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Green Finance Education for Future Leaders: Embedding SDGs into Finance Curricula at Gulf University-Bahrain

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Abstract. This research focuses on applying sustainable development principles to finance students' education at Gulf University (GU)-Bahrain. We coincidentally emphasize the strategic alignment of the UN-SDGs to the finance curriculum. The research is a response to Bahrain's Vision 2030 and the increasing regional focus on the sustainability of the economy. In this respect, GU paved the way for green finance and redefined finance education to upskill the graduates. Our mixed-methods approach involved analysis of finance program curricula, interviews with 18 faculty members, and surveys of 124 alumni and industry partners. Our research finds a successful three-pronged strategy. First, the finance curriculum was redesigned by SDG-aligned modules, which were embedded into core courses, replacing the traditional CSR course with ESG in Business. Second, partnerships with the Bahrain Association of Banks facilitated the co-development of ESG case studies and sustainability-oriented capstone projects. Third, faculty capacity building through programs such as green finance trainings since 2023 have upskilled 25+ instructors, resulting in a 67% increase in SDG-aligned research. The research highlights that GU's efforts have contributed to a 19% increase in finance graduates securing sustainability-aligned roles since 2023, aligning with Bahrain's Vision 2030. This case study offers a blueprint for higher education institutions in the middle east keen to align finance education with sustainability. Finally, linking the university's action to measurable societal and economic impacts, GU demonstrates how higher education can align with national sustainability agendas while preparing graduates for global green finance markets.

Keywords:
Bahrain Vision 2030, Gulf University Bahrain, ESG in business, finance curriculum reform, sustainable finance education, UN SDGs.

1. Introduction

The move to sustainable development worldwide has significantly altered business and finance, using the UN-SDGs (United Nations Sustainable Development Goals) as a guiding framework for solving major environmental, social, and economic problems [1]. At a 2015 UN meeting, every member state agreed on the 17 SDGs, which focus on ending poverty, saving the environment, and building prosperity for everyone by 2030. When nations experience climate change, loss of valuable assets, divisive social conditions, and economic insecurity, applying sustainability rules to business has become a vital way to ensure the safety and well-being of society for years to come. As a result, many now see how delivering business education should be updated to prepare leaders for a world where being eco-conscious and responsible is vital to enterprise [2]. Broader stakeholders and sustainability over time are increasingly part of the challenges that the standard finance curriculum must address. Because of crises like the COVID-19 pandemic, the demand for a transformation in education has grown stronger, as it has made it clear that economic structures and environmental, social, and economic systems are deeply linked. Policymakers, regulators, and civil society groups worldwide have placed unusual emphasis on the financial sector's role in supporting sustainable development. Combining the climate change 'Paris Agreement' with ongoing national and regional sustainability programs has resulted in regulations that require financial institutions to look at, expose, and care for risks and benefits linked to sustainability. With these new regulations, educators must find new ways to prepare financial professionals for their work.

What financial institutions, corporations, and investors handle capital and risk fundamentally differs from sustainable finance. In their 2013 article, Fatemi and Fooladi [3] explain that sustainable finance approaches finance decisions in a new way by blending ESG factors with the usual risk-return focus. Many things have contributed to this transformation, including science showing climate change, new regulations, actions by investors, and new consumer choices. How this has transformed is very surprising. The amount of global investment assets dedicated to sustainability reached new records, as did the money invested in Environmental, Social, and Governance-focused funds. The shift comes from higher stakeholder demands for companies to address climate issues and adopt sustainable business practices [4]. Institutional investors manage trillions of dollars in assets. Many now use ESG integration because they believe sustainability has several opportunities for their success and the safety of investments. Currently, financial markets expect complete transparency from businesses when selling their ESG results, as these affect both the decision to invest and the valuation of companies [5]. Rating agencies now consider ESG factors, and sustainability reporting is required from listed companies worldwide on stock exchanges. Moving from CSR alone to full integration of ESG in finance shows that sustainability must be part of a business strategy, not only a concern separates from it [6].

The rise of green financial instruments is a good example of this change. The appearance of green bonds, sustainability-linked loans, and impact investing vehicles has made it possible to funnel capital into activities that are good for the environment. Officials in finance now practice climate stress tests and address sustainability risks because they realize these topics can threaten financial stability. Financial institutions play a key part in helping the world move toward sustainability. Because financial institutions connect capital with investment, they can guide resources to eco-friendly projects and reduce climate risk during their management. Now, banks, insurers, asset managers, and many other financial intermediaries are being seen as vital in achieving global sustainability objectives. Determining how banks lend, invest, and manage risks guides the distribution of capital in the economy, so their sustainability practices are essential for overall society. The obligation has grown stronger since worldwide regulations require companies to be transparent on environmental matters and add climate aspects to financial oversight. Organizations worldwide now face new requirements from the TCFD (Task Force on Climate-related Financial Disclosures), the SFDR (Sustainable Finance Disclosure Regulation), and similar measures to cover sustainability and climate change in their analyses and operating activities.

Institutions of higher learning help prepare the financial field's new professionals for the changes in the market. Nonetheless, most traditional finance programs stick with outdated approaches that do not cover sustainability problems well [7]. There is now greater notice of how graduates' skills fall short of those needed in industry, as employers mention they have trouble hiring graduates with the needed sustainability knowledge. To make sustainability part of learning management, it is necessary to restructure the curriculum to integrate ESG principles into businesses' typical courses [8]. Education is transformed by updating content, using new teaching practices to encourage students to think systematically, develop moral reasoning, and work with stakeholders. It is tough in finance teaching to blend numbers and expertise with ethical and sustainability factors. The Principles for Responsible Management Education (PRME), emphasizes that business schools should teach skills, understanding, and capabilities needed for sustainable value creation [9]. Since its launch in 2007 by the United Nations Global Compact, PRME has become the biggest alliance with global education institutions focused on business management, and there are now over 800 signatories worldwide. The initiative shows that, in the future, financial leaders must understand technical skills, include an ethical approach, and have the ability to see the big picture to solve complex environmental problems.

Educators need to acquire new understanding and practices related to sustainability topics. Training faculty becomes vital, as many professionals focusing on traditional finance might find it hard to bring sustainability into their classes [10]. It is further difficult due to the quick development of sustainable finance, requiring those involved to keep up and learn new things. It is now important to update accounting and finance curricula to support learning where various areas are linked, resulting in trainees being able to use value sharing and implement sustainable business systems [11]. Doing this requires reorganizing courses to highlight how financial and sustainability outcomes relate, incorporating examples of genuine sustainability challenges into case studies, and designing exams to assess students' competence in considering sustainability when doing financial analysis. Academic research in education for sustainability indicates that graduates require the abilities of systems thinking, anticipatory thinking, normative competency, strategic thinking, and interpersonal skills [2]. They mean that, along with familiar financial knowledge, you can also analyze complicated systems, imagine possible future situations, evaluate what is important to many, plan changes for a sustainable future, and cooperate efficiently with various collaborators.

Sustainability challenges and opportunities in the GCC region, which includes Bahrain, support the need to introduce green finance education in local higher education. The context favors sustainable finance innovation because hydrocarbon resources have long underpinned the regional economy, and pressure from the environment and the drive for diversification is growing. Temperatures, water shortage, and sea levels are challenges brought by climate change to the region. However, the region can also use this situation to advance in renewable energy and sustainable construction. The trend in Gulf states to change their economies comes from the understanding that steady prosperity needs alternatives to oil. The national strategies in Saudi Arabia, the UAE, and Bahrain contain ideas about sustainable strategies and the need to diversify their economies. Because of these strategies, more positions are opening for skilled individuals in sustainability finance, green investment, and ESG risk management.

Bahrain’s Vision 2030 clarifies that strong sustainability efforts will guide the nation's economic, environmental, and social development. The vision explains three main points: sustainability, competitiveness, and fairness, with sustainability meaning that we look after nature and the economy. It points out that expanding financial services can support the economy and that developing new ideas and the workforce is key to meeting the nation’s targets. With its important role in the Gulf's financial market, Bahrain makes it important to develop its expertise in sustainable finance locally. Since Bahrain is the financial center for the region, many prominent firms in the sector do business here, giving the country a wealth of experience and tools for advancing sustainable finance. The Bahrain Economic Development Board established that fintech and sustainable finance have exceptional potential to widen the economy and raise competitiveness.

Many Gulf stock markets are now following global sustainability by setting up ESG indices and making sustainability reporting compulsory. The Saudi Stock Exchange created its ESG index in 2021, and companies traded on the Dubai Financial Market are now expected to report on sustainability. As a result, experts in environmental, social, and governance matters and in reporting and financing sustainability are more in demand. As regions work towards better and more eco-friendly economies, the need for workers with green finance skills is on the rise. To make this shift, schools must align what they teach with the country’s sustainable goals as they guide students for worldwide job opportunities [12]. This issue is very pronounced in the Gulf because economic models focus mainly on taking out resources instead of sustainability. Gulf-based financial institutions realize that ESG integration matters, inspired by new regulations and what investors from abroad look for. The Central Bank of UAE has introduced rules for sustainable finance, and the Saudi Arabian Monetary Authority is now building green finance guidelines. Bahrain’s Association of Banks and analogous regional organizations have pointed out the importance of enhancing sustainability in their educational and training activities. Because ESG has been introduced into its investment strategies, the region’s significant sovereign wealth funds have started creating more jobs for people with knowledge of sustainable finance. As they hold trillions of dollars, their investments affect the world stage, so their actions toward sustainability are key to fulfilling climate and development targets.

While the importance of sustainable finance is gaining notice, few studies have explored how to add sustainability to financial learning programs best. Most research concentrates on developed countries, so we do not know much about how educational institutions in such economies help students adapt to changing sustainability needs [13]. It becomes more difficult because we must consider worldwide sustainability and how local economies and cultures function. The Gulf region’s educational institutions should ensure that graduates are ready for work either in the region or abroad by offering courses that tackle local sustainability problems and maintain a worldwide reputation. On top of that, because sustainable finance is always changing, designing courses and preparing professors is constantly difficult. Because new instruments, regulations, and market habits emerge regularly, educational institutions must always be able to adapt and remain in sync with the latest industry changes. Because the environment is so dynamic, creative solutions are needed for developing curriculum, instructors, and industry relationships.

This research explores Gulf University-Bahrain's creative approach to including UN Sustainable Development Goals in its finance course, which meets both world sustainability concerns and local development aims. The study aims to collect and research information about several green finance education processes through curriculum revisions, training teachers, and teaming up with industry organizations, evidencing how they have been implemented and the outcomes they produced. The project at Gulf University in Bahrain attempts to resolve issues in education found in research and also helps meet the needs of the region's changing economy. The examination of SDG-focused finance education puts forward new knowledge on greening university education and valuable ideas for schools interested in becoming more socially responsible. The study's primary goals include: examining how curriculum development happens; identifying the leading causes of successful adoption of SDGs; assessing how training faculty improves sustainability teaching; investigating the results of changes in the curriculum for students' learning and their preparation for their careers; and exploring how industry collaborations play a role in enhancing both the curriculum's relevance and student learning.

The work at Gulf University is an excellent example of how colleges in emerging countries can guide their programs to fit the country's goals for sustainability, but still be respected by the world's financial markets. By examining how the curriculum is updated, engaging key stakeholders, and reviewing graduate results, the study attempts to create a model for sustainable finance education that can be repeated locally and globally. Beyond university settings, this study suggests ways universities can stimulate sustainable change and achieve their primary task of supporting the development of skilled experts. As the world's financial system explores ways to become more sustainable, the role of education in these matters grows. So, this research takes on more importance for developing responsible finance education.

Higher education institutions are pivotal in preparing the next generation of financial professionals to navigate this transformed landscape. However, traditional finance curricula often remain anchored in conventional paradigms that inadequately address sustainability challenges [7]. Integrating sustainability into management education requires systematic curriculum redesign that moves beyond superficial CSR modules to embed ESG principles throughout core financial disciplines [8]. As advocated by PRME, responsible management education emphasizes the need for business schools to develop capabilities, understanding, and skills that contribute to sustainable value creation [9]. This approach recognizes that future financial leaders must possess technical competencies, the ethical foundation, and systems thinking necessary to address complex sustainability challenges [10]. The transformation of accounting and finance curricula to enhance integrative learning has become essential for developing professionals capable of creating shared value and implementing sustainable business models [11].

The Gulf Cooperation Council (GCC), including Bahrain, faces unique sustainability challenges and opportunities that underscore the urgency of integrating green finance education into higher education curricula. The region's economic dependence on hydrocarbon resources, increasing environmental pressures, and diversification imperatives create a compelling context for sustainable finance innovation. Bahrain's Vision 2030 explicitly recognizes sustainability as a cornerstone of national development, emphasizing economic diversification, environmental protection, and social inclusion. The Kingdom of Bahrain's strategic positioning as a regional financial hub amplifies the importance of developing local expertise in sustainable finance. As regional economies transition toward more diversified and sustainable models, the demand for professionals with green finance competencies continues to grow. This transition requires educational institutions to proactively align their curricula with national sustainability agendas while preparing graduates for evolving global markets [12]. Financial institutions in the Gulf region increasingly recognize the importance of ESG integration, driven by regulatory developments and international investor expectations. The Bahrain Association of Banks and similar regional bodies have begun emphasizing the need for sustainability-focused professional development, creating opportunities for academic-industry collaboration in curriculum development and practical training.

This research examines Gulf University-Bahrain's pioneering initiative to embed UN Sustainable Development Goals into its finance curriculum, representing a strategic response to global sustainability imperatives and regional development priorities. The study aims to document and analyze a comprehensive approach to green finance education encompassing curriculum redesign, faculty development, and industry partnerships. By investigating the implementation and outcomes of SDG-aligned finance education, this research contributes to the growing body of knowledge on sustainability integration in higher education while providing practical insights for institutional transformation [14]. The initiative at Gulf University-Bahrain serves as a case study for how higher education institutions in emerging markets can align academic programs with national sustainability agendas while maintaining relevance in global financial markets. Through systematic analysis of curriculum transformation, stakeholder engagement, and graduate outcomes, this research seeks to establish a replicable framework for sustainable finance education that addresses both local needs and international standards. The significance of this study extends beyond institutional boundaries, offering insights into how universities can serve as catalysts for sustainable development while fulfilling their fundamental mission of preparing competent professionals. As the global financial system continues its evolution toward sustainability integration, the role of education in facilitating this transformation becomes increasingly critical, making this research both timely and essential for the advancement of responsible finance education.

2. Methodology

This research used qualitative and quantitative data to fully assess how Gulf University-Bahrain includes SDGs in its finance classes. Annan-Diab and Molinari [15] built a methodology to collect information from different parties and produce numbers and written accounts of the transformation and its results.

2.1. Research Design

A convergent parallel mixed-methods design was used, so both types of data were collected and studied simultaneously. This approach's particular purpose fits well with studying educational transformation initiatives, as it helped bring together the views of various stakeholders and various groups of data [16].

2.2. Exploring Data Collection Method

2.2.1. Curriculum Analysis

The finance program curriculum was carefully analyzed by checking the differences between the pre-2023 and post-2023 versions of the courses, their learning objectives, and how students are evaluated. The analysis aimed to detect where the SDGs are referenced, when ESG topics are discussed, and how teaching adopts a sustainable focus [17].

2.2.2. Faculty Interviews

The accounting and finance department's teaching staff included both junior and senior employees, and all of them were interviewed using a semi-structured approach. The team asked faculty about their understanding of curriculum change, opportunities for development, and the impact they saw on students regarding sustainability matters [18].

2.2.3. Data from Both Our Alumni and Industry Partners

We conducted online surveys, separately, with 124 alumni from 2022 to 2024 and industry partners such as the Bahrain Association of Banks (BAB). The team evaluated graduate readiness, how satisfied employers are, and if programs meet sustainability needs in the industry [19].

2.2.4. Analytical Framework

This research utilized the proposed model [20] to study interactions and implementation between SDGs in education. In addition, the concepts presented by McCann [17] on constructive alignment were used to assess the alignment between learning aims, teaching methods, and ways students are assessed after the transformations.

2.2.5. Ethical Considerations

The university's review board approved our study. Participants could choose to participate, and all gave informed consent. Data anonymization maintained participant confidentiality.

3. Results

According to the findings, the University implemented a systematic approach to ensure that its finance program followed SDG principles without diluting the subject's quality standards or industry connections. The results are shown through four important aspects: changes in the curriculum, improvements for faculty, student and graduate achievements, and involvement with industry.

3.1. The Results of the Curriculum Transformation

The curriculum analysis found that sustainability trends are present in introductory finance lessons. Table 1 presents the mapping of the integration of SDGs into the redesigned finance curriculum.

Table 1. SDG Integration in Finance Curriculum

Course Category	SDG Alignment	Pre-2023 Coverage	Post-2023 Coverage	Integration Method
Financial technology	SDG 8, 9, 10	Minimal (5%)	Comprehensive (40%)	Case studies, ESG valuation models
Investment analysis	SDG 7, 11, 13	Traditional focus (10%)	Climate-focused (45%)	Green bonds, impact investing
Financial markets & institutions	SDG 1, 8, 10	Conventional theory (8%)	Inclusive finance (35%)	Microfinance, financial inclusion
Financial risk management	SDG 13, 14, 15	Limited environmental (2%)	Climate risk integrated (52%)	Climate stress testing, scenario analysis
Personal finance & planning	SDG 3, 4, 5	Personal finance (15%)	Sustainable planning (42%)	ESG portfolio construction
Internship project	All SDGs	CSR projects (20%)	Sustainability solutions (77%)	Industry partnerships, real-world applications

Shifting the CSR course to "ESG in Business" meant moving from dealing with sustainability around the edges to including it as a primary focus. Students were thrilled with the course, and their learning in sustainability improved greatly compared to the first course. Figure 1 specifies the course category, showing significant improvement in SDG integration with financial risk management showing an increase of 2% to 52%.

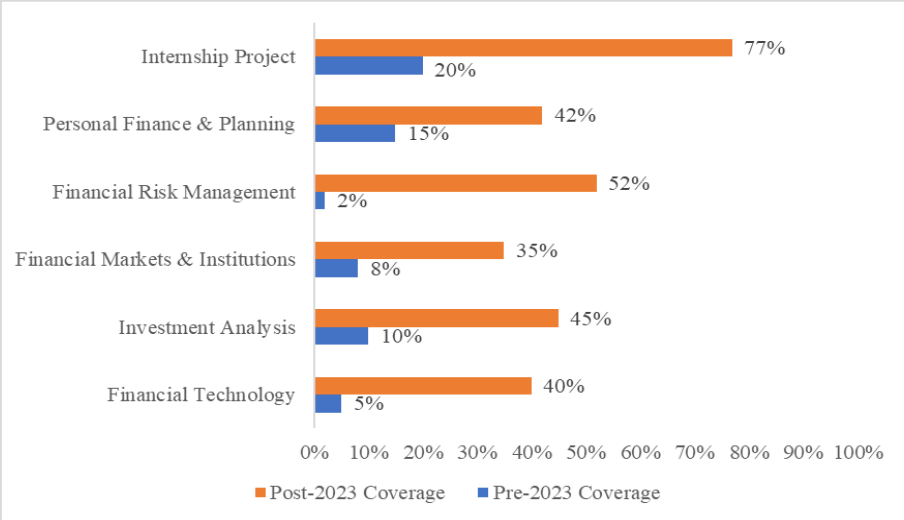

Figure 1. SDG integration coverage transformation by course category

3.2. Faculty Development and Research Impact

Clear results were achieved in training the teachers and boosting their research output. The outcomes of faculty development are detailed in Table 2, which also shows how they affect academic activities.

Table 2. Faculty Development and Research Outcomes (2023-2024)

Development Activity	Participants	Completion Rate (%)	Research Output Impact	Teaching Innovation
Green finance training	25 instructors	100	67% increase in SDG-aligned research	New assessment methods implemented
ESG certification programs	18 faculty	94	12 peer-reviewed publications	Industry guest lectures integrated
Sustainability workshops	32 staff	89	5 research collaborations	Case study development
Industry collaboration training	15 faculty	100	8 industry collaborations	Internship & graduation project mentoring

Significantly, more research by faculty was focused on sustainable finance, ESG integration, and regional sustainability challenges, as seen in the steep rise of 67%. My colleagues said they felt more confident teaching such courses and were more active in interacting with experienced industry employees.

3.3. Graduate Employment and Career Outcomes

Graduate employment was linked to the program's goals. Employment outcomes for graduates are presented in Table 3, both before and after the changes in the curriculum.

Table 3. Graduate Employment Outcomes (2022-2024)

Employment Category	2021-2022 Graduate (n=145)	2023-2024 Graduates (n=167)	Change
Sustainability-aligned roles	23%	42%	+19%
Traditional finance positions	65%	48%	-17%
ESG-focused departments	8%	28%	+20%
Green finance initiatives	4%	22%	+18%
Starting salary premium for ESG roles	12%	25%	+13%
Job placement rate within 6 months	87%	94%	+7%

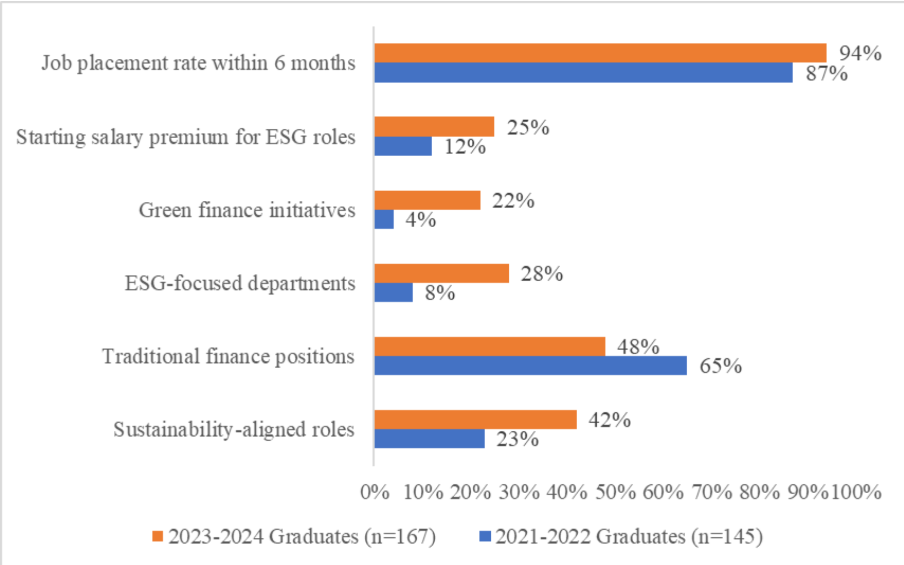

Figure 2. Graduate employment outcomes comparison (2021-22 vs 2023-24)

The rise in graduates who found jobs linked to sustainability benefits Bahrain and highlights the program's success in preparing students for new job opportunities. Remarkably, those who had completed the program felt they were better equipped for challenges in the industry and were more satisfied in the jobs they took. Figure 2, shows the significant move from traditional finance position towards sustainability aligned roles, with job placement rate within 6 months improving from 87% to 94%.

3.4. Industry Partnership and Stakeholder Engagement

The Bahrain Association of Banks and industry partners' STEM efforts have been visible in our curriculum and on campus. Table 4 explains what the industry engagement metrics represent in terms of education. Employers involved with the program said they were pleased with what graduates can do and intend to remain engaged in its development. Because of their partnership, the curriculum covered concrete sustainability issues that many regional financial institutions confront. Amongst the beneficiaries, 17 faculty members, including 3 students, also published the research papers in collaboration with faculty and industry personnel.

Table 3. Graduate Employment Outcomes (2022-2024)

Partnership Activity	Industry Partners	Beneficiaries	Outcomes Achieved
ESG case study development	12 financial institutions	126 students	25 real-world case studies created
Internship project mentoring	18 industry professionals	54 final-year students	78% industry problem-solving projects
Guest lecture series	22 sustainability experts	250+ student attendees	Enhanced industry awareness
Internship placements	15 partners organizations	39 students	85% conversion to full-time offers
Joint research projects	8 industry collaborations	17 faculty 3 students' researchers	6 policy recommendation reports

4. Discussions

Gulf University-Bahrain's structured integration of SDGs into finance education has produced precise results in several areas. We look at how these results affect the broader goals of teaching sustainability and supporting regional development.

4.1. Curriculum Integration Success Factors

A significant reason for the program's success was fully integrating SDGs into the main financial courses, rather than keeping sustainability at the margins. This model agrees with García-Feijoo et al.'s [14] advice for how SDGs should be used in business schools. Moving from separate CSR courses to complete ESG integration signals the growth toward higher standards of sustainability teaching [9]. Students appear to like their curriculum, judging by the satisfaction rates, and their grades are also improving, suggesting they are positive about the curriculum covering important job areas and challenges. This result confirms our view that our particular frameworks make it easy for individuals to develop sustainability competencies [21]. Adding case studies and industry partnerships lets students see how what they learned was useful in real jobs, so the gap between academic teaching and business-related work is reduced.

4.2. Faculty Development as an Important Lead

A significant increase in research about SDGs among faculty (up 67%) points to the ability of professional development to support broader transformations. It confirms what Mulà [18] and colleagues showed in their 2017 study regarding faculty development and sustainability education. A combination of training, certifications, and teamwork from the industry provided faculty with the confidence to use sustainability topics in their lessons. Innovative changes in teaching and improved assessment show that faculty capacity building covers content and teaching methods. It helps to solve the divides suggested by Rasche and Gilbert [22] between what business schools say they do for sustainability and what they do.

4.3. The Regions and the National Center

Graduates securing more jobs in sustainability have directly contributed to the country's 2030 vision and point to higher education's support for achieving national aims. This result enables universities to help advance sustainability and fulfil their teaching purpose [12]. Since there is a 25% increase in salary for ESG-related jobs, the market and program both understand the value of sustainability competencies. The good results for graduates in finding jobs point to demand in the local job market for sustainability skills. It is similar to changes happening worldwide in sustainable finance and also meets the needs of the Gulf area as it becomes less reliant on hydrocarbons.

4.4. Challenge for Industry Partnership

Working alongside the Bahrain Association of Banks and other industry partners, the curriculum was updated to fit current issues and student needs. This partnership model shows Haertle et al.'s [23] advice for better responsible management education. With 25 practical case studies and a 100% intern-to-employee rate for those who did an internship, it is clear that real industry work is valuable. Several collaborative research projects addressing policy recommend that universities and industry join forces to influence sustainability policies. This result shows that, as Mader et al. [24] argued, successful higher education management changes should also involve and depend on active cooperation with external partners.

5. Limitations and Future Considerations

Even though the results show tremendous progress, certain constraints must be recognized. Because the study only examines one institution, it cannot be applied to all institutions. Moreover, since the framework is only active for one academic year (2023-2024), we should keep an eye on how its decisions affect graduate careers and the overall culture at the institution long-term. The program's achievements rely on the industry's ongoing interest in sustainability skills and the institution's ongoing support for developing new courses. Managing financial pressures today while aiming for growth and continuing operations in the future is still a challenge for both schools and industry [25].

6. Conclusion

This research proves that teaching the UN Sustainable Development Goals in finance curricula can prepare graduates for future market situations and help achieve local sustainability. The university's approach of updating curriculum, developing teachers, and forging industry ties makes it easy for others to follow if they wish to socialize their curriculum with conservation.

Key Contributions

The article makes several valuable contributions to publications focusing on sustainability and responsible management education. It shows, through research facts, how teaching the SDGs in finance classes improves graduate job readiness and results. With the rise in sustainable career opportunities by 19%, the right programs play a key role in aiding both students in their career goals and addressing the needs of society. In addition, the research confirms that faculty development can stimulate significant changes within an institution. The substantial rise in SDG-related studies demonstrates that academic culture and interests can be profoundly changed by having professionals learn new skills. The result aligns with what Brundiers et al. [2] have said about educator competency in sustainability education. Thirdly, the research shows how regional universities can contribute to local and national ambitions without losing global importance. The partnership with Bahrain's Vision 2030 proves that sustainability education promotes progress in the community and makes the region competitive globally.

Practical Implications

Thanks to this research, administrators can revise the curriculum to cover challenging studies and connect them with what is happening in the education market. Integrating the SDGs in both courses and wider learning outcomes at the program level gives clear steps for institutions to change. It points out that building competency in sustainability and working with industry helps faculty and teachers develop the proper curriculum. The experience of developing ESG case studies and guiding students in their work shows that true collaboration can support effective teaching and improve student learning. For both industry and policymakers, the research highlights the chance for higher education to further efforts towards sustainable jobs and a broader economic base. Companies strongly desire well-trained graduates because they are placed in green jobs and paid a premium for their knowledge of ESG.

Potential Future Research

More research is needed in a few important areas. Studying how graduates advance in their careers and how sustainability courses impact their choices over time will show the program's success. Analyzing conditions in various countries and parts of the world may help explain the keys to successfully using the chosen education policy. Studies focused on which teaching methods help develop sustainability competency would further advance education theory. In addition, reviewing the link between teaching sustainable practices and entrepreneurship might show how schools influence the future of green finance innovation.

Final Reflection

Since financial systems are adapting to be more sustainable, higher education must produce able professionals. These findings show that universities are able to design their academic courses to suit the world of work by following a planned curriculum review, thorough faculty training, and real-world industry teamwork. The university's project demonstrates that regional institutions can help meet global objectives and support local needs simultaneously. Showing graduates' success, superior teacher research performance, and higher industry connections shows that making sustainability central to finance education makes much more sense than treating it as a separate issue. The success of this project encourages other institutions hoping to make their courses more relevant to sustainability.

Fatemi and Fooladi [3] pointed out that education approaches must also change for sustainable finance to work. The study shows that change can occur and bring significant advantages to students, schools, and society. Getting sustainability firmly integrated into higher education means being dedicated, joining forces, and keeping up with changes. This case study shows that the results support the time and effort by helping students become qualified leaders in the journey to a sustainable global economy.

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Conflict of Interest
The authors declare that there is no conflict of interest regarding the publication of this paper.

Authors Contribution
The authors **T.M.H.** and **V.R.**, contributed significantly to the completion of this research and manuscript. The first author **T.M.H.** led the conceptualization of the study, designed the methodological framework, and supervised the overall research process. He also coordinated to arrange the institutional approvals and contributed to the final interpretation of the findings. The second author **V.R.** was responsible for data collection, formal analysis, and the preparation of the initial manuscript draft. He also contributed to refining the methodology and integrating the literature review. Both authors collaboratively revised the manuscript critically for important intellectual content and hence approved the final version for publication.

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