustainability and responsibility across education, research, university operations and societal partnerships, empowering our community to address complex sustainability challenges and create meaningful, lasting impact.

Institutional Engagement

51% - 75% of faculty at Corvinus University of Budapest actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

Integrating Sustainability Across the Bachelor Portfolio

A particularly strong example of how Corvinus translates its purpose into practice is the systematic integration of sustainability into undergraduate education.

Following a comprehensive sustainability mapping of the Bachelor degree programme portfolio, sustainability has been integrated into a compulsory course in every Bachelor programme. This process has moved beyond curriculum mapping towards implementation: Programme Directors have been actively engaged through an SDGs Game workshop, faculty development has begun to support educators in embedding sustainability into teaching, and Sulitest TASK measurement has been introduced to assess students' sustainability knowledge and understanding.

At the same time, Corvinus is developing and recognising innovative pedagogical approaches that enable students to experience responsible management in practice. These include Community-Engaged Learning, where students work with real societal and community partners, and the Green Podcast Project, which engages students in researching, discussing and communicating sustainability challenges. Several of these educational approaches have received national and international recognition, demonstrating that sustainability integration at Corvinus is accompanied by pedagogical innovation and measurable student engagement.

“Embedding sustainability across our Bachelor programmes is not about adding another sustainability topic to an already crowded curriculum. It is about ensuring that every Corvinus student, regardless of their programme, encounters sustainability as an integral part of how we understand business, economics and responsible decision-making. The mapping gave us the evidence base; programme-level integration, faculty development and student assessment are now helping us turn this commitment into everyday educational practice.”



Dr. Richárd Szántó

Dean of Bachelor Study Programme Portfolio
Corvinus University of Budapest



Values

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



How We Define Values

At Corvinus University of Budapest, our values of collaboration, systems thinking, excellence and integrity translate responsibility into action. They guide how we teach, conduct research, make institutional decisions and engage with our partners, fostering an accountable university culture that considers the social and environmental consequences of our choices and actions.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

The following narrative demonstrates how Corvinus University of Budapest has influenced students' academic journey and personal growth.

Sustainability in Action: A Student Journey at Corvinus

As a second-year BA International Relations student who hopes to build a career in sustainability, I have found that some of my most important learning at Corvinus has come from moments when sustainability stopped feeling abstract and became something I could actually engage with.

Before taking *Hungary's Role in Achieving Global Sustainability and Climate Goals*, a specialised course on environmental sustainability, climate challenges and national strategies, environmental challenges often felt so large that they left me with a sense of powerlessness. The course changed that. Hearing from an architect, a chemist, a climate expert and a human ecologist showed me that sustainability is not the responsibility of one profession. It is something that connects policy, science, business and everyday life. What stayed with me most was the realization that progress does not require everyone to think the same way; it requires people to listen, challenge one another and keep the dialogue constructive.

I experienced this again when a friend and I entered a sustainability case competition and developed a circular clothing business model based on SDG 12. What looked straightforward on paper quickly became complicated. Sustainable cleaning, bicycle delivery and responsible materials all came with

additional costs, while consumer expectations, hygiene concerns and inclusivity also had to be considered. Working through these tensions made me understand sustainability as a real decision-making challenge rather than simply an ideal.

Through the Corvinus Science Shop, I also began working with a civil society partner on research related to soil degradation. This was especially meaningful to me because it brought together two areas I care deeply about: ecology and the practical application of academic knowledge. My work as a teaching assistant and later as an intern at the Dean's Office for Sustainability strengthened this further. I became more aware not only of what universities can do, but also of how difficult sustainable change can be when attitudes and communication become barriers.

These experiences have changed how I see my future. I no longer think of sustainability only as reducing harm. I see it as an opportunity to create better and more equitable alternatives. Corvinus has given me the confidence to pursue a career at the intersection of international relations, environmental policy and corporate sustainability, with the belief that meaningful change is possible.



Ms. Csenge Boglárka Németh
BA in International Relations, Year 2

Student Awareness

0% - 25% of students at Corvinus University of Budapest are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% of students at Corvinus University of Budapest actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Voices Shaping Responsible Management Education

Responsible management education at Corvinus is shaped by colleagues whose teaching, research, leadership and international engagement contribute to sustainability and positive societal impact. The perspectives below reflect the diversity of approaches across the University and a shared commitment to advancing responsible management education through academic practice, collaboration and engagement within and beyond Corvinus.



László Zsolnai

Professor, Corvinus University
of Budapest
Member, Club of Rome;
European SPES Institute

“ Planet-positive actions require genuine moral commitment. Opportunistic actions are counterproductive and cannot lead to planet-positive outcomes. ”



Gyula Zilahy

Professor, Corvinus University of
Budapest
President, International Sustainable
Development Research Society (ISDRS)

“ Advancing sustainable development research requires collaboration at global, regional, and local levels – principles that are central to the mission of the International Sustainable Development Research Society (ISDRS). ”



Alexandra Köves

Associate Professor, Corvinus
University of Budapest
President, European Society for
Ecological Economics

“ We need to come up with radically new approaches, narratives, and visions to establish an economy that provides a good life for all within planetary boundaries. And we need to act upon them. Now. ”



Katalin Ásványi

Dean for Sustainability, Corvinus
University of Budapest
Chair, PRME Chapter Central and
Eastern Europe

“ Responsible management education becomes transformative when values, practice, and regional collaboration converge to shape leaders who act for people, planet, and future generations ”

Creating a University Where Different Life Situations Matter

At Corvinus, being a responsible institution means recognising that members of our community have different life situations, responsibilities and needs. Our family-friendly approach translates the University's values into everyday practice by supporting **wellbeing, inclusion, equal opportunities and work–life balance**.

For us, being family-friendly goes beyond supporting colleagues with young children. It means creating an organisational culture in which professional excellence is combined with practical support and consideration for individual circumstances. During the 2025/2026 evaluation year, 26 child-rearing subsidies were provided, while overall child-related support - including allowances and gift cards for baby and children's product - reached approximately HUF 8.2 million.

Employee wellbeing has also been strengthened through expanded health and preventive care services. Corvinus established partnerships with seven external service providers and introduced a new preventive healthcare package alongside an onsite medical room. The MindentMent dental care programme alone provided 130 dental treatments during the second quarter of the year. In addition, the renewed Corvinus Plus employee wellbeing portal offers a central, more accessible platform for wellbeing-related opportunities and services, with 522 views recorded during the third quarter of the year.

These initiatives demonstrate that family-friendly practice is not a single programme but a broader organisational mindset. It is about creating a university where different life circumstances are recognised and where excellence, responsibility, inclusion and care for people reinforce one another. In this way, our approach also contributes to the social dimension of sustainability, particularly SDGs 3, 5, 8 and 10.



Ms. Dóra Bató Nagy
Head of HR Operations
Corvinus University of Budapest

Celebrating Values

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

Living Our Values through a Culture of Sustainability

Corvinus University of Budapest's values – Collaboration, Systems Thinking, Excellence and Integrity – provide an important foundation for responsible management education and for the University's wider sustainability ambitions.

	Collaboration We actively work to build mutual trust and embrace shared goals as our own. We treat each other as partners and approach one another with empathy. We share knowledge and work together for individual and collective growth. Systems Thinking We approach challenges through open, holistic thinking that engages both internal and external stakeholders. By addressing problems from multiple scientific perspectives, we deliver credible and impactful solutions. This mindset serves as a bridge between today's realities and tomorrow's opportunities. Excellence We foster a culture of continuous improvement, self-reflection, and feedback. We set high international standards for ourselves to deliver outstanding academic and scientific performance and services. Integrity We are a professional community driven by ethical conduct and authenticity. We are committed to transparent, consistent, and fair decision-making processes. Open and honest communication defines our interactions.
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The Sustainability Strategy Framework 2023–2030 helps translate these values into sustainability-related practice across the University. Their impact is visible in a range of concrete initiatives.

Collaboration is reflected in activities that connect students, faculty, professional staff, businesses, civil society and international partners, including the ESG Club, the Sustainability Platform of Hungarian Universities and community-engaged learning through the Corvinus Science Shop.

Systems Thinking is evident in the breadth of sustainability-related activity across the University. In 2026, Corvinus documented 58 sustainability-related events covering topics such as climate change, biodiversity, water, sustainable finance, social inequalities, wellbeing and responsible digitalisation.

Excellence is reflected in the University's emphasis on continuous improvement and evidence-based development, including sustainability-related measurement, assessment and the use of data to strengthen institutional practice.

Integrity is visible in efforts to embed transparency, responsibility and accountability into institutional processes, including sustainable procurement, responsible decision-making and the systematic consideration of sustainability in university operations.

The University's values are also translated into action through initiatives such as decarbonisation, digital carbon footprint measurement and more sustainable event management. Students contribute actively as well: in 2026, student organisations organised 28 sustainability-related activities, addressing issues from sustainable fashion and equal opportunities to urban inequalities, active citizenship and charity.

Community initiatives such as the Corvinus Farmers' Market further demonstrate how sustainability can become part of everyday university life by connecting conscious consumption, local engagement and participation



Corvinus Farmers' Market, 2025

Together, these examples show how Corvinus's values are increasingly reflected in everyday institutional and community practice, turning sustainability from a formal commitment into shared action.

Continue telling your story

From discovering sustainability to shaping my own path

The following reflection was written by Ms. Lea Novák, a graduate of the BSc in Business and Management, former CSR Lead at EVK College for Advanced Studies, and member of the Corvinus Changemaker Community. Her experience illustrates how engagement with sustainability at Corvinus can develop across coursework, research, student communities and professional experience, and continue to shape academic and career choices beyond graduation.

Although I had already come across the concepts of sustainability and CSR during high school, I first had the opportunity to explore them in greater depth at Corvinus. In a Business Economics course, I chose a CSR related topic as the mandatory short research project, which sparked my interest in how companies understand and manage their responsibilities towards society and the environment.

From there, sustainability gradually became a defining part of my university journey. After joining EVK College for Advanced Studies, this was the topic that immediately resonated with me the most, and through the organisation's CSR project I had the opportunity to turn my interest into practice. Later, while working professionally in a sustainability consulting position, I also became the CSR Lead of EVK, allowing me to approach sustainability simultaneously from a professional and a student-community perspective.

My academic interest also continued to grow. For my Student Research Conference (TDK) research, I explored double materiality, connecting academic knowledge with a challenge that is becoming increasingly important in responsible business practice. Receiving first prize for this research at the Hungarian Scientific Conference was an important recognition and further encouraged me to continue in this field.

At the same time, I became an active member of the Corvinus Changemaker community, where we contributed to shaping the community itself, exchanged ideas and organised sustainability-related programmes across the University.

These experiences also strongly influenced my decision about my Master's studies. I wanted to approach sustainability from a broader international perspective, combining it with my interest in international relations and law. This led me to the Master in International Affairs at the University of St. Gallen (HSG), where I will specialise in sustainability in the upcoming 2 years. Moreover, I have been admitted to the Managing Climate Solutions (MaCS) certificate program, which will allow me to deepen my understanding of climate policy, sustainability, and the role of business and innovation in addressing global challenges alongside my master's studies.

Looking back, what I value most about my time at Corvinus is that sustainability became much more than a subject I studied. I encountered it as a student, researcher, consultant and community member, and it ultimately helped shape the direction in which I want to continue both academically and professionally.

For me, this is what responsible management education can achieve: sustainability becomes not only something we learn about, but a value that influences the choices we make and the kind of professionals we want to become.



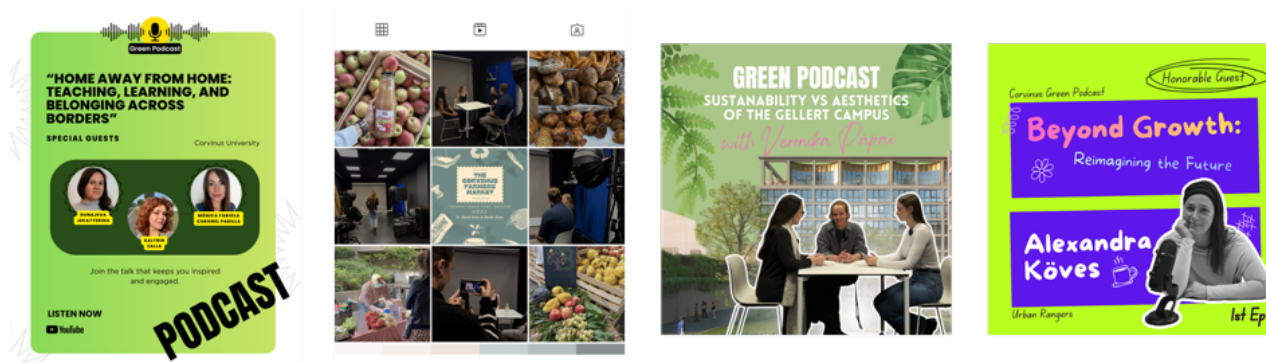
Ms. Lea Novák

Graduate of the Bsc Business and Management
Former CSR Lead, EVK College for Advanced Studies
Member of the Corvinus Changemaker community

Living Our Values through the Corvinus Green Podcast

One way Corvinus celebrates its values is by creating opportunities for students, faculty and professional units to work together on sustainability challenges and share knowledge beyond the University. The **Corvinus Green Podcast** is a strong example of how our values of collaboration, systems thinking, excellence and integrity are translated into action.

Developed through cooperation between the Institute of Sustainable Development, the Dean's Office for Sustainability, the Corvinus Science Shop, and the University Library and Archives, the initiative places students at the centre of sustainability communication. As part of the *Communication of Responsibility and Sustainability* course, students explore real-world sustainability issues, engage with academic and professional perspectives, and transform their learning into podcast episodes and complementary digital content for wider audiences.



The project reflects **collaboration** by bringing together students, educators, researchers and university units; **systems thinking** by exploring the interconnected environmental, social and economic dimensions of sustainability challenges; **integrity** by emphasising credible, evidence-based communication; and **excellence** by encouraging students to transform academic knowledge into engaging and professionally produced content with societal relevance.

The Green Podcast also enables Corvinus to celebrate these values beyond the classroom: students become active communicators of sustainability knowledge, helping make research and responsible management ideas accessible to a broader community.

In 2026, the initiative received a **Disciplinary Honorable Mention in Communications and Media Studies in the PRME Education Awards**, providing international recognition of its educational quality, demonstrated impact, contribution to the SDGs and relevance to responsible management education.



Listen and watch:

[Green Podcast Project | Podcast on Spotify](#)

<https://www.youtube.com/watch?v=0j-RGusMbWc&feature=youtu.be>



Teach

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

How We Define Teach

At Corvinus University of Budapest, teaching means systematically embedding sustainability and responsible management across programmes and transforming how students learn. Through experiential, challenge-based and community-engaged learning, we connect academic knowledge with real-world sustainability challenges, empowering students to develop the competencies, critical thinking and agency needed to become responsible future leaders.

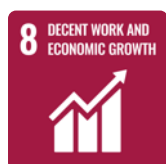
Courses that support RME

Corvinus University of Budapest reports 25 courses in 2025 that support responsible management education and sustainable development goals.

Corporate Sustainability and Green Management | FENT035NAMB

The course focuses on integrating environmental considerations into corporate strategy and operations. Students learn to assess the environmental impacts of business activities and apply management tools, resource-efficiency measures and circular economy principles, with attention to reducing ecological footprints, meeting environmental requirements and reconciling profitability with sustainable growth. Learning is supported through the analysis of real-world corporate cases, management frameworks and sustainability metrics.

The course contributes to responsible management education by strengthening students' ability to incorporate ecological considerations into strategic decision-making and implement organisational changes aligned with sustainable development goals.



Global Economy and Sustainability | FENT041NAMB

The course focuses on the relationship between environmental sustainability, resource management and the policy, regulatory and corporate frameworks shaping the global green transition. Students learn to assess challenges such as climate change, resource depletion and biodiversity loss, with attention to balancing economic development and ecological preservation. Learning is supported through critical analysis, policy evaluation and problem-solving exercises.

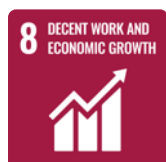
The course contributes to responsible management education by strengthening students' ability to evaluate sustainability-related policy and regulatory impacts and to design forward-looking strategies that integrate economic and environmental considerations.



Development and Sustainability | GLOB163NAMB

The course focuses on the relationship between economic development, environmental sustainability and the structural transformations required to build resilient socio-ecological systems. Students learn to assess trade-offs between growth, poverty reduction, resource use and environmental protection, with attention to climate impacts, energy transitions and the shift toward equitable, low-carbon economies. Learning is supported through the analysis of growth theories, international frameworks and contemporary case studies.

The course contributes to responsible management education by strengthening students' ability to evaluate development pathways and support sustainable public policies and responsible institutional practices in an international context.



Sustainability Management Case Studies | MARK149NABB

The course focuses on corporate sustainability reporting and the integration of environmental, social and economic dimensions in responsible business practice. Students learn to critically assess sustainability reports, GRI and ESG indicators, corporate transparency and the impact of green investments, with attention to education, equality, social justice and the Sustainable Development Goals. Learning is supported through real-world case studies, collaborative group assignments and partnerships with community organisations.

The course contributes to responsible management education by strengthening students' ability to use sustainability reporting as a strategic decision-making tool and to evaluate corporate sustainability performance critically and holistically.



ESG Reporting | FENT068LASB

The course focuses on ESG reporting frameworks, standards and regulatory requirements as tools for corporate transparency and accountability. Students learn to assess sustainability performance, materiality and non-financial disclosures, with attention to stakeholder expectations, greenwashing risks and compliance with frameworks such as GRI and ESRS. Learning is supported through the critical analysis of published corporate reports and practical engagement with data collection and materiality assessment.

The course contributes to responsible management education by strengthening students' ability to develop accurate, strategic and compliant sustainability disclosures that support long-term value creation and institutional accountability.



ESG-beszámoló-készítés és riporting (ESG Report Preparation and Reporting)

| FENT079LMSB

The course focuses on the preparation, evaluation and strategic use of corporate ESG and sustainability reports. Students learn to apply reporting methodologies, data collection and analytical approaches, with attention to evolving regulatory requirements, sustainability trends and external environmental and social impacts. Learning is supported through the integration of theoretical foundations with practical report preparation and critical evaluation.

The course contributes to responsible management education by strengthening students' ability to formulate objective, sustainability-oriented recommendations and integrate long-term environmental and social considerations into strategic business decision-making.



ESG a turizmusban I. (ESG in Tourism I) | FENT085LMSB

The course focuses on the application of ESG principles in tourism and hospitality, including the environmental footprint of travel, socio-economic impacts on host communities and ethical governance in destination management. Students learn to assess the sustainability and resilience of tourism operations, with attention to carbon reduction, sustainable supply chains, cultural and natural heritage protection, and sector-specific ESG reporting. Learning is supported through real-world case studies and the evaluation of ESG frameworks and metrics relevant to tourism.

The course contributes to responsible management education by strengthening students' ability to design and evaluate tourism models that balance economic viability with positive social impact and reduced environmental harm.



Sustainability Case Studies | 2KG23NDK10B

The course focuses on applying sustainability principles to real-world organisational and community challenges through case-based analysis. Students learn to evaluate the effectiveness and limitations of environmental and social initiatives, with attention to zero-waste practices, circular business models, sustainable infrastructure and the identification of genuine versus superficial sustainability efforts. Learning is supported through international and domestic case studies, active discussion, student-driven projects and strategic problem-solving.

The course contributes to responsible management education by strengthening students' ability to identify best practices and design, assess and implement effective sustainability transitions in corporate, institutional and community settings.



Hungary's Role in Achieving Global Sustainability and Climate Goals

| 7GF20NAV50B

The course focuses on Hungary's role in meeting international and European sustainability and climate objectives. Students learn to assess national climate strategies, policy frameworks and environmental impacts, with attention to greenhouse gas reduction, energy transition, adaptation, resource management and the trade-offs between economic, social and environmental priorities. Learning is supported through critical evaluation of national policies, SDG indicators and Hungary's climate strategy.

The course contributes to responsible management education by strengthening students' ability to make balanced, responsible decisions and integrate considerations of sustainability, justice and long-term impact into professional and policy contexts.



Sustainability Management Case Studies | MARK149NABB

The course focuses on applying sustainability principles to complex corporate management challenges and strategic decision-making. Students learn to evaluate how organisations integrate environmental and social priorities while maintaining financial viability, with attention to stakeholder conflicts, regulatory pressures, supply chain constraints, greenwashing risks and the scalability of sustainable business models. Learning is supported through real-world case studies, team-based projects, case competitions and collaborative problem-solving.

The course contributes to responsible management education by strengthening students' ability to develop actionable sustainability solutions, critically assess corporate performance and support responsible organisational transformation.



Measure of Progress and Well-being | TARS022NAMB

The course focuses on measuring societal progress and well-being beyond traditional economic indicators such as GDP. Students learn to assess multidimensional measures of human development, social sustainability and subjective well-being, with attention to the trade-offs between economic growth, environmental sustainability and social equity. Learning is supported through comparative case studies, data analysis and the application of alternative well-being indicators.

The course contributes to responsible management education by strengthening students' ability to translate evidence on societal well-being into policy recommendations that support long-term social value, resilience and equitable sustainable development.



Well-being and its Measurements | VEZ0025NAMB

The course focuses on measuring individual and societal well-being beyond traditional economic indicators such as GDP. Students learn to assess multidimensional measures of quality of life, including life satisfaction, mental health and poverty indicators, with attention to the social, environmental and economic determinants of well-being. Learning is supported through practical data analysis, policy evaluation and the use of international measurement frameworks.

The course contributes to responsible management education by strengthening students' ability to integrate well-being metrics into public and organisational decision-making in support of sustainable development, equitable resource distribution and societal resilience.



Practice of Well-being in Groups | VEZ0027NAMB

The course focuses on applying well-being principles within workplace teams and organisational settings. Students learn to assess how leadership, corporate culture and group dynamics affect employee well-being, with attention to psychological safety, burnout prevention, work-life balance, inclusion and stakeholder interests. Learning is supported through interactive group exercises, case studies and analysis of real-world corporate well-being programmes.

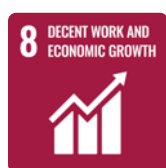
The course contributes to responsible management education by strengthening students' ability to design supportive workplace practices, lead socially responsible teams and foster resilient, inclusive and sustainable organisational cultures.



Ethics and Corporate Responsibility | MAMM001NAMB

The course focuses on ethical decision-making and corporate responsibility in complex global business environments. Students learn to assess moral dilemmas, stakeholder interests and governance challenges, with attention to transparency, human rights, environmental stewardship and the integration of social concerns into business strategy. Learning is supported through real-world case studies, interactive discussion and critical reflection.

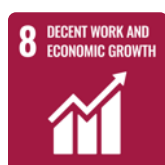
The course contributes to responsible management education by strengthening students' ability to balance profitability with social and environmental responsibility and to foster ethical, sustainable organisational cultures.



Globalization, Development, Inequality | GLOB037NABB

The course focuses on how globalization shapes economic development, inequality and social welfare across regions. Students learn to assess the effects of international trade, foreign investment, global production networks and financial systems, with attention to poverty, labour standards, structural inequality and the uneven distribution of globalization's benefits and costs. Learning is supported through theoretical frameworks, empirical case studies and analysis of development policies and global market dynamics.

The course contributes to responsible management education by strengthening students' ability to evaluate international development choices from multiple perspectives and support more equitable, sustainable and inclusive economic systems.



Gender Studies | 7SO30NDVT1B

The course focuses on how gender roles, identities and power relations are socially constructed and reproduced across different cultural and institutional contexts. Students learn to critically assess systemic inequalities and the intersections of gender with class, race and other dimensions of social difference, with attention to diversity, inclusion, human rights and social justice. Learning is supported through critical reading, discussion of contemporary debates and engagement with empirical research.

The course contributes to responsible management education by strengthening students' ability to recognise discriminatory practices, understand complex social dynamics and support more equitable practices in organisational and public settings.



Global Sustainability Challenges | NPGG046NABB

The course focuses on the broader ecological and social context of the economy and the sustainability challenges arising from economic and business activity. Students learn to understand key concepts, categories and indicators of sustainable development and to assess sustainability issues at global, regional and local levels. Learning is supported through the examination of international, corporate and individual dimensions of sustainability.

The course contributes to responsible management education by strengthening students' ability to make more sustainable and responsible decisions in both their professional and personal lives.



Business Models for a Circular Economy | VGLE022NMBB

The course focuses on corporate responses to changing consumer expectations and regulatory requirements in the transition to a circular economy. Students learn to assess how profitability and sustainability considerations can be reconciled and to analyse which business models can support circular and sustainable value creation. Learning is supported through the examination and development of business models for sustainability.

The course contributes to responsible management education by strengthening students' ability to evaluate existing models and design new business approaches that integrate sustainability into corporate decision-making.



Sustainable and Ethical Marketing | MARK020NAMB

The course focuses on the role of marketing in sustainability, CSR and ESG, with particular attention to global challenges, responsible communication and ethical decision-making. Students learn to assess sustainability-focused marketing approaches, distinguish green marketing from greenwashing, and consider the ethical consequences of consumer and corporate behaviour. Learning is supported through interactive games, simulations, project-based activities, teamwork and analysis of a corporate partner's CSR strategy.

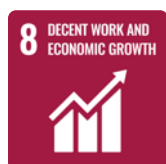
The course contributes to responsible management education by strengthening students' ability to address sustainability-related marketing challenges critically, work collaboratively and act as potential change agents in organisational decision-making.



Green Finance | PENZ065LMSB

The course focuses on the role of financial products, investment decisions and impact measurement in supporting sustainable development. Students learn to assess green financing instruments, financed emissions and ESG-related financial considerations, and to formulate management recommendations based on sustainability goals and corporate values. Learning is supported through applied analysis and calculation exercises.

The course contributes to responsible management education by strengthening students' ability to integrate sustainability considerations into financial decision-making.



Responsible Employment | FENT082LMSB

The course focuses on responsible employment as a core element of socially and environmentally sustainable corporate strategy and governance. Students learn to assess responsible employment principles, legal requirements and corporate practices, with attention to human rights, equal opportunities, vulnerable employee groups, working conditions, fair remuneration, health and safety, and stakeholder rights. Learning is supported through the analysis of real-life corporate examples, relevant strategies, policies and indicators.

The course contributes to responsible management education by strengthening students' ability to apply responsible employment principles and appropriate indicators in corporate practice and decision-making.



Business Ethics | 293NBUSV498B

The course focuses on ethical decision-making and responsible business practice, drawing on key concepts and models in business ethics. Students learn to identify and critically analyse ethical issues from multiple perspectives, with attention to stakeholder interests, corporate responsibility, organisational culture, nature and future generations. Learning is supported through the integration of ethical and managerial theory with discussion and analysis of real-world business dilemmas.

The course contributes to responsible management education by strengthening students' ability to incorporate ethical considerations into individual and collective decision-making and to respond responsibly to complex business challenges.



Social Enterprise Challenge | VGDE003NMMB

The course focuses on social entrepreneurship and the distinctive ways social enterprises create value and address societal challenges. Students learn to critically assess the applicability and limitations of mainstream business approaches in social enterprise contexts, with attention to diversity, inclusivity, innovation and social impact. Learning is supported through community-engaged research and learning, direct collaboration with social entrepreneurs, teamwork and guided self-reflection.

The course contributes to responsible management education by strengthening students' ability to question conventional business assumptions and apply alternative approaches to improve the effectiveness and impact of organisational practice.



Climate Change and Sustainable Development | KOZNXV4VI94

The course focuses on the economic, social and environmental dimensions of climate change within the broader context of sustainable development. Students learn to analyse the causes and unequal impacts of global warming and to evaluate climate policy instruments, mitigation and adaptation strategies, with attention to equity, resilience and the transition to low-carbon economies. Learning is supported through structured inquiry, policy evaluation and contemporary case studies covering international agreements, technological innovation, renewable energy and international cooperation.

The course contributes to responsible management education by strengthening students' ability to design and assess effective and equitable climate strategies in business and public policy decision-making.



Corporate Sustainability and CSR | CSCSR_VTKGT

The course focuses on integrating environmental stewardship, social responsibility and governance into corporate strategy and business models. Students learn to assess sustainability reports, distinguish substantive sustainability strategies from greenwashing, and balance long-term profitability with environmental and social considerations. Learning is supported through practice-oriented projects with corporate and community partners, collaborative workshops, strategic problem-solving and the use of frameworks such as GRI.

The course contributes to responsible management education by strengthening students' ability to make value-based decisions, address real-world sustainability challenges and act as responsible change agents in organisational transformation.



Teaching Awards

In 2025, 1 award was given to faculty and educators at Corvinus University of Budapest.



Empowering Future Leaders: Integrating Corporate Social Responsibility and Sustainability in Higher Education Through Community-Engaged Learning

Granter: PROFFORMANCE – International Higher Education Teacher Award

Grantee: Corvinus University of Budapest – Corvinus Science Shop / CERL (Community-Engaged Research and Learning) project team

Award Description:

In 2025, the Corvinus Science Shop's CERL (Community-Engaged Research and Learning) project received two distinctions in the PROFFORMANCE International Higher Education Teacher Award: it was selected as the Hungarian National Winner and received Second Prize in the Sustainability category.

The award recognized Corvinus's community-engaged learning approach, which connects university education with real societal and sustainability challenges. Through the Science Shop model, students and educators collaborate with civil society and community partners on real-life projects, integrating academic learning with community needs, sustainability, social responsibility and meaningful societal impact.

The recognition highlights CERL as an innovative pedagogical practice that moves sustainability and responsibility education beyond the classroom. Students apply disciplinary knowledge in authentic

contexts, engage directly with external stakeholders and contribute to solutions addressing community challenges, while developing competencies in collaboration, critical reflection, responsible decision-making and societal engagement.

The two PROFFORMANCE distinctions demonstrate the quality and transferability of Corvinus's community-engaged pedagogy and recognize the Corvinus Science Shop as an important institutional platform for embedding responsibility and sustainability into teaching and learning.

Educator Recognition

At Corvinus University of Budapest, we recognize educators for quality of teaching in the following ways:

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

Teaching Voices

The following statements demonstrate ways in which educators at Corvinus University of Budapest support sustainability and responsible management in their classrooms.

Challenge-Based Learning: Turning Sustainability into Everyday Practice

The teaching practice I would like to highlight is Challenge-Based Learning (CBL), an innovative experiential learning method developed by our team at the Department of Sustainability Management at Corvinus University of Budapest. The methodology has been implemented across multiple courses and disciplines, including Business Administration, Corporate Social Responsibility, Entrepreneurship, Environmental Economics, Responsible Management Education, Social Entrepreneurship, Sustainable Development, and Sustainable Supply Chain Management. The approach was recognised with the University's Spotlight on Teaching award in 2025 for its innovative and impactful nature.

As part of this best practice, students are given new sustainability-related challenges each month, which instructors adapt to the course syllabus and to the topic of the relevant Sustainability Theme of the Month. Students undertake these challenges in their everyday lives and document their

experiences, observations and reflections in a learning diary. They subsequently write short reflective essays about the challenges they have completed and submit them through Moodle. The instructor evaluates each submission on a 0–10 scale and provides detailed written feedback.

Students can provide evidence of completing the challenges in different ways, for example by attaching photographs or other relevant documentation. This combination of experiential learning, reflection and structured feedback strengthens student engagement while also making the assessment process more transparent. Importantly, students can select challenges that best match their own interests and circumstances, which supports autonomy and increases motivation and participation.

The methodology connects academic learning with students' everyday experiences and encourages them to reflect critically on their own behaviour and its sustainability implications. It therefore contributes to the development of critical thinking, practical problem-solving and analytical skills, while fostering greater awareness of sustainability and responsible behaviour. Through active participation, reflection and feedback, CBL creates a deeper and more practice-oriented learning experience and helps students translate sustainability concepts into concrete actions.



Dr. Zsófia Nemes
Assistant Professor
Corvinus University of Budapest

Learning in Action: Experiencing the Global Economy

At Corvinus University of Budapest, we aim to create a classroom culture in which students are not passive recipients of knowledge but active participants in their own learning. A strong example of this approach is presented in the *Global Markets & Players* course led by Dr. László Kacsirek, Associate Professor, where academic rigour is combined with experiential learning, reflection and student responsibility.

The course follows a deliberate learning journey: students prepare through readings and videos, explore concepts through dialogue, apply them in simulations, role plays, cases and policy exercises, and consolidate their learning through reflection and analytical assignments. In this way, theoretical concepts are consistently connected with real-world economic challenges.

One of the signature activities is the **International Trade Game**, an experiential simulation that transforms the classroom into a simplified global trading system. Students work in country teams with deliberately unequal resource endowments, while others take the roles of commodity traders and observers. Teams decide what to produce, negotiate and trade, respond to scarcity and changing conditions, and seek to exploit advantages or overcome constraints.

Concepts such as factor abundance, specialisation, comparative advantage, interdependence and unequal bargaining power become visible through students' own choices and interactions. Importantly, the simulation does not end when trading stops. A facilitated debrief asks students to examine what happened, why actors behaved as they did, who benefited, and how different starting conditions shaped outcomes. Students then connect their experience with international trade theory and evidence from the real global economy. This process of **experience → reflection → conceptualisation → application** turns the simulation into purposeful experiential learning.

The activity also develops critical thinking, teamwork, communication, intercultural interaction, autonomy and responsibility. Students experience the same system from different positions and discover that complex economic systems rarely have one simple interpretation.

The wider course builds on the same philosophy through role plays, case analyses, trade-policy exercises and policy-making workshops. Students learn not only to understand concepts, but to apply knowledge, make decisions, defend choices, evaluate consequences and communicate evidence-based conclusions.

This is the learning culture we seek to strengthen at Corvinus: **active, reflective, collaborative and connected to the complexity of the world students will help shape.**



Dr. László Kacsirek
Associate Professor
Corvinus University of Budapest

Continue telling your story

Learning Through Change and Practice

My experience at Corvinus has unfolded across several roles: as a student of Communication and Media Studies and later Business and Economics, as editor-in-chief of the student newspaper, and through positions in the University's communications department, the chancellery and the Dean's Office for Sustainability. This gave me the opportunity not only to learn about sustainability, but also to see how the University's approach to it evolved over time.

When I first began my studies, sustainability was already present, but it felt more like an important future ambition than something fully embedded in everyday university life. Over the years, I saw that change gradually become more concrete. For me, this transformation became especially meaningful when I was able to choose a sustainability management specialisation within my degree programme.

What shaped my learning most, however, was not only the content itself, but the way it was taught. Working on real cases with real partners made sustainability feel practical and relevant. Instead of solving hypothetical problems, we collaborated with social enterprises, civil society organisations, associations, informal communities and student organisations. This made me feel that my work had value beyond the classroom and helped me understand sustainability as something that depends on participation, dialogue and different stakeholder perspectives.

Being able to apply what I learned immediately in practice was particularly important to me. Later, I also experienced these collaborations from other sides: helping to organise partnerships on behalf of the University and participating as an external partner representing communities outside Corvinus. Seeing the same learning model from different perspectives reinforced my belief that this kind of teaching can create value for students, partners and the University at the same time.

Looking back, the most important shift for me is that sustainability has moved from being an abstract concept to something practical, collaborative and constantly evolving. Corvinus has shown me that responsible learning is not only about understanding sustainability, but about working with others to turn that understanding into meaningful action.



Mr. Máté Kovács

Graduate of BSc in Business and Management

From Playing the SDGs to Rethinking What and How We Teach

In 2026, Corvinus took another step towards embedding sustainability across its programmes by bringing **Bachelor's and Master's programme directors together for dedicated SDGs Game™ workshops and curriculum development discussions.**

Rather than beginning with reporting requirements or curriculum mapping, the workshops started with a shared learning experience. Through the SDGs Game™, programme directors experienced how individual and organisational decisions interact within a complex system and how economic, social and environmental outcomes are interconnected. The simulation was followed by facilitated reflection on what these insights mean for education and how ethical, responsible and sustainable (ERS) perspectives can be strengthened across different disciplines and programmes.

The discussions deliberately moved beyond the question of **“What do we teach?”** Participants also explored **“How do we teach?”** and, ultimately, **“Who do our students become?”** This broadened the focus from adding sustainability content to developing competencies such as systems thinking, empathy, collaboration, ethical reasoning, long-term thinking and the capacity to act.

The sessions also connected experiential learning with Corvinus's wider efforts to strengthen sustainability integration. Programme directors reflected on the existing SDG curriculum mapping, discussed how sustainability can be integrated more meaningfully rather than simply mentioning individual SDGs, and explored the potential of TASK™ by Sulitest for measuring students' sustainability knowledge and supporting programme development.

Importantly, the workshops were designed as co-creation rather than top-down implementation. The discussions highlighted that sustainability should not become another additional requirement competing with disciplinary quality. Instead, ERS integration should contribute to quality education by helping programmes reconsider the knowledge, skills and mindsets students will need in an increasingly complex world. The next steps therefore emphasise tailored mentoring, practical teaching resources, peer learning and sharing existing good practices rather than imposing a single model across programmes.

This initiative represents an important shift in our approach to faculty development: from explaining sustainability to experiencing it together, reflecting on its relevance, and jointly redesigning how it can become part of students' learning journeys.



SDGs Game™ workshop for Bachelor's and Master's Programme Directors at Corvinus

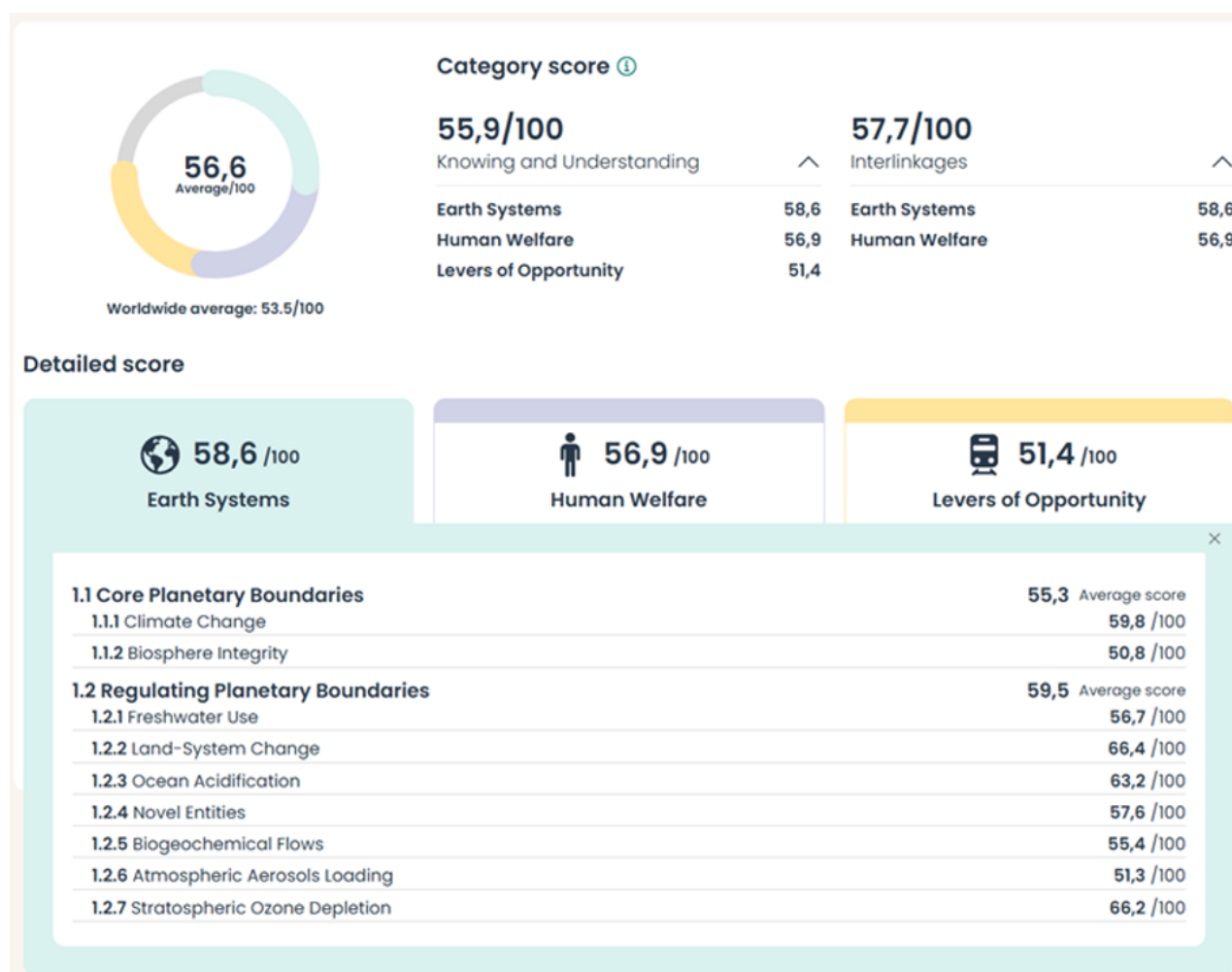
From Measurement to Learning Impact: Tracking Sustainability Literacy

At Corvinus, the measurement of learning outcomes is embedded in C-LEAP, the University's institution-wide framework for assessing student achievement and strengthening alignment between programme-level Intended Learning Outcomes (ILOs), course content and assessment. Within this broader approach, specific assessment tools can be used to measure particular areas of learning. For sustainability literacy, Corvinus introduced the **Sulitest TASK assessment**, providing a structured way to track students' sustainability knowledge at entry and exit points and to use the results for curriculum development and continuous improvement.

In the 2025/2026 academic year, around 850 students completed the entry assessment, providing an institution-wide baseline of sustainability knowledge, while more than 1,400 graduating students participated in the exit measurement.

The first comparable results already provide encouraging evidence of learning impact. In the one-year ESG postgraduate programme, where the same assessment approach was applied at entry and exit, the average TASK score increased from 56.6 to 63.5 over the course of the programme. This 6.9-point increase provides early evidence that students strengthened their sustainability knowledge during their studies.

Beyond individual programmes, the initiative represents an important step towards an evidence-based approach to sustainability education at Corvinus. By systematically combining entry and exit measurements, the University can identify areas for improvement, monitor learning outcomes over time, and use the results to inform further curriculum development and sustainability integration.



Sulitest TASK baseline results used to track sustainability learning outcomes in the ESG postgraduate programme



Research

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

How We Define Research

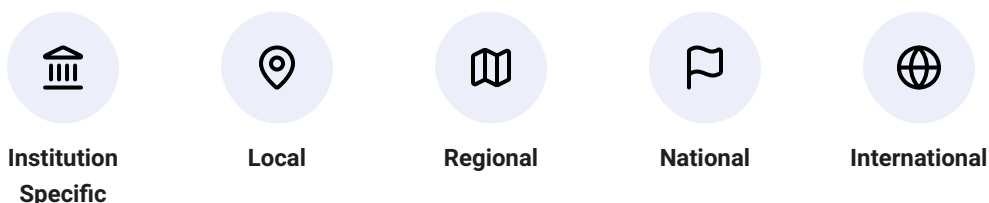
At Corvinus University of Budapest, research generates rigorous, interdisciplinary and actionable knowledge to advance sustainability and responsible management. We study complex economic, social and environmental challenges, translate evidence into education and practice, and collaborate with academic and societal partners to inform decision-making and contribute to positive local, regional and global impact.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Corvinus University of Budapest was awarded funding for research that is:



Socializing Research

In 2025, Corvinus University of Budapest contributed research findings to:

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

❖ Social media and digital outreach

Research Projects

In 2025, Corvinus University of Budapest reported 20 research projects that implemented responsible or sustainable activities.

NATUREFIN Align Nature Impacts of Regional Development with Sustainable Finance Regulation

Period Covering: May, 2025 - July, 2029

Department: Finance

The project focuses on aligning regional development with EU sustainable finance requirements and nature-related considerations. Its relevance to sustainability and responsible finance lies in connecting ecological impacts with financial decision-making and biodiversity protection. As an Interreg Europe flagship led by Corvinus, the project works with regional and municipal authorities to apply frameworks such as the EU Taxonomy, SFDR and CSRD in practice. The project contributes to more informed capital allocation by linking ecological indicators with financial decisions, supporting the management of nature-related financial risks and the direction of private investment toward biodiversity preservation.



BioSolar Solar Farms as an Opportunity to Recover Biodiversity in Farmlands

Period Covering: April, 2025 - March, 2028

Department: Finance

The project focuses on combining renewable energy development with biodiversity restoration in agricultural landscapes. Its relevance to sustainability and responsible finance lies in ensuring that clean energy expansion supports, rather than undermines, terrestrial ecosystems. Corvinus contributes by developing the financial architecture for biodiversity credit mechanisms and valuation criteria designed to reduce greenwashing risks. The project supports more credible and environmentally responsible investment decisions by linking solar farm development with biodiversity recovery and transparent approaches to valuing ecological benefits.

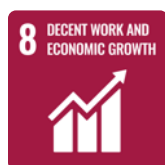


MAPS Models, Assessments and Policies for Sustainability

Period Covering: May, 2025 - May, 2028

Department: Economics

The project focuses on developing alternative economic models and policy pathways that prioritize human well-being within planetary boundaries. Its relevance to sustainability and responsible economic governance lies in challenging growth-centred approaches and exploring how economic systems can better align with ecological limits and social objectives. The project develops simulation models and foresight scenarios to assess different sustainability pathways and their implications. Its contribution lies in bringing alternative macroeconomic perspectives into EU policy discussions and supporting more sustainability-oriented approaches to long-term economic decision-making.



Trade4SD Trade for Sustainable Development

Period Covering: May, 2021 - May, 2025

Department: Management

The project focuses on how agricultural trade can contribute to sustainable development while addressing its social and environmental impacts. Its relevance to sustainability and responsible management lies in reconciling trade liberalization with social equity, smallholder protection and environmental preservation. The multi-country research initiative generates empirical evidence on the effects of agricultural trade policies across different contexts, with particular attention to vulnerable producers and deforestation risks. The project contributes to more responsible trade policy by informing approaches that seek to combine economic integration with social inclusion and environmental protection.



Housing Markets and Sustainability in Retirement Portfolios

Period Covering: January, 2025 - July, 2026

Department: Finance

The project focuses on the intersection of housing, retirement security and household energy efficiency in the V4 region. Its relevance to sustainability and social responsibility lies in addressing the vulnerability of older people who may hold substantial housing assets while facing limited income and high energy costs. The research analyses these financial and housing-related risks and develops financial instruments intended to improve household resilience and support residential energy efficiency. The project contributes to more socially responsible finance by linking retirement security, poverty alleviation and the transition toward more energy-efficient housing.



Hort2theFuture Horticultural innovations in soil-friendly practices to ensure a sustainable future

Period Covering: January, 2024 - December, 2028

Department: Management

The project focuses on developing soil-friendly horticultural practices by creating commercial alternatives to peat-based growing media. Its relevance to sustainability lies in reducing reliance on peat while improving resource efficiency and the resilience of food production systems. Through a multi-actor Horizon Europe approach, the project combines scientific research with practical testing and scaling of peat-free solutions and optimized agricultural inputs. The project contributes to more sustainable horticulture by supporting the transition toward resource-efficient, soil-friendly and more resilient production practices across Europe.



LOESS Literacy boost through and Operational Educational Ecosystem of Societal actors on Soil health

Period Covering: January, 2024 - December, 2028

Department: Human Resource Management

The project focuses on strengthening soil literacy and public understanding of soil health through an international, multi-actor educational ecosystem. Its relevance to sustainability and responsibility lies in protecting vulnerable terrestrial ecosystems and supporting more sustainable agricultural practices through awareness, education and stakeholder engagement. The project maps and connects societal actors, develops innovative educational programmes and community-engaged teaching materials, and promotes collaboration between universities and civil society. Its contribution lies in building broader knowledge and partnerships around soil health, helping to support more informed and sustainable land-use and agricultural practices.

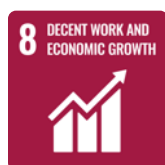


SAPIENS Sustainability And Procurement in International, European, and National Systems

Period Covering: February, 2021 - March, 2021

Department: Management

The project focuses on strengthening sustainable public procurement as a policy tool for advancing environmental, social and economic objectives. Its relevance to sustainability and responsible management lies in harnessing the substantial purchasing power of public authorities to support green growth and progress toward the UN Sustainable Development Goals. The EU-funded initiative develops practical tools and training for public-sector buyers and prepares a new generation of sustainable procurement experts, covering both procurement practice and sector-specific applications. The project contributes to more responsible public spending by building the capacity of procurement professionals to integrate sustainability considerations into purchasing decisions while complying with international and EU rules.



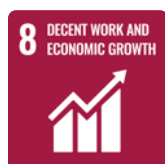
WISER Well-being in a Sustainable Economy Revisited

Period Covering: October, 2023 - September, 2026

Department: Management

The project focuses on developing an evidence-based economic development framework that places sustainable well-being alongside economic and productivity growth. Its relevance to sustainability and responsibility lies in addressing the environmental and social costs of growth while considering the

well-being of both current and future generations. Using multidisciplinary approaches and case studies from Africa and other regions, the project examines how economic development can be reconciled with inclusive well-being, including gender perspectives and the needs of disadvantaged groups. The project contributes to policy and economic thinking by identifying pathways that better balance growth, social inclusion and long-term well-being.

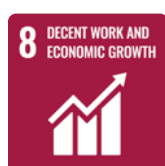


CITADELS Cultivating Industry 5.0 Talents: Academia-industry collaboration and empowerment through accessible DEep technoloGies

Period Covering: September, 2025 - August, 2029

Department: Management | Economics

The project focuses on strengthening Industry 5.0 talent development and innovation ecosystems in Widening Countries through closer academia-industry collaboration. Its relevance to sustainability and responsibility lies in promoting human-centred technological development, more inclusive access to DeepTech careers and stronger regional capacity to retain and circulate talent. Bringing together academic institutions, DeepTech companies and innovation partners across nine countries, the project combines technological expertise with social science to support skills development, technology transfer and ecosystem building. The project contributes to more resilient and inclusive innovation systems by helping participating countries strengthen local capabilities and expand their role in the European DeepTech landscape.



ROBUST Crisis Governance in Turbulent Times – Mindset, Evidence, Strategies

Period Covering: October, 2022 - March, 2026

Department: Management

The project focuses on improving crisis governance by shifting attention from resilience, understood as recovering from crises, toward robustness, understood as building back better. Its relevance to responsibility and governance lies in strengthening the capacity of public institutions to respond more effectively and sustainably to major societal disruptions. The project analyses how EU institutions and eight European countries responded to the financial, refugee and COVID-19 crises, identifying patterns

and good practices across different contexts. Its contribution lies in developing an evidence base on the factors that support robust crisis governance and can inform future institutional strategies and decision-making.



LearnDATA Collective Learning Data Lab

Period Covering: January, 2023 - December, 2027

Department: Management | Computer Information Systems

The project focuses on strengthening applied data science capacity at Corvinus by combining data science expertise with business and economics knowledge. Its relevance to responsibility and sustainable institutional development lies in building long-term research and training capabilities, improving digital skills and strengthening collaboration between academia and industry. The project supports institutional reform through new training programmes, international partnerships and the establishment of the Collective Learning Data Lab, where students can engage in experiential, data-driven work with external partners. Its contribution lies in expanding Corvinus's capacity for applied data science education, research and industry collaboration while supporting more informed, data-driven decision-making.



SECPOLYC An international collaboration project on the polycentric development of Central Europe

Period Covering: November, 2024 - April, 2026

Department: Management

The project focuses on the role of secondary cities in supporting more balanced development across the Visegrad countries. Its relevance to sustainability and responsibility lies in addressing regional inequalities, concentrated economic activity and uneven access to skills, innovation and development opportunities. Bringing together four universities from the region, the project combines spatial research with regional and urban policy expertise to examine how secondary cities can contribute to more efficient and sustainable national development. Its contribution lies in generating new evidence, supporting policy dialogue and strengthening regional networking to inform more balanced regional and urban planning.



CatalySD The Future of Science Diplomacy

Period Covering: December, 2023 - December, 2025

Department: Management

The project focuses on strengthening science diplomacy in Europe by developing new career pathways, curricula and international partnerships at the intersection of science and foreign policy. Its relevance to responsibility and sustainable institutional development lies in building cross-sector and cross-border capacity for evidence-informed international cooperation. The project brings together eight institutions from six countries, with particular attention to engaging young researchers and diplomats and fostering knowledge exchange between Western and Eastern European partners. Its contribution lies in expanding education, research collaboration and professional development in science diplomacy, supporting stronger international partnerships and more informed policy engagement.



RM Framework Creating a European Framework for Research Management Training and Networking

Period Covering: February, 2025 - January, 2027

Department: Management

The project focuses on strengthening research management capacity across the European Research Area through tailored training and networking opportunities. Its relevance to responsibility and sustainable institutional development lies in supporting researchers and research organisations with the management skills and professional networks needed to improve the quality and effectiveness of research activity. The project brings together universities and stakeholders to capture diverse perspectives and develop training programmes adapted to different research management needs. Its contribution lies in building more professional and connected research management capacity, helping researchers and institutions strengthen collaboration, coordination and long-term research performance.



HWCA Strengthening Higher Education in the Water Sector for Climate Resilience and Security in Central Asia

Period Covering: May, 2023 - April, 2026

Department: Management

The project focuses on strengthening higher education and professional capacity in water governance, water diplomacy and climate-resilient water management across Central Asia. Its relevance to sustainability and responsibility lies in addressing water stress, climate change and the need for more adaptive and cooperative management of shared water resources. The project supports curriculum development and innovation, trains a new generation of water-sector managers and decision-makers, and promotes cross-disciplinary, cross-sector and cross-country dialogue alongside regional capacity building. Its contribution lies in improving integrated water resource management, strengthening regional cooperation and equipping universities and future professionals with more responsive approaches to climate resilience and water security.



PV EoL Circular economy in the field of Photovoltaic Panels and environmental requirements

Period Covering: September, 2024 - August, 2025

Department: Management

The project focuses on applying circular economy principles to end-of-life photovoltaic panels. Its relevance to sustainability lies in improving resource efficiency, addressing environmental requirements and supporting more responsible management of renewable energy technologies across their life cycle. The project links circular economy and environmental considerations with education through a dual education approach. Its contribution lies in strengthening knowledge and practice around the recovery, reuse and responsible management of photovoltaic panel resources at end of life.



HOME The House of Engagement and More

Period Covering: January, 2024 - December, 2027

Department: Management | Human Resource Management

The project focuses on connecting university students with social innovation and community engagement through an international network of partner institutions. Its relevance to responsibility and sustainable social development lies in strengthening community participation, cross-cultural collaboration and student engagement with societal challenges. Through the House of Engagement model and local research activities, the project supports interaction between universities, students and communities across different national contexts. Its contribution lies in expanding experiential learning, social innovation and international collaboration while strengthening the role of universities in community engagement.



COLINE Driving Urban Transitions – Complex Links of Neighbourhoods

Period Covering: January, 2025 - December, 2027

Department: Management

The project focuses on improving the design of 15-minute cities by examining how neighbourhood amenities, multimodal mobility and safety shape accessible and liveable urban environments. Its relevance to sustainability and responsibility lies in supporting more inclusive, efficient and low-impact urban development. Using high-resolution urban data from Budapest, Copenhagen, Toulouse, Turin and Vienna, the project analyses mobility patterns, local amenities, company data and street-level imagery to generate data-driven insights. Its contribution lies in developing scalable approaches that can help cities improve accessibility, neighbourhood connectivity and sustainable urban planning.



ProTest Protest as a Democracy Test: Protest Culture under Transformation and as a Transformative Power

Period Covering: January, 2025 - December, 2027

Department: Management

The project focuses on how protest culture is changing across European Union and Eastern Partnership countries and what these changes reveal about democratic participation and the state of democracy. Its relevance to responsibility and governance lies in examining citizens' political participation, the treatment of protest, and the roles of public authorities and media in democratic societies. Using historical, political and sociological analysis across multiple countries, the project studies protest strategies, government responses, direct and indirect restrictions, media influence and generational differences in protest practices. Its contribution lies in generating comparative evidence on protest and democratic change and in supporting wider reflection on deliberative democracy and citizen participation.



Research Awards

In 2025, Corvinus University of Budapest was awarded 1 research award for responsibility- and/or sustainability-related research.

ERS Publication Excellence Award

Granter: Corvinus University of Budapest – Ethics, Responsibility and Sustainability (ERS) Hub

Grantee: Mutaz Alshafeey, Assistant Professor

Award Description:

The ERS Publication Excellence Award was established by the Corvinus ERS Hub to recognise and promote outstanding research and publication performance in the fields of ethics, responsibility and sustainability (ERS). The award aims to strengthen research capacity in these areas, encourage high-quality scholarly publications, and foster internal and external research collaboration.

In 2025, the award was presented to Mutaz Alshafeey, Assistant Professor at the Institute of Data Analytics and Information Systems, in recognition of his outstanding publication performance and contribution to advancing sustainability- and ERS-related research at Corvinus University of Budapest. His research applies data science, machine learning and AI-based analytics to sustainability challenges, including renewable energy forecasting and energy modelling. By combining predictive

modelling with field and laboratory experimentation, his work supports evidence-based environmental and energy-related decision-making.

Through the award, Corvinus recognises scholarly contributions that strengthen its sustainability and responsible management research agenda while contributing to wider academic and societal impact.

Research Presentations Related to RME and/or Sustainability

In 2025, Corvinus University of Budapest gave 4 research presentations related to RME and/or sustainability.

Social, economic, and legal aspects of polder implementation for flood risk management in Poland and Hungary

| [DOI](#)

Authors: Warachowska, W. | Ungvári, G. | Kis, A. | Matczak, P. | Zwoliński, Z.

Date of publication: September, 2025

Presented at: National or international academy of management

Department: Management | Economics

The presentation examines the implementation and management of flood polders as nature-based solutions for resilient flood risk management in Poland and Hungary. Its relevance to sustainability and responsible management lies in combining ecosystem protection with community well-being, public engagement and climate resilience. Using comparative analysis, the research explores the social, economic, legal and institutional conditions that influence whether polders can function as effective social innovations. The presentation contributes to understanding how regulatory frameworks, economic considerations and stakeholder participation can either enable or hinder the successful adoption of nature-based flood management solutions.



Towards Explainable Optimization of Production System Configurations | [DOI](#)

Authors: Kovacs, A. | Szadoczki, Z. | Karnok, D.

Date of publication: September, 2025

Presented at: National or international academy of management

Department: Management | Economics

The presentation examines how optimization tools used in production system design can be made more transparent and understandable for decision-makers. Its relevance to responsible management lies in improving the explainability and accountability of algorithm-supported decisions, particularly when users need to understand why a recommended solution is produced or why no feasible solution exists. The research proposes an interactive procedure that allows decision-makers to ask “why not” questions and receive explanations linked to model constraints and parameters. The presentation contributes to more informed and responsible use of optimization by helping users identify assumptions and constraints that require closer attention in production system configuration.



In the age of populist leaders: insights from ideational, strategic and discursive–performative perspectives

| [DOI](#)

Authors: Metz, R.

Date of publication: September, 2025

Presented at: National or international academy of management

Department: Management | Economics

The presentation examines how political leadership functions as a central force in populism and how it is conceptualized across different theoretical traditions. Its relevance to responsible management and governance lies in understanding how leaders shape collective identities, personalize power, interact with institutional conditions and influence public perceptions. Using a theory-led review, the research compares ideational, strategic and discursive–performative approaches, including leader traits, follower perceptions, authoritarian attitudes, institutional opportunity structures and mediated performance. The presentation contributes an integrative framework that connects leaders, followers and institutions and helps explain how populist authority is constructed, legitimized and sustained.



Community farming - a solution to prevent urban sprawl? | [DOI](#)

Authors: Szkordilis, F. | Kósa, E. | Tóth, B. | Körmöndi, B. | Kiss, C.

Date of publication: September, 2025

Presented at: National or international academy of management

Department: Management | Economics

The presentation examines whether community farming can provide a sustainable alternative to urban sprawl through the CoFarm4Cities project and its pilot activities in Csúcshegy, Óbuda (3rd District of Budapest). Its relevance to sustainability and responsible management lies in linking land use, small-scale farming, community participation and climate-conscious urban development. The research explores a community-based urban farming model designed to strengthen local farming practices, encourage sustainable lifestyles and create opportunities for learning by doing. The presentation contributes to understanding how community farming can support alternative land-use models, local knowledge creation and more climate-sensitive urban development.



Publications Related to RME and/or Sustainability

Sustainable post-purchase behaviour of consumers of fashion textile products

| [DOI](#)

Authors: Kemi, A.P. | Zilahy, G.

Date of publication: September, 2025

Department: Management | Economics

The study examines sustainable post-purchase behaviour in fashion consumption, focusing on consumers' intentions to reuse, repair and recycle textile products. Its relevance to sustainability and responsibility lies in the role of consumer behaviour in supporting circular economy goals alongside more sustainable production. Using a representative survey of 500 Budapest residents, the research applies clustering and structural equation modelling based on the Theory of Planned Behaviour to identify key behavioural patterns and influences. The findings show that second-hand buyers are somewhat more likely to engage in sustainable post-purchase activities and that social norms and perceived behavioural control are more influential than attitudes in shaping repair and reuse behaviours.



Policy relevant lessons from research on renewable energy auctions | [DOI](#)

Authors: Anatolitis, V. | Río, P.D. | Kitzing, L. | Fitch-Roy, O. | Szabó, L.

Date of publication: September, 2025

Department: Management | Economics

The study examines how renewable energy auctions can support the deployment of electricity from renewable sources and how auction design affects policy outcomes. Its relevance to sustainability and responsible policy lies in the role of public support mechanisms in accelerating the energy transition while balancing cost-effectiveness, project delivery and broader policy objectives. Drawing on research from the EU-funded AURES II project, the paper synthesizes evidence from renewable energy auctions across different contexts, with a particular focus on Europe. The findings show that well-designed auctions can promote renewable energy efficiently, while poor design can create unintended trade-offs, highlighting the importance of carefully tailored auction rules in supporting effective and sustainable energy policy.



Raising environmental awareness with augmented reality | [DOI](#)

Authors: Attanasi, G. | Buljat Raymond, B | Festré, A. | Guido, A.

Date of publication: September, 2025

Department: Economics

The study examines whether augmented reality can strengthen environmental awareness and encourage pro-environmental behaviour by making the consequences of marine plastic pollution feel more immediate. Its relevance to sustainability and responsible policy lies in assessing the effectiveness of innovative communication tools designed to support environmentally responsible choices. Using two incentivized experiments, the research tests whether AR visualizations influence psychological distance, charitable donations and self-reported environmental engagement. The findings show no significant behavioural or attitudinal effects, highlighting a gap between optimism about immersive technologies and their demonstrated effectiveness as environmental policy tools.



Paradoxes of Green Transition and Developmentalism: The Case of EV Battery Production in Hungary

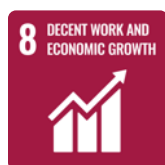
| [DOI](#)

Authors: Ricz, J. | Éltető, A.

Date of publication: September, 2025

Department: Management | Economics

The study examines Hungary's state-supported strategy to become a major European producer of electric vehicle batteries and the tensions this creates between green transition objectives and developmental ambitions. Its relevance to sustainability and responsibility lies in the use of green industrial policy, the environmental and economic implications of battery production, and the distribution of benefits and dependencies within the European economy. Using Hungary as a case study, the research draws on perspectives from dependency theory, illiberalism and comparative capitalism to assess the strategy's underlying logic. The findings suggest that Hungary's approach does not fit a conventional developmental-state model and highlight the risks of misapplied green industrial policy in peripheral economies.



Environmentally Sustainable Public Procurement of Construction Projects – Implementing Circularity Approach

| [DOI](#)

Authors: Diófási-Kovács, O. | Tátrai, T.

Date of publication: September, 2025

Department: Management | Economics

The study examines how circularity principles can be integrated into public procurement for construction projects to reduce long-term environmental impacts. Its relevance to sustainability and responsible management lies in using procurement decisions to promote greener construction practices and more efficient use of resources. Drawing on in-depth interviews with stakeholders in an EU country, the research identifies promising procurement stages and criteria for implementing green public procurement. The findings highlight the importance of separating design and construction phases and involving interdisciplinary teams early in the planning process to establish appropriate environmental criteria and technical specifications.



Burden of 375 diseases and injuries, risk-attributable burden of 88 risk factors, and healthy life expectancy in 204 countries and territories, including 660 subnational locations, 1990–2023: a systematic analysis for the Global Burden of Disease Study 2023

[DOI](#)

Authors: Hay, S.I.

Date of publication: September, 2025

Department: Management | Economics

The study provides a global assessment of disease burden, injuries and modifiable health risks across 204 countries and territories from 1990 to 2023. Its relevance to sustainability and responsibility lies in the strong links it identifies between population health, environmental and behavioural risk factors, social inequalities and equitable access to healthcare. Using the Global Burden of Disease framework, the analysis compares disability-adjusted life years and risk-attributable burden across diseases, locations and demographic groups. The findings highlight major progress in reducing communicable disease burden alongside growing challenges from non-communicable diseases, metabolic risks and persistent inequalities, underscoring the importance of sustained, evidence-based and equitable health policies to support human well-being, social stability and long-term development.



Global, Regional, and National Burden of Cardiovascular Diseases and Risk Factors in 204 Countries and Territories, 1990-2023

[DOI](#)

Authors: Stark, B.A.

Date of publication: September, 2025

Department: Management | Economics

The study examines the global, regional and national burden of cardiovascular diseases and the modifiable risk factors driving changes in that burden between 1990 and 2023. Its relevance to sustainability and responsibility lies in the strong inequalities in cardiovascular health across different levels of socio-economic development and the importance of preventable environmental, behavioural

and metabolic risks. Using Global Burden of Disease 2023 data, the analysis assesses trends in mortality, disability and disease prevalence across 204 countries and territories. The findings show that cardiovascular disease remains the leading global cause of death and disability, with especially high burden in lower-SDI settings, and highlight the need for effective public health and health-system strategies that reduce modifiable risks and support more equitable health outcomes.



Environmental policy and stakeholder engagement: Incident-based, cross-country analysis of firm-level greenwashing practices

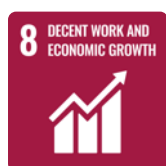
| [DOI](#)

Authors: Keresztúri, J.L. | Berlinger, E. | Lubláy, Á.

Date of publication: September, 2025

Department: Management | Economics

The study examines how internal and external monitoring mechanisms can reduce corporate greenwashing. Its relevance to sustainability and responsibility lies in the credibility of environmental claims, corporate accountability and the role of stakeholders in discouraging misleading ESG practices. Using an incident-based measure, the research analyses 1,218 large and mid-cap companies across 23 developed markets between 2008 and 2020, identifying greenwashing where improving environmental ESG scores coincided with severe environmental harm. The findings suggest that stronger board independence, greater investor attention and higher public environmental awareness are associated with a lower likelihood of greenwashing, highlighting the importance of governance and stakeholder scrutiny in supporting more credible corporate sustainability practices.



Exploring digital transformation strategy to achieve SMEs resilience and antifragility: a systematic literature review

| [DOI](#)

Authors: Sagala, G.H | Óri, D.

Date of publication: September, 2025

Department: Management | Economics

The study examines how digital transformation strategies can strengthen the resilience and antifragility of small and medium-sized enterprises in increasingly dynamic business environments. Its relevance to responsible and sustainable management lies in helping SMEs build adaptive capabilities that support continuity, learning and long-term viability under disruption. Using a systematic literature review and thematic analysis, the research identifies key factors including dynamic capabilities, digital capability, digital inclusion, leadership orientation, knowledge management and collaboration. The study contributes a conceptual framework showing how these capabilities can be combined to support successful digital transformation and help SMEs become more resilient and better able to adapt to future challenges.



Advancing nickel-based catalysts for enhanced hydrogen production: Innovations in electrolysis and catalyst design

| [DOI](#)

Authors: Tumiwa, J.R. | Mizik, T.

Date of publication: September, 2025

Department: Management | Economics

The study examines how nickel-based catalysts can improve the efficiency, stability and affordability of hydrogen production through water electrolysis. Its relevance to sustainability lies in supporting cleaner energy systems and more resource-efficient hydrogen technologies. The research evaluates catalyst enhancements using nickel-iron oxyhydroxide and nickel-molybdenum co-catalysts, alongside innovations such as perovskite solar cell integration and nickel foam electrodes. The findings contribute to the development of more durable and efficient hydrogen production systems, supporting the broader transition toward sustainable energy technologies.



Challenges of employment in the agrifood sector of developing countries –a systematic literature review

| [DOI](#)

Authors: Mizik, T. | Nagy, J. | Molnár, E.M. | Maró, Z.M.

Date of publication: September, 2025

Department: Management | Economics

The study examines the main employment challenges facing the agri-food sector in developing countries. Its relevance to sustainability and responsibility lies in the sector's role in livelihoods, income generation, gender equality and rural development. Using a systematic literature review of 173 studies, the research identifies six interconnected themes: family farms, employment characteristics, gender disparities, wages, education and productivity. The findings highlight persistent challenges such as low wages, migration pressures, gender inequality and limited productivity, while emphasizing the importance of education and targeted policy measures in supporting more inclusive, productive and sustainable agri-food employment.



Proceedings of the National Academy of Sciences of the United States of America | [DOI](#)

Authors: Aiello, L.M. | Vybornova, A. | Juhász, S. | Szell, M | Bokányi, E.

Date of publication: September, 2025

Department: Management | Economics

The study examines how urban highways affect social connectivity and contribute to spatial inequality within cities. Its relevance to sustainability and responsibility lies in the social impacts of transport infrastructure, particularly its role in shaping segregation, pedestrian mobility and access to social interaction. Using geolocated online social network data from the 50 largest US cities, the research develops a Barrier Score to measure how highways are associated with reduced social ties, especially over short distances. The findings highlight the importance of integrating social equity considerations into urban planning and can support evidence-based approaches to reducing spatial inequality and repairing fragmented urban communities.



Bottling it? Consumer responses to less environmentally friendly products: A choice experiment for water in plastic packaging in the UK | [DOI](#)

Authors: Czine, P. | Gorton, M | Bauerné Gáthy, A. | Vuk, A. | Balogh, P. | Chou, Y.-C | Áron Török

Date of publication: September, 2025

Department: Management | Economics

The study examines how consumers respond to less environmentally friendly packaging, using bottled water as a case to explore trade-offs between convenience, environmental concerns and compensatory behaviour. Its relevance to sustainability and responsibility lies in understanding how consumer values influence demand for lower-impact packaging and socially or environmentally oriented choices. Using a stated choice experiment with a representative UK sample, the research assesses preferences for packaging type, product origin, charity donations and price. The findings show stronger preferences for biodegradable packaging, domestic origin and charitable contributions among more environmentally conscious consumers, providing insights for managers on how packaging and related strategies can encourage more sustainable purchasing behaviour.



Gender Equality and Green Entrepreneurship in Farms | [DOI](#)

Authors: Fertő, I. | Bojnec, Š.

Date of publication: September, 2025

Department: Management | Economics

The study examines gender differences in the adoption and intensity of agri-environmental-climate practices among Hungarian farms. Its relevance to sustainability and responsibility lies in the intersection of gender equality, green entrepreneurship and climate-resilient agricultural development. Using Hungarian Farm Accountancy Data Network data from 2014 to 2021 and decomposition methods, the research compares engagement in Agri-Environmental-Climate Schemes between male- and female-headed farms. The findings show that apparent differences are largely linked to farm scale and resource availability, highlighting the value of gender-sensitive agricultural policies in supporting female farmers, inclusive green entrepreneurship and sustainable farming practices.



Trade-offs and synergies when balancing economic growth and globalization for sustainable development goals achievement

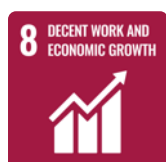
| [DOI](#)

Authors: Fertő, I. | Harangozó, G.

Date of publication: September, 2025

Department: Management | Economics

The study examines how globalization, economic growth, urbanization and ecological pressure interact in shaping progress toward the Sustainable Development Goals. Its relevance to sustainability lies in the need to balance economic advancement with environmental and social priorities. Using SDG Index data for 149 countries from 2000 to 2023 and a club convergence framework, the research identifies distinct country groups with different development trajectories. The findings suggest that economic growth and globalization can support SDG progress, while rapid urbanization and larger ecological footprints may hinder it, highlighting the need for tailored policies that reconcile economic, social and environmental objectives.



Examining the synergies between industry 4.0 and sustainability dimensions using text mining, sentiment analysis, and association rules

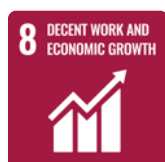
| [DOI](#)

Authors: Saleh, M.A.S. | AlShafeey, M.

Date of publication: September, 2025

Department: Management | Economics

The study examines how Industry 4.0 relates to the economic, social and environmental dimensions of sustainability. Its relevance to sustainability and responsible management lies in the potential of advanced manufacturing technologies to improve resource efficiency, reduce waste and emissions, and influence working conditions and employment. Using text mining, sentiment analysis and association rule mining on 6,759 Scopus abstracts, the research identifies recurring links between Industry 4.0 and themes such as circular economy, social responsibility, energy efficiency and waste management. The findings suggest that Industry 4.0 is positively associated with all three sustainability dimensions, highlighting its potential to support more efficient, socially responsive and environmentally sustainable production systems.



The Psychometric Properties of the EQ-HWB and EQ-HWB-S in Patients With Breast Cancer: A Comparative Analysis With EQ-5D-5L, FACT-8D, and SWEMWBS

| [DOI](#)

Authors: Pangestu, S. | Purba, F.D. | Setyowibowo, H. | Azhar, Y. | Mukuria, C. | Rencz, F.

Date of publication: September, 2025

Department: Management | Economics

The study evaluates the EQ Health and Wellbeing (EQ-HWB) and its short form as measures of health and broader well-being among women with breast cancer. Its relevance to responsible and sustainable health systems lies in improving how patient well-being, beyond conventional health-related quality of life, is captured and incorporated into care and decision-making. Using longitudinal survey data from 300 patients in Indonesia, the research compares the psychometric performance of the EQ-HWB measures with established health and well-being instruments. The findings show strong validity, reliability and responsiveness, supporting their potential use in clinical and health-policy contexts where a broader understanding of patient well-being is important.



Twenty years of EU accession: learning lessons from Central and Eastern European agriculture and rural areas | [DOI](#)

Authors: Jambor, A. | Gorton, M.

Date of publication: September, 2025

Department: Management | Economics

The study examines how two decades of EU membership have shaped agriculture and rural development in Central and Eastern European countries. Its relevance to sustainability and responsible policy lies in understanding why countries have benefited unevenly from integration and what institutional and policy conditions support more balanced rural and agricultural development. Comparing post-accession performance across countries, the research identifies different convergence patterns and links them to initial conditions, pre-accession policies, administrative preparedness and post-accession policy choices. The findings highlight the importance of institutional capacity and policy design in enabling countries to make effective use of EU membership and support more resilient and equitable agricultural and rural development.



Socio-economic dimensions and human centricity in Industry 5.0: a study on manufacturing sectors in central and Eastern European economies

| [DOI](#)

Authors: Singh, D. | Cohen, V.

Date of publication: September, 2025

Department: Management | Economics

The study examines how human-centric principles of Industry 5.0 are reflected in manufacturing sectors across Central and Eastern European economies. Its relevance to responsible and sustainable management lies in the emphasis on fair participation, inclusive employment and the role of workers in technology-enabled production systems. Using panel econometric methods across several manufacturing sectors, the research assesses factors such as financial integration, internal market conditions, gender and youth participation, and sector-specific patterns of human involvement. The findings highlight the importance of sustainable employment strategies, worker participation in decision-making and technological empowerment in advancing more human-centred manufacturing.



Empowerment through femvertising - Evidence from Mexico and Hungary | [DOI](#)

Authors: Török, A. | Gomez-Borquez, C.L. | Centeno-Velázquez, E. | Malota, E.

Date of publication: September, 2025

Department: Management | Economics

The study examines how women in Mexico and Hungary perceive femvertising and female empowerment across different cultural contexts. Its relevance to responsibility and ethics lies in how advertising represents gender, shapes perceptions of empowerment and can either challenge or reproduce stereotypes. Using 20 semi-structured interviews and thematic content analysis, the research identifies both shared and culturally specific understandings of empowerment, including differences in the importance of sorority and individual self-perception. The findings highlight the need for marketers to consider cultural context and critically assess whether empowerment-oriented advertising genuinely supports gender equality or reinforces traditional gender roles.



Genetic diversity and adaptability of native sheep breeds from different climatic zones

| [DOI](#)

Authors: Wanjala, G.

Date of publication: September, 2025

Department: Management | Economics

The study examines the genetic diversity and climate adaptability of indigenous sheep breeds across different geographical regions. Its relevance to sustainability lies in the role of genetic diversity and locally adapted breeds in supporting climate-resilient and sustainable livestock production. Using genomic data from 33 sheep populations and haplotype-based selection analyses, the research identifies genetic variations associated with adaptation to different climatic zones. The findings show that native breeds retain substantial but declining genetic diversity and highlight their value as genetic resources for climate resilience, while emphasizing the importance of appropriate genetic management to preserve this diversity.



Looking for student success factors outside of the educators' scope: The effect of digital literacy, personal skills, and learning habits and conditions on self-evaluated online learning effectiveness in management education

| [DOI](#)

Authors: Vaszkun, B. | Mihalkov Szakács, K.

Date of publication: September, 2025

Department: Management | Economics

The study examines factors influencing the effectiveness of online learning in management education, focusing on digital literacy, personal cognitive skills and attitudes, and students' learning habits and conditions. Its relevance to responsible management education lies in supporting inclusive and effective learning environments that enable students to participate successfully in digitally mediated education. Drawing on focus groups and survey responses from 1,447 bachelor students across four management programmes, the research identifies significant positive effects for all three groups of factors. The findings highlight the particular importance of learning habits, study conditions and student identity, offering practical guidance for students and educators seeking to strengthen online learning effectiveness.



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

| [DOI](#)

Authors: Kiss, G. | Köves, A. | Király, G.

Date of publication: September, 2025

Department: Management | Economics

The study examines how participatory education can support the teaching of strong sustainability in business schools, where ecological and social challenges are addressed together within planetary boundaries. Its relevance to responsible management education lies in the need for teaching approaches that encourage critical reflection on existing economic and social systems and support transformative thinking. Drawing on critical pedagogy and participatory education theory, the research analyses student reflections from a Degrowth course to explore the effects and risks of this approach. The findings show that participatory sustainability education can generate both positive and difficult emotional responses, highlighting the importance of carefully designed learning environments that engage students deeply with complex sustainability challenges.



Coalition analysis for low-carbon hydrogen supply chains using cooperative game theory

| [DOI](#)

Authors: De-León Almaraz, S. | Gelei, A. | Solymosi, T.

Date of publication: September, 2025

Department: Management | Economics

The study examines how cooperation among low-carbon hydrogen supply chain actors can support decarbonization, infrastructure development and long-term energy security. Its relevance to sustainability and responsible management lies in the need to coordinate limited resources, allocate benefits fairly and maintain viable partnerships across production, transport and storage. Using systems analysis and cooperative game theory, the research compares six benefit-allocation approaches and evaluates coalition stability, satisfaction and incentives to remain in the partnership.

The study contributes a transparent decision-support framework that can help supply chain actors negotiate trade-offs, strengthen cooperation and pursue shared environmental goals in low-carbon hydrogen systems.



Navigating the playing field: Reimagining the sports industry in the face of accelerated climate change

| [DOI](#)

Authors: Szathmári, A.

Date of publication: September, 2025

Department: Management | Economics

The study examines how the sports industry can respond to accelerating climate change and questions growth-oriented models of development within the sector. Its relevance to sustainability and responsibility lies in exploring how sport can reduce its environmental impact while promoting more inclusive and community-oriented practices. Using a participatory mixed-method approach combining backcasting and a Delphi survey with 21 international sports experts, the research identifies strategic responses to climate-related challenges. The findings highlight resource sharing, inclusive access, community-centred approaches and low-impact practices, supporting calls for a more systemic transition in sport informed by ecological economics and Degrowth principles.



Research Voices

The following statement demonstrates a way in which researchers at Corvinus University of Budapest bring sustainability and responsible management into their research.

Contribution from a Research Partner Institution – Université Bretagne Sud

What began as a joint research project between Corvinus University of Budapest and Université Bretagne Sud within the Hubert Curien Balaton programme has developed into a lasting international partnership for sustainability research, education and knowledge exchange.

Our collaboration initially focused on understanding how university stakeholders perceive and act on the Sustainable Development Goals (SDGs), comparing perspectives across different cultural and institutional contexts. Since then, the partnership has moved well beyond the original research project. Joint research has resulted in a D1-level academic publication and a published book chapter, while further collaborative studies have been initiated to deepen our understanding of sustainability in higher education and responsible management education.

An important feature of the partnership is that research findings and expertise continuously flow back into education and academic communities. Researchers from the two universities have delivered guest lectures at each other's institutions and participated in research forums, creating opportunities for students, faculty and researchers to engage directly with international perspectives on sustainability. These exchanges have enabled us not only to disseminate research findings but also to discuss emerging ideas, develop new research questions and identify opportunities for further collaboration.

The partnership demonstrates how international research collaboration can create impact beyond individual publications. It has established an ongoing cycle of **joint research, publication, academic exchange, teaching and new research development**, strengthening sustainability knowledge and research capacity at both institutions.

For us, the collaboration with Corvinus illustrates the value of sustained international partnerships in addressing sustainability challenges. By combining different disciplinary, cultural and institutional perspectives, we learn from one another, strengthen the relevance of our research and contribute to the broader role of universities in advancing sustainable development and responsible management education.



Eszter Gedeon

Assistant professor
Université Bretagne Sud

Continue telling your story

From Research to Educational Impact: The Hubert Curien–Balaton Collaboration

A strong example of how research at Corvinus University of Budapest generates impact beyond academic publication is our **two-year French–Hungarian research collaboration supported by the Hubert Curien–Balaton Programme**. The project brings together researchers from Corvinus University of Budapest and French academic partners to investigate how higher education can more effectively develop students' sustainability awareness and competencies, with particular attention to management education.

The project started from a fundamental question for responsible management education: **which pedagogical approaches are most effective in helping students understand sustainability and translate that understanding into their thinking, decisions and actions?**

During the first phase, the research team systematically explored pedagogical approaches used in sustainability education and identified 22 promising educational tools and methods. The research covers different areas of management education, including marketing, finance and human resource management, reflecting the understanding that sustainability needs to become part of decision-making across business functions rather than remain a specialised topic.

An important feature of the project is that research findings are translated back into educational practice. The identified approaches inform the further development of sustainability teaching and innovative pedagogies at Corvinus. Challenge-based learning provides one example of this connection between research and practice: this approach has been implemented and further developed at the University, recognised through the Corvinus *Spotlight on Teaching Award*, and subsequently featured internationally by the UN-supported Principles for Responsible Management Education (PRME).

The collaboration has also generated academic outputs and international knowledge exchange. Research findings have been presented at international conferences in France and Hungary, including the Association Française du Marketing (AFM) Conference and the International Sustainable Development Research Society (ISDRS) Conference. The collaboration has resulted in a Springer book chapter, further joint academic publications, and has provided a foundation for continuing collaborative research.

The project also contributes to research capacity building. Doctoral researchers have participated in project activities, literature analysis, academic events and international exchanges, strengthening both their research competencies and their exposure to international research collaboration.

The Hubert Curien–Balaton Programme has been particularly important in enabling sustained interaction between the French and Hungarian teams. Research visits, personal consultations and joint workshops have allowed researchers to discuss methodological questions, interpret findings collaboratively and develop new research directions. What began as a funded research project has therefore evolved into a longer-term international academic partnership involving joint research, publications, academic exchange, teaching activities and the development of new research initiatives.

For us, this illustrates an important dimension of research impact under the PRME Research Principle: research should not end with publication. It should generate knowledge, strengthen researchers and international networks, inform educational innovation, and ultimately improve how we prepare students to address sustainability challenges.



Dr. Katalin Ásványi

Dean for Sustainability, Corvinus University of Budapest
Hungarian Project Lead, Hubert Curien–Balaton Programme



Partner

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

How We Define Partner

At Corvinus University of Budapest, partnership means co-creating knowledge, learning and solutions with business, government, civil society, academia and external benchmarking organisations. We involve partners in education, research and sustainability challenges, building long-term collaborations that strengthen responsible management practice and generate meaningful impact in Hungary, the CEE region and beyond.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ CEEMAN (Central and East European Management Development Association)
- ❖ CEMS (The Global Alliance in Management Education)
- ❖ CLADEA (Consejo Latinoamericano de Escuelas de Administración)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Graduate Management Admission Council (GMAC)
- ❖ IAU (International Association of Universities)
- ❖ Local institutions and associations
- ❖ Positive Impact Rating (PIR)
- ❖ Quacquarelli Symonds (QS)
- ❖ Responsible Research in Business & Management (RRBM)
- ❖ Sulitest
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ Partnership in International Management (PIM) Network

Student Organization Partnerships

- ❖ PRME Students

Partnerships

The following provides more details on 1 key partnership at Corvinus University of Budapest.

CEMS – The Global Alliance in Management Education

Embedding Sustainability and Responsible Leadership in the CEMS-MIM Programme

Corvinus University of Budapest has been a member of **CEMS – The Global Alliance in Management Education** since 1996. Through the CEMS Master in International Management (CEMS-MIM), the partnership contributes not only to international student mobility and academic cooperation, but also to the development of responsible future business leaders.

In the Corvinus CEMS-MIM programme, **sustainability and social responsibility are integrated as responsible leadership capabilities rather than treated solely as standalone subject areas**. Students are expected to learn how to balance business performance with environmental and social impact, manage stakeholder interests in complex decision-making contexts, apply systems thinking to sustainability challenges, and create sustainable value for business and society.

In the 2025/26 academic year, 14 courses and programme elements incorporated sustainability and/or social responsibility, with 100% of CEMS students exposed to these themes through the core curriculum. Environmental, Social and Governance (ESG) dimensions are addressed across management disciplines, while dedicated courses such as *Corporate Sustainability and CSR* and the *Model UNFCCC – CEMS Climate Strategy Roleplay* provide opportunities for deeper specialisation. Sustainability-related competencies are systematically applied and assessed through examinations, assignments, simulations, presentations, project reports and consulting projects.

A major development has been the systematic mapping of the CEMS curriculum against the Sustainable Development Goals and the CEMS Responsible Leadership Competence Model. Faculty jointly identified SDGs 3, 8, 9, 10, 12, 16 and 17 as core SDGs that every CEMS student should encounter, while additional SDGs are integrated into specific disciplinary contexts. The mapping process also encourages systems thinking by exploring the interconnections between sustainability challenges rather than addressing individual SDGs in isolation.



CEMS curriculum mapping workshop: integrating the Sustainable Development Goals and responsible leadership competencies

Experiential learning is a distinctive feature of the programme. In *Corporate Sustainability and CSR*, students co-create solutions to real sustainability and societal challenges with corporate and community partners through community-engaged learning. This pedagogical approach has received national and international recognition, including the PROFFORMANCE Award and recognition through the PRME Signatory Spotlight.

Sustainability is also embedded across the CEMS Business Project portfolio. In 2025/26, three of eight Business Projects directly addressed sustainability challenges, including social entrepreneurship, NGO sustainability and sustainable agricultural value chains. Importantly, 100% of Business Project teams complete a structured sustainability impact reflection, requiring students to consider both the positive and potential negative environmental and social impacts of their recommendations.

The *Model UNFCCC – CEMS Climate Strategy Roleplay* provides another example of experiential responsible leadership development. Through a simulation of international climate negotiations, students experience the complexity of climate governance, competing stakeholder interests and multi-party decision-making while developing negotiation, systems-thinking and sustainability leadership competencies. In 2026, two Corvinus students received the **Best Negotiator Award**, providing further evidence of student learning outcomes.

Responsible leadership is also embedded in core management education. In *Global Leadership*, for example, students participate in simulation-based learning that requires them to balance profitability, employee wellbeing, organisational culture and sustainability. *Global Strategy* integrates stakeholder management, corporate governance, ethical decision-making and sustainable business models, while electives extend responsible management into areas including sustainable finance and ESG investing, responsible banking, sustainable supply chains, behavioural economics and cross-cultural management.

The programme increasingly complements curriculum integration with measurement of sustainability learning outcomes. Sulitest TASK has been introduced programme-wide, with participating students performing within the top 40% of the international benchmark. This allows Corvinus to move beyond documenting sustainability content towards measuring students' sustainability knowledge and competencies.

Learning also extends beyond formal courses. In 2025/26, the programme launched the CEMS Sustainability & Responsible Leadership Series, beginning with an eco-film club screening of *Our Planet: Our Business* followed

by an expert discussion on the role of business in addressing climate and sustainability challenges. CEMS students and alumni also participate in initiatives including plogging, a vegan lunch exploring sustainable food systems, *Christmas in a Shoebox*, and the Student–Alumni Mentoring Programme. Together, these activities address environmental stewardship, responsible consumption, social inclusion and community engagement.

Through the CEMS partnership, sustainability and responsibility at Corvinus therefore extend from curriculum integration to experiential learning, real-world projects, competency assessment, co-curricular engagement and international collaboration. The programme seeks to ensure that students not only understand sustainability but learn to integrate environmental and social considerations into managerial decisions, stakeholder relationships and the creation of long-term value.

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at Corvinus University of Budapest support sustainability and responsible management education.

Community Partnership – Tűzcsiholó Egyesület, Tiszadob, Hungary

The partnership between Corvinus University of Budapest and ‘Tűzcsiholó Egyesület’ demonstrates how a university and a civil society organisation can create meaningful social impact while bringing students and the wider university community closer to real societal challenges. ‘Tűzcsiholó Egyesület’ is an organization that supports families, primarily in Szabolcs-Szatmár-Bereg County, where parents were previously in state care. Its work focuses on strengthening families, supporting social inclusion and helping prevent children from entering state care through training, mentoring, crisis support and community programmes. In recent years, the association has supported more than 100 families.

The relationship of the organization and the university began through the Corvinus Science Shop, where students engaged with community needs through practice-oriented learning. The partnership has since expanded beyond the classroom. In 2026, ‘Tűzcsiholó Egyesület’ became a beneficiary of the **Corvinus Charity Clothes Fair**, connecting sustainability, reuse and social responsibility in a university-wide initiative.

The collaboration combines environmental awareness with direct support for families facing social and economic challenges. For Corvinus this is particularly meaningful because students and members of the university community experience that sustainability is not only about environmental impact, but also about solidarity, inclusion and responsibility towards others.

The partnership also reflects Corvinus' effort to engage with community partners in ways that extend beyond individual projects. Such cooperation creates mutual learning and demonstrates how universities can use education and community engagement to generate tangible social impact.



Mrs. Aranka Illésné Áncsán
President and Professional Director
Tűzcsiholó Egyesület

Corporate Partnership – MBH Bank, Budapest, Hungary

MBH Bank is one of the largest universal commercial banks in Hungary, providing a broad range of financial services to retail, corporate and institutional clients. Its cooperation with Corvinus University of Budapest is aimed at bringing students closer to professional practice and helping them understand how theoretical knowledge is applied in real business settings.

The partnership has developed into a multifaceted collaboration connecting academic learning, professional practice and the student journey.

MBH Bank contributes to sustainability-related teaching by sharing current corporate experience and challenges with students, helping them understand how ESG, responsible decision-making and sustainability are translated into everyday business practice. The cooperation has further deepened through a real-world educational project brought into Corvinus's Sustainability Management and Entrepreneurship master's programme, enabling students to work directly on a practical business challenge.

The wider cooperation also supports students in gaining practical experience through internships, graduate programmes, expert lectures, workshops, academic dialogue and company visits. In the past year, this has included support for the MBA programme and a joint project with the Corvinus Institute of Management Sciences exploring the attraction and retention of Generation Z in the workplace together with the bank's experts.

The partnership also extends beyond the classroom through alumni activities and mentoring, creating continuity between education, professional development and the wider Corvinus community.

A particular strength of the cooperation is its two-way character: students gain access to real corporate challenges and professional experience, while MBH Bank benefits from fresh perspectives and dialogue with the next generation of professionals.



Mr. György Szege
Head of ESG
MBH Bank

Governmental Partnership – Hungarian Economic Development Agency (MGFÜ), Hungary

MGFÜ is Hungary's national SME development agency supporting the growth and competitiveness of small and medium-sized enterprises across the country.

Our partnership with Corvinus University of Budapest has evolved from an initial accreditation relationship into a broader collaboration focused on strengthening ESG knowledge, education and professional capacity in Hungary.

Following the accreditation of Corvinus' ESG Consultant, partial training programme, our cooperation has continued to expand. We have concluded a formal cooperation agreement, supported the accreditation of further ESG related education at Corvinus, and our experts contribute directly to teaching, bringing current regulatory developments, professional practice and SME perspectives into the classroom.

Our engagement also extends beyond formal education. MGFÜ participates in Corvinus alumni activities, helping to connect students and graduates with the evolving ESG professional community and with current practice.

We particularly value that the partnership connects academic knowledge, regulatory expectations and real business needs. By combining Corvinus's educational and research expertise with MGFÜ's experience in SME development and ESG practice the partnership contributes to developing professionals who are able to translate sustainability principles and responsible management into concrete organisational action.



Mr. Sándor Fehér
ESG group leader
Hungarian Economic Development Agency (MGFÜ)

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Digital Sustainability in Practice: Connecting Measurement, Education and Research

Our partnership with Corvinus University of Budapest demonstrates how collaboration around an emerging sustainability challenge can connect institutional practice, education and research and create impact beyond the University. As a sustainability-focused technology company specialising in measuring and managing the carbon footprint of digital activities, Carbon.Crane brings practical expertise in digital sustainability to the collaboration.

A central element of our cooperation is the measurement of Corvinus's digital carbon footprint, helping the University better understand the environmental impacts associated with its digital activities. Our formal cooperation agreement provides a foundation for developing this work further and for translating measurement into learning and research.

An important part of the partnership is bringing this expertise directly into education. Digital carbon footprint measurement workshops are integrated into Corvinus's ESG education, enabling participants to explore how organisations can identify, understand and manage the environmental impacts of digitalisation. This makes an emerging sustainability issue tangible and connects ESG education with practical measurement and decision-making.

The collaboration has also developed into joint research on the digital carbon footprint of the tourism sector. By combining Corvinus's sustainability and tourism research expertise with practical knowledge of digital carbon measurement, we are exploring an area where increasing digitalisation brings both opportunities and less visible environmental impacts.

What I particularly value is the continuous connection between practice, teaching and research. We measure Corvinus's own digital footprint, bring the methodology into the classroom, and extend the knowledge generated through joint research to a wider sector. In this way, the partnership contributes both to Corvinus's sustainability journey and to developing knowledge and competencies that can support more responsible digitalisation beyond the University.



Mr. György Huszics

Co-founder/CEO
Carbon.Crane



Practice

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

How We Define Practice

At Corvinus University of Budapest, practice means applying the responsibility and sustainability principles we teach and research to our own institution. We integrate them into governance, decision-making and campus operations, strengthening accountability, reducing our environmental impact and engaging our university community in continuously improving our social and environmental performance.

Institutional Policies and Practices

- ❖ AI use guide
- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Curriculum guidelines
- ❖ Ethical data sourcing guides
- ❖ Equity reporting (DEI, EDI, etc.)
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)

Policy Documents Related to RME and/or Sustainability

Corvinus University of Budapest_Sustainability
Strategy Framework 2023-2030

View document  Download document 

Built Infrastructure Strategy 2024-2027

View document  Download document 

Code of Ethics

View document  Download document 

Accessibility and Disability Policy

View document  Download document 

Gender Equality Plan, 2025-2026	View document 	Download document 
Anti-plagiarism Regulations	View document 	Download document 
Equal Opportunities Regulation	View document 	Download document 
Research Ethics Policy	View document 	Download document 
Sustainable University Merchandise Directive	View document 	Download document 
Regulation on Equal Academic Opportunities for Students with Disabilities	View document 	Download document 
Student Equal Opportunities and Equal Treatment Policy	View document 	Download document 
Provision on the Use of Artificial Intelligence System	View document 	Download document 

Practice Awards

In 2025, Corvinus University of Budapest received 3 awards for responsible and/or sustainable practices.

UI GreenMetric World University Ranking

Granter: UI GreenMetric, Universitas Indonesia

Grantee: Corvinus University of Budapest

Award Description:

The UI GreenMetric World University Rankings recognize universities' commitment to environmental sustainability and sustainable campus practices across areas including infrastructure, energy and climate change, waste, water, transportation, and education and research.

In the 2025 UI GreenMetric World University Rankings, Corvinus University of Budapest ranked 408th globally among 1,745 participating institutions, achieving an overall score of 7,200 points.

Participation in UI GreenMetric provides Corvinus with an international benchmark for assessing and continuously improving its institutional sustainability performance. The recognition reflects the University's ongoing efforts to translate its sustainability commitments into campus operations, governance, education and measurable environmental performance.



Corvinus Gold Medal 2025 – Sustainability Strategy and Institutional Transformation

Granter: Corvinus University of Budapest

Grantee: Prof. Dr. Ágnes Zsóka

Award Description:

In 2025, Prof. Dr. Ágnes Zsóka received the Corvinus Gold Medal, the University's highest institutional distinction, recognizing her outstanding and long-standing contribution to Corvinus.

Of particular relevance to the PRME Practice Principle is her foundational role in advancing sustainability at Corvinus. Her work has contributed significantly to the development of the University's sustainability strategy and to embedding sustainability into institutional thinking, governance and development.

Her contribution represents an important part of Corvinus's transformation from individual sustainability initiatives towards a more systematic, university-wide approach. Recognizing this work with the University's highest distinction also demonstrates the institutional value Corvinus places on leadership that advances sustainability and responsible university practice.



QS World University Rankings: Sustainability

Granter: QS Quacquarelli Symonds

Grantee: Corvinus University of Budapest

Award Description:

The QS World University Rankings: Sustainability assess how universities address major environmental and social challenges through their education, research, institutional practices, governance and wider societal impact.

In the 2026 QS Sustainability Rankings, Corvinus University of Budapest ranked 547th globally,

representing a substantial improvement from its previous position in the 1501+ range. Corvinus achieved an overall score of 67 points, with particularly strong performance in Governance (86.9 points; 367th globally) and Environmental Sustainability (65 points; 220th globally).

The results demonstrate significant progress across the three main dimensions of the ranking. Corvinus achieved 63.1 points for Environmental Impact, 65.4 points for Social Impact, and 86.9 points for Governance. The University also improved considerably across several individual performance lenses, including Environmental Sustainability, Environmental Education, Environmental Research, Equality, Knowledge Exchange, and Health and Wellbeing.

The recognition provides an important international benchmark for Corvinus's institutional sustainability transformation and reflects the University's efforts to embed sustainability and responsible practices across governance, education, research, environmental performance and societal engagement.

Practice Voices

The following statement from stakeholders at Corvinus University of Budapest demonstrates our commitment to sustainable and responsible practices.

Embedding Sustainability in Institutional Practice

In Procurement, we increasingly seek to translate Corvinus University's sustainability commitments into the way we purchase goods and services and work with suppliers. This means considering not only price and quality, but also environmental, social and ethical aspects where relevant and applicable.

An important part of our work is strengthening sustainability considerations in procurement processes and encouraging responsible supplier practices. We also work closely with other university units to identify opportunities to reduce environmental impacts, use resources more efficiently and incorporate sustainability criteria into purchasing decisions.

For me, responsible procurement means recognising that purchasing decisions can influence impacts far beyond the University itself. By progressively embedding sustainability into procurement practices, we can contribute to Corvinus's environmental objectives while promoting transparency, responsibility and long-term value throughout our supply relationships.



Dr. Zsuzsanna Borbás
Head of Legal and Procurement
Corvinus University of Budapest

In Controlling, our role is to support evidence-based institutional decision-making by connecting planning, resources and performance. Sustainability increasingly forms part of this perspective at Corvinus.

We contribute by supporting the planning and monitoring of resources allocated to sustainability-related activities and by helping translate institutional sustainability objectives into measurable plans and indicators. This enables management to follow progress, understand resource implications and make more informed decisions about sustainability initiatives.

What I consider particularly important is that sustainability becomes part of regular institutional planning and performance discussions rather than remaining a separate agenda. Integrating sustainability considerations into established management processes helps Corvinus move from individual initiatives towards systematic, measurable and accountable institutional practice.



Ms. Ildikó Such
Head of Finance
Corvinus University of Budapest

In Operations, sustainability becomes tangible in the everyday functioning of our campuses. Our responsibility is to translate institutional sustainability ambitions into practical improvements in buildings, energy use, resource efficiency, waste management and the campus environment.

A growing emphasis is placed on measurement and evidence-based improvement. Operational data contribute to Corvinus's institutional carbon footprint assessment and help us identify where environmental impacts can be reduced. Energy-conscious building management, infrastructure improvements, selective waste collection and the responsible use of resources are therefore increasingly connected to broader institutional sustainability targets.

For me, sustainable operations is a process of continuous improvement. It requires reliable data, cooperation across university units and the integration of environmental considerations into everyday operational decisions. Through this work, we help ensure that the campus itself increasingly reflects the sustainability principles Corvinus teaches and researches.



Mr. Tamás Dóczi
Head of Campus Services
Corvinus University of Budapest

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From Sustainability Commitment to Institutional Practice: Sustainable University Merchandise

A strong example of how Corvinus translates its sustainability commitments into everyday institutional practice is the adoption of the Sustainable University Merchandise Directive in 2025.

The initiative was developed as part of the University's Development Concept for Enhancing Sustainability in Operations, supporting the Bridge Strategy objective to develop sustainable procurement. Its purpose is to ensure that official Corvinus merchandise reflects the same sustainability and responsibility principles that the University promotes through its education and research.

The new approach is built around three principles:

- **Quality and durability** – prioritising fewer, high-quality and long-lasting products rather than high-volume consumption;
- **Environmental responsibility** – favouring materials such as 100% organic cotton, recycled polyester and other sustainable materials, together with recycled and recyclable packaging;
- **Ethical and transparent sourcing** – prioritising products with recognised certifications such as GOTS, Fair Trade, OEKO-TEX® and FSC, supporting transparency, fair working conditions and responsible production.

Importantly, this is not simply a voluntary guideline or communication initiative. Following institutional approval, the sustainability requirements are to be embedded in the University's procurement procedures, with suppliers informed about the new sustainability, certification and quality requirements. The implementation framework also includes annual monitoring of costs, supplier compliance and sustainability performance.

The initiative demonstrates that responsible practice can create environmental and economic value simultaneously. By rationalising the merchandise portfolio and adopting a quality-first approach, the proposal projected a reduction from HUF 70 million net expenditure over the previous two years to an annual net budget of HUF 20 million, while aiming to reduce waste and environmental impacts, increase supply-chain transparency and improve product quality.

The Sustainable University Merchandise Directive therefore represents an important step in moving from individual sustainability initiatives towards systemic institutional change. Every branded product becomes more than a communication item: it reflects choices about materials, durability, labour conditions, supply chains and responsible consumption.

For Corvinus, this initiative illustrates a central idea of the PRME Practice Principle: the sustainability and responsibility principles we teach and research should also shape how we operate, purchase and make institutional decisions.



Share

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



How We Define Share

At Corvinus University of Budapest, sharing means openly exchanging our achievements, challenges and lessons learned to foster transparency and collective learning. We share knowledge and practices within our university and across national, CEE and global networks, contributing to mutual learning, continuous improvement and the collective advancement of responsible management education.

Engagement Opportunities

Corvinus University of Budapest offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ 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
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Corvinus University of Budapest communicates its policies and progress on sustainable development and responsibility with:

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

Sharing Voices

The following statement from stakeholders at Corvinus University of Budapest demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Bringing the "Bridge Strategy" to life through inclusive sharing: The Story of Communicating an Institutional Strategy

When Corvinus University of Budapest finalized its *Bridge Strategy 2025–2028*—also defining our mission, vision, and core values of *cooperation, systems thinking, excellence, and integrity*—our communications team faced both an exciting opportunity and a professional challenge. A strategy on paper only comes alive if the community genuinely owns it, so we aimed to move beyond top-down announcements and foster dialogue, cross-departmental collaboration, and transparency.

Co-creating the foundation

Between September 2024 and June 2025, the University's strategy underwent a comprehensive fine-tuning process. By balancing top-down leadership direction with bottom-up initiatives, we integrated extensive feedback from internal and external stakeholders across the institution. A vital dimension of the new strategy became advancing sustainability across both university operations and academic learning. This aligns closely with our value of integrity—a commitment to operating as an authentic, ethical professional community based on transparent decision-making and open dialogue. With the Senate's formal adoption of the Bridge Strategy in summer 2025, our focus shifted to action.

Multi-channel dialogue and engagement

With the launch of the new academic year in September 2025, we rolled out a synchronized campaign across internal and external channels to make the Bridge Strategy visible, accessible, and meaningful to students, staff, partners, and the wider public.

- **Student onboarding & welcoming newcomers:** We integrated the strategic pillars, mission, vision, and core values into onboarding materials for newly admitted students. Key elements were also featured in the Rector's welcome video, academic year opening speeches, and updated university introduction and recruitment materials.
- **External outreach, web & social media:** Key strategic information was published on the University website, shared through the official LinkedIn page, and communicated through press relations to engage external stakeholders and the public.
- **Transparent digital touchpoints for staff:** We created a dedicated Intranet subsite featuring strategy highlights and the full document, accompanied by an in-depth Rector interview explaining how the strategy was shaped, its key priorities, and how colleagues contribute to its implementation.

- **Leadership ownership & inclusive tools:** Senior leaders were encouraged to hold town halls with their teams, supported by tailored presentation templates containing core strategic messages and allowing discussion of department-specific goals.
- **Visualizing shared values:** Together with an external graphic designer, we developed custom icons for key strategy elements and integrated them into campus posters, elevator displays, digital screens, screensavers, and institute-level poster spaces.
- **Culture & informal connections:** We also embedded the strategy into university culture. At the annual September Garden Party, the Rector's opening speech focused on our shared direction. On World Book Day, we distributed bookmarks highlighting the four core values and shared a reading list of staff-recommended books reflecting these principles. The same visual language later appeared in year-end holiday cards.

The impact of shared ownership

Over the past year, the strategy has become increasingly visible in everyday university life, with many materials remaining on display across campus. Roll-up banners featuring elements of the strategy are now used at staff gatherings, conferences, and other university events.

Coordinating the campaign also required us to build new working relationships across departments we had not previously collaborated with. The response from colleagues has been highly positive, with staff expressing a stronger sense of connection to the University's strategic direction.

A particularly meaningful recognition came during the recent EQUIS accreditation visit, when the evaluation committee specifically commended the communication of the Bridge Strategy and its high visibility across campus. This feedback reaffirmed that making strategy an open, continuous dialogue can turn transparency and engagement from abstract ideals into practical drivers of institutional progress.



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The “Sustainability Theme of the Month” project

The "Sustainability Theme of the Month" project by Corvinus University of Budapest is an ongoing initiative, launched more than two years ago, that breaks down complex environmental, nature conservation, and social sustainability issues into focused monthly topics.

- **Focused Topics:** Each month highlights a specific theme—such as water retention, circular economies, sustainable eating, or active hope—tied to international days or current events.
- **Community Engagement:** Managed under the umbrella of the university's **ERS Hub** (Ethics, Social Responsibility, and Sustainability), it connects bottom-up student and staff initiatives with institutional sustainability goals.
- **Goal:** simplify complex environmental and social issues by presenting them in a focused, engaging way, and connecting them to university life and community action.

In May 2026, the project explored the connections between environmental challenges and social responsibility, including responsible consumption and sustainable food systems, and highlighted opportunities for students and staff to get involved.

Social and environmental sustainability are interconnected - Sustainability Theme of the Month_May 2026

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