

BUSINESS & DIPLOMACY REVIEW

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TARTALOM

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Civilizáció-elméleti megközelítések és nemzetközi kapcsolatok:
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ELŐSZÓ – PREFACE

Fogadják szeretettel a *Business and Diplomacy Review* folyóirat következő tematikus számát, amely ezúttal a fenntarthatóság témát állította a középpontba a különböző tudományterületek és értelmezések mentén. A téma összetettsége és időszerűsége indokoltta, hogy egy teljes számot szenteljünk e komplex kérdéskörnek.

A tanulmányok sokfélesége tükrözi a fenntarthatóság tartalmi gazdagságát is: olvashatunk oktatásról, technológiai újításokról, nemzetközi együttműködésekről, közösségi kezdeményezésekről, sőt filozófiai és történeti nézőpontokból is. A kutatások egy része empirikus vizsgálatokra épül, más része elméleti vagy történeti megközelítést alkalmaz, de mindegyik közös célja a fenntarthatósággal kapcsolatos tudás mélyítése.

A változatosság nemcsak a témák változatosságában mutatkozik meg. Bár a folyóirat alapvetően magyar nyelvű, e szám több tanulmánya angolul olvasható, ami jól jelzi, hogy a fenntarthatóság témája nemzetközi együttműködésre buzdít.

A kétnyelvűség jegyében a következő rész angol nyelven ismerteti a különszám tanulmányainak főbb gondolatait:

As the global conversation on sustainability continues to evolve, the need for interdisciplinary approaches to address its many facets becomes increasingly evident. This special issue of the *Business and Diplomacy Review* brings together a diverse range of perspectives, reflecting the varied dimensions of sustainability across sectors, disciplines, and geographical contexts. From environmental education and technological innovations to policy frameworks and educational strategies, the following papers contribute to a broader understanding of how sustainability can be integrated into business, diplomacy, and beyond.

Maria Jakubik's paper, 'Are John Dewey's Messages Still Relevant for Sustainable Education in the 21st Century?', examines whether Dewey's progressive educational ideas can inform sustainable education today. Drawing on Dewey's *Experience and Education* (1938), the paper analyses traditional and progressive education across nine criteria, including purpose, methods, learning processes, and societal

impacts. It argues that Dewey's insights continue to hold relevance for addressing the global challenges of the 21st century.

The paper written by Krisztina Győrössi and Irén Nagy presents the '*Cooler Climate Challenge*', an Erasmus+ project that brought together students and teachers from Hungary, the Czech Republic, and the Canary Islands (2021-2023). Through international collaboration and activities like creating educational videos and upcycled products, the project aimed to deepen students' understanding of the Sustainable Development Goals. The study highlights how experiential, cross-border environmental education can raise awareness, improve communication skills, and provide practical tools for sustainability-focused educators.

The study '*Mapping the Academic Landscape: A State-of-the-Art Perspective on Sustainability, Inner Development Goals and Higher Education*' by Yuliya Shtaltovna explores the integration of Inner Development Goals (IDGs), focusing on the role of personal traits and skills in addressing global challenges. Using the Google Books Ngram Viewer, the paper tracks the shift in sustainability discourse from broad discussions to policy-driven approaches since 2015. The research also examines the IDG framework's interdisciplinary development and presents findings from a Google Scholar profile indexing IDG-related publications. The results highlight the growing inclusion of IDGs in higher education, leadership, and sustainability policy-making, emphasizing the importance of inner transformation for global change.

Exploring the intersection of technology and sustainability, the study by Éva Keresztes, Annamária Horváth and Ildikó Kovács examines how blockchain can transform supply chains in sectors such as food, energy, textiles, and finance. Through a review of recent international literature and case studies, the paper evaluates blockchain's potential to enhance transparency, traceability, and accountability in support of the Sustainable Development Goals. While highlighting its advantages, the study titled '*Blockchain technology in supply chains: advancing sustainability through transparency and innovation*' also addresses critical barriers, such as energy use and regulatory challenges, and offers policy recommendations for harnessing blockchain's full potential in building more sustainable supply chains.

Levente Horváth, Ákos Simon and Éva Erdélyi in their Hungarian language paper titled ‘*ESG oktatás gazdasági hatásai*’ (The Economic Impacts of ESG Education) explore the economic and educational value of teaching Environmental, Social, and Governance (ESG) principles at the university level. Drawing on findings from the Global Entrepreneurship Monitor (GEM) report and the UN’s PRME research network, the study highlights how ESG education prepares future employees to develop sustainable business strategies. It emphasises the growing sustainability awareness among Hungarian SMEs and the vital role of universities in integrating sustainability into curricula. Based on a survey and focus group interviews with 68 students, the research offers insights for curriculum development and ESG training, concluding that tailored materials can enhance responsible leadership and integrate ESG into decision-making.

The next paper, ‘*Hogyan gondolkodnak a Z generációs közgazdász hallgatók a fenntarthatóságról*’ (How Do Generation Z Economics Students Think About Sustainability?) explores the sustainability knowledge and attitudes of Hungarian Gen Z economics students, in light of upcoming EU regulations requiring large companies to publish ESG-based sustainability reports from 2025. The authors, Erdélyi Éva, Jäckel Katalin, and Honvári Patrícia examine students’ awareness of sustainability, their behaviours, emotional responses, and the role of education. While participants express concern for environmental issues, the study finds inconsistent action plans and varying commitment levels. It concludes that access to information and targeted coursework can significantly influence young people’s engagement with sustainability.

Bence Marosán explores the potential of phenomenology, originally a philosophical discipline concerned with the rigorous study of conscious experience, to enrich contemporary environmental education. His paper titled ‘*Phenomenology, Environmental Protection, and Pedagogy*’ highlights how phenomenology has evolved beyond philosophy to shape diverse fields including ethics, law, economics, and notably, ecological discourse. The author proposes a synthesis of eco-phenomenology and environmental pedagogy, arguing that phenomenological methods, with their emphasis on first-person experience, offer powerful tools for engaging learners in sustainability and fostering deeper environmental awareness. This interdisciplinary

approach aims to respond more effectively to the ecological challenges of our time.

As with any innovation, artificial intelligence (AI) evokes both enthusiasm and caution, particularly within the education sector. While progressive voices call for its rapid adoption, more conservative perspectives warn of its potential risks. The paper '*A mesterséges intelligencia alkalmazásának lehetőségei a felsőoktatásban - fenntarthatósági aspektusok*' (Opportunities for Applying Artificial Intelligence in Higher Education – Sustainability Aspects) explores the practical applications of AI in education, acknowledging that many of its possibilities remain uncharted. The authors, Ákos Simon, Levente Horváth and Éva Erdélyi evaluate the real risks associated with AI and outlines strategies for minimising them. Special attention is given to the sustainability dimensions of AI use, framed within the ESG (Environmental, Social, Governance) context. These include its environmental impact, implications for digital inclusion, and ethical considerations. The authors argue that these factors form the necessary boundaries within which AI should be responsibly integrated into both teaching and broader educational support systems.

Sustainability has become a central focus in strategic thinking and management, but several challenges remain. These include: a) socio-economic development projects often using corporate methods, despite key differences between social and corporate communities; b) a neglect of the visioning process in sustainability; and c) the linear application of scenarios, which can be misleading and fail to explore sustainable alternatives. Tamás Gáspár's paper '*Reframing decision making for sustainable futures – a social foresight model*' presents a foresight model that views sustainability as a dynamic, community-based process, with the emergence of visions during the conceptual phase treated as the outcome of a structured process rather than the starting point.

István Kárász's article titled '*Shaping Sustainable Futures: EU Economic Diplomacy and Development Cooperation with Africa*' explores the European Union's role in promoting sustainability through economic diplomacy and external policies, particularly amid geopolitical instability and reduced development financing. It examines how the EU's institutional complexity impacts its responsiveness while reinforcing its reputation as a reliable, rules-based partner. Through

a comparison of EU agreements with Egypt and Angola, the article highlights the importance of flexible, context-sensitive partnerships in achieving long-term development outcomes. It argues that the EU must refine its external action to enhance flexibility while maintaining its sustainability commitments.

In today's globalised world, local communities face challenges like disintegration, identity loss, and cultural homogenisation. The study by Marietta Balázsne Lendvai, András Schlett, and Judit Beke explores how the cultural and natural assets of Zala and Vas counties can contribute to new models of community value creation, focusing on sustainable, experience-based, and partnership-driven approaches. The paper titled '*Zala és Vas vármegyei helyi termelők a közösségi értékteremtés útján*' (Local Producers from Zala and Vas Counties Towards Community Value Creation) examines the community value creation model, highlighting sustainability, participation, and collaboration. Insights from an online survey of 73 local producers in these Hungarian counties reveal good practices and the current state of value creation in their businesses.

The paper by János Sáringer and Bence Marosán, titled '*Civilizáció-elméleti megközelítések és nemzetközi kapcsolatok: egy történeti és elméleti értelmezés kísérlete II.*' (Civilisational Theory Approaches and International Relations: An Attempt at Historical and Theoretical Interpretation II.), differs from the others in the special issue, as it does not focus on sustainability. Instead, it examines the analysis of relations between sovereign states, a topic that has existed since the emergence of modern states, with early contributions from figures like Jean Bodin, Hugo Grotius, Thomas Hobbes, and John Locke. Key developments before the 20th century include works by Immanuel Kant and Georg Wilhelm Friedrich Hegel. In the 20th century, civilisation theories evolved from metaphysical to more scientific approaches, seen in Oswald Spengler, Norbert Elias, Arnold Toynbee, and Henry Kissinger. These evolving attempts reflect a continuously changing historical phenomenon, with some shared truths across different perspectives. Additionally, 20th-century international relations theories, such as realism and constructivism, further shaped these debates.

This broader theoretical reflection provides a fitting conclusion to the issue, reminding us that global challenges, whether related to

sustainability or international relations, benefit from multidisciplinary insights and historical depth.

In closing, it has been a pleasure to serve as the editor of this special issue. I would like to express my heartfelt gratitude to all the authors for their valuable contributions, which reflect a rich diversity of perspectives and expertise. While the *Business and Diplomacy Review* has traditionally published in Hungarian, we are excited to include several papers in English in this special issue, which is a reflection of the international interest and relevance of the topic. It is our hope that this openness will continue to foster broader dialogue and collaboration across borders.

I sincerely hope you enjoy reading these articles as much as I have enjoyed curating this issue.

Happy reading!

Dr habil. Judit Beke

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