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[Saed R. Al Koni](#)<sup>\*</sup> and [Mohammed K. Mahamda](#)<sup>\*</sup>

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*Article*

# The Role of Business Schools in Achieving Sustainable Development Goals: Palestine as a Case Study

Saed R. Al Koni and Mohammed K. Mahamda

Faculty of Economics and Social Sciences, An-Najah National University, Nablus, Palestine; saed@najah.edu, mmahamdeh@najah.edu

**Abstract:** The purpose of this research was to examine the act of business schools in the Palestinian universities by their study plans in achieving sustainable development goals (SDGs) (G1, G4, G8, G9, G12, G16, G17), due to their strong relationship with business sector in the local market, in addition to examining whether the graduates of business schools have the required competencies and required skills for the local market. This research is descriptive in nature and a survey questionnaire was designed to collect data from faculty members and employers. The results indicate that business schools in the Palestinian universities have incorporated sustainable development goals in their study plans to a medium-to-high degree, with a higher emphasis on Quality Education. Graduates from these programs are perceived to possess the required competencies and skills by the employers in the local market, with a medium-to-high level of alignment with the SDGs, especially in the area Quality Education. There was no significant difference between the perceptions of university faculty members and employers in the local market regarding the fit of business school graduates' competencies and skills with the local market needs in relation to the SDGs. However, there were significant differences in the areas of accountability and transparency principles, economic and industrial challenges, partnerships for the goals, international standardization, and capacity building in operational expertise. It is recommended that business schools in Palestinian universities continue to prioritize the integration of sustainable development goals in their study plans and align the competencies and skills of their graduates with the needs of the local market. The areas of significant difference between university faculty members and employers in the local market present opportunities for further collaboration and dialogue to better meet the needs of the local market and achieve sustainable development goals.

**Keywords:** Sustainable Development; Economic Growth; Innovation; Business Schools; Local Market

## 1. Introduction

Sustainable development has emerged a pressing global issue that policymakers and economists must address worldwide due to its impact on the quality of human life. The term of "sustainable development" was formulated historically by (Burntland Commission) report. The concept of sustainable development is defined as, "the development that meets the needs of the present without compromising the ability of future generation to meet their own needs" (Caiado et al., 2018). International organizations and research centers adopted sustainable development goals (SDGs) as a top priority in their development plans for the porpoise of development process due to its significance in the holistic development plans, recognizing its importance in achieving development and economic growth. The 17 sustainable development goals (SDGs) were adopted by the United Nation in 2015 as a universal call to action to end poverty, protect the planet, and achieve social, economic, and environmental development and sustainability (UNDP, 2015).

The achievement of sustainable development goals has become a significant focus for business experts, researchers, and policymakers worldwide. This is because sustainable development is essential for promoting economic growth while preserving the environment, promoting social equality, and improving the quality of life for all people.

Research and education at universities play a vital role in generating knowledge and innovative ideas that are necessary for developing new business models, entrepreneurship, and management styles. By creating and sharing new knowledge, universities contribute to the creation of new start-up companies and the development of existing businesses' competitive advantage. They also help guide capital ventures, investors, and businessmen to make informed decisions that improve their products' and services' market competitiveness. Preparing future generations, and future leaders with the required competencies and skills will enable them to lead their institutions efficiently and participate in achieving economic growth and sustainable development in all productive sectors. Therefore, this research aimed to examine the role of business schools in the Palestinian universities by analyzing whether their study plans contribute to achieving sustainable development goals (SDGs) (G1, G4, G8, G9, G12, G16, G17). The study also examined whether business schools' graduates have the necessary competencies and skills for the local market, given the strong relationship between the business schools and the local business sector.

This study is highly important as it investigates on the relationship between business schools in Palestinian universities and sustainable development goals. This is a relatively underexplored area, and the research can provide valuable insights on the issue whether these generations builders institutions are really contributing to the process of sustainable development in Palestine.

The role of business schools in developing knowledge and researchers to improve humans' life quality is crucial, especially in developing countries like Palestine. By guiding policymakers and businessmen, business schools can facilitate the implementation of policies and practices that promote sustainable development.

Moreover, the research can shed light on the importance of business schools in providing the local market with qualified graduates who possess the necessary competencies and skills to contribute to economic growth. This is especially relevant in a country like Palestine, which faces economic challenges due to political instability and limited resources.

By examining the role of Palestinian universities in achieving sustainable development goals, the study can identify gaps and opportunities for improvement. This can help policymakers and university administrators develop strategies to enhance the contributions of business schools to sustainable development. It can also provide valuable insights into the role of business schools in Palestinian universities in achieving sustainable development goals. The findings can inform policies and practices that promote sustainable development, ultimately improving the quality of life in Palestine.

The main objective of this study is to assess the degree to which sustainable development goals were integrated into business school curricula and whether graduates possessed the necessary competencies related to these goals. Two sub-objectives are developed as follows:

To examine the role of business schools in the Palestinian universities in achieving sustainable development goals.

To examine whether the graduates' competencies of business schools fit the local market employers' needs as in regard to SDGs.

In conformity with these objectives, this study intends to answer the following two questions:

To what extent do the study plans of business schools tackle sustainable development goals?

To what extent do the graduates' competencies of business schools fit the needs of employers in the local market in relevant to SDGs?

Accordingly, a general research hypothesis is developed: "There is no significant difference at ( $\alpha \leq 0.05$ ) between university faculty members' point of view, and the Palestinian employers' point of view as to the role of Palestinian business schools in achieving sustainable development goals".

## 2. Background

Sustainable development is defined as the "the modality of development that enables countries to progress, economically and socially, without destroying their environmental resources" (with reference to country policies) (Leal, 2011). Consequently, sustainable development needs to be deeply rooted in higher education system of any country to form a what could be called 'built-in' approach

for sustainable development; an approach which can be more effectively facilitated by linking staff development and organizational change (Barth et al., 2012).

Education for sustainable development is expected to both make people more aware and better qualified to take part in shaping future developments responsibly, as well as raising their awareness of the problems related to sustainable development and bringing forth innovative contributions to all economic, social, environmental, and cultural issues (Bath et al., 2015). (Cebrian, et al., 2015) defined sustainable development as “the ability to shape future scenarios by active participation in modelling and transforming society towards sustainable practices”. In higher education, it includes research, operations, community outreach, assessment and reporting, collaboration with other universities, making SD an integral part of the institutional framework, on-campus life experiences, and ‘Educate-the-Educators’ programs (Lozano et al., 2017).

Sustainable development “is concerned with the creation and sustaining the conditions for current and future generations to live well on the planet, and this requires building strong partnerships in close collaboration with colleagues, students, and community organizations to explore values and attitudes toward sustainability and social justice” (Sims et al., 2013). Sustainable development requires integration of not only the economic dimension but also its environmental and social dimensions at all levels, (Dhahri et al., 2018). According to (Broman et al., 2017) “the definition of sustainable development sets the basic conditions that are necessary to fulfill the ecological and social systems to prevent systematic degradation, and the sustainability principles are developed to be refine criteria as closely possible to being necessary, sufficient, general concrete, and non-overlapping”.

Sustainable development is “a change processes in higher education institutions and it is influenced by awareness, organizational structure, financial and human resources, and the cooperation between departments and stakeholder. Embracing sustainable development requires collaboration across all sectors, including government departments, NGOs, and businesses. Introduction to sustainable development should be a compulsory element in the study programs of every discipline at every university. (Verhulst et al., 2017)

Sustainable development goals (SDGs) “is a grand challenge not only for governments and society in general, but also for businesses that supply goods and services we use every day, and academics have dual role which involves researches as well as teaching the next generation of businesses leaders, in addition to the academics’ role in establishing baseline of business requirements associated with SDGs and business academics now need to rise this grand challenge” (Christ et al., 2019). Sustainable development “emphasizes the interdependence among social, economic, and environmental dimensions of sustainability, and the Enhancing of sustainability performance requires deep changes in organizations, supply chains and communities and this can only happened through learning and innovation” (Silvestre et al., 2019). Sustainable development “demands that individuals today consider the capability-sets of future people in their current choices, and understanding the impact of current lifestyles on the capabilities of future generations would give us the factual basis for discussing whether lifestyles are sustainable or not (Lessmann, et al., 2013).

Sustainability programmers in higher education institutions are supposed to convey these competencies in sustainability and enable graduates to make contributions to resolving challenging societal problems and building sustainable future, and graduate with interpersonal competencies that fits the needs of the government, businesses and civil society (Wiek et al., 2015). Transformative learning, leadership development is the first and foremost personal development involving in the whole person, mind, heart, and soul, and issue centered learning, future relevant learning needs to be organized around social, environmental and economic issues rather than around isolated business disciplines and reflective practice and enabling students learn from experiences made. (Dyllick et al., 2015).

The stakeholders should cooperate in achieving sustainable development goals, and the political process should consider the scientific knowledge and evidence already in early stages of policy cycle. It is also important to evaluate the implementation policy of sustainable development from time to

another time, and determine the relevant indicators socially, economically and environmentally (Hák et al., 2016). Implementing sustainable development goals (SDGs) requires continuous coordination between business schools and the local market to propose new strategies and methods for achieving those goals to sustain sustainable development in all aspects of life (Gupta et al., 2016). Such cooperation is reflected in what is called the 5p’s of sustainable development goals which are Planet, People, Prosperity, Peace, and Partnership (FAO, 2015).

Table 1. The 5Ps of SDG

Sustainable development 5P’s	Meaning
Planet	Protect our planets and natural resources and climate for further generations.
People	End poverty and hunger in all forms and ensure dignity and equality.
Prosperity	Ensure prosperous and fulfilling lives in harmony with nature.
Peace	Foster peaceful, just inclusive societies.
Partnership	Implement the agenda through solid global partnership.

The concept of sustainable development as a constraint to unchecked growth is gaining support from governments, corporations, and environmental groups around the world, and all nations need to focus on educational patterns, social and cultural factors, income inequality to achieve sustainable development (Prizzia, 2017). Sustainable development can be defined as “the future we want “. This definition consists of three main pillars. The first one is economic sustainability, which means satisfying the present consumptions levels without compromising future needs. The second one is social sustainability which means encompasses notions of equity, empowerment, accessibility, cultural identity and institutional stability. The last one is environmental sustainability which is related to nature environment and how it remains productive and resilient to human life (Mensah, 2019).

“The function of education as a means of implementation of concrete goals of sustainable development serve the acquisition of competencies that are required to attain sustainable development goals by conveying the specific competencies that fostering students participation in achieving sustainable development goals by developing curriculum ,competencies, and teacher training and learning for future”, so the sustainable development in education means “focusing on those action competencies that are necessary for teachers to design lessons for their students to take part in achieving sustainable development goals in their life practices” (Bertschy et al., 2013). Firms pursue sustainability for ethical end economic reasons. Shortly saying, sustainability means “the right thing to do and the smart thing to do”. Moreover, the organizations must be highly competitive to gain the best resource (human and natural) to increase their profitability, for this reason the human competencies are highly seen in “how students personalize sustainability in their careers and/or lives” to take part in achieving sustainable development goals (Stubbs et al., 2008). Sustainable development “is the kind of development which satisfies the current needs without endangering the future in a way of providing separate individuals or their groups with different value-based orientations, political preferences, or assumptions about human natures to agree whether these criteria were satisfied in a concrete program” (Ciegis et al., 2009). Sustainable development is the process of observing human development in relation to natural resources capacity and community needs, and it is also maintaining the natural, human social and human capital needed to achieve income and living standards, so the concept of sustainable development is based on three dimensions settled in balance, ecological, social, and economic pillars of sustainability (Tomislav, 2018).

Education for sustainable development means embracing teaching and learning process key sustainable development issues such as poverty, green environment, disaster risk reduction etc. Additionally, participatory teaching and learning models are required to motivate and empower



learners to change their behavior and take actions for sustainable development. Research results confirm the key role that education for sustainable development can play in securing a sustainable future for the generations. Sustainable development promotes competencies such as critical thinking, imagining future scenarios, and making decisions in collaborative way (Pauw et al., 2015). Sustainable development calls for new awareness of the need to achieve sustainable well-being by integrating all of the stakeholders in the process of decision making, and strengthen the partnerships between all partners, researchers, local market, government to sustain the SDGs. New organizational sensibility is required to manage, promote, and ensure sustainable development. A managerial approach is the key to mobilize energy, coping with the challenges to promote sustainable development (Di Fabio, 2017). Sustainable development was the first that is based on managing economic growth /prosperity and sharing benefits in a co-evolutionary perspective with the ecosystem. Creativity, innovation, and imagination is important for development process which starts from academia, and some good practices of economy are related to cultural heritage as a key development resource (Fusco Girard, 2013).

As to (Waas et al., 2010) higher education plays a crucial role in sustainable development and building up a learning society. It is responsible to urges scientific researches which are necessary to generate new knowledges needed and train leaders and teachers of tomorrow, as well as communicate gained knowledges to decision makers and the public. (Robert et al., 2005) added that sustainable development can be described as “a negotiation in which workable compromises are found that address objectives of competing interest groups, and it requires a participation of diverse stakeholders and perspectives”.

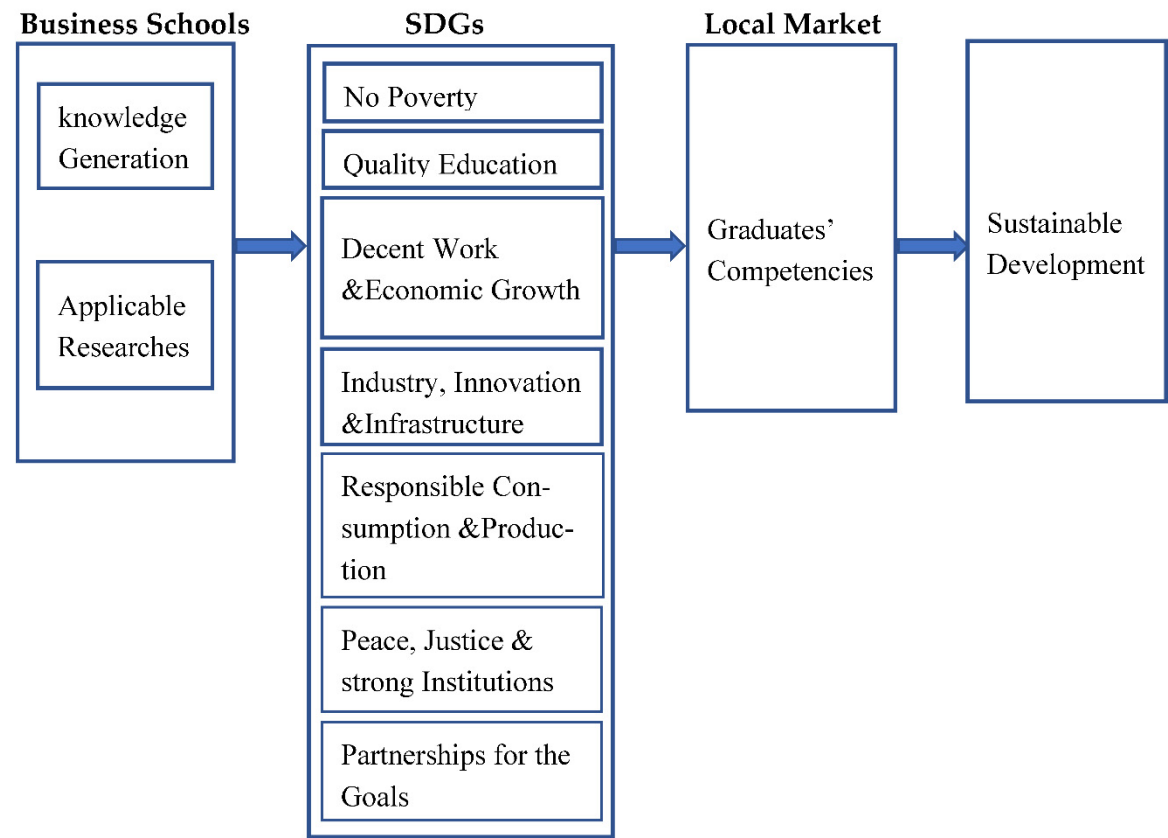
Accordingly, this research is based on the assumption that sustainable development is an integration process of economic, environmental, and social objectives across sectors and territories to improve human quality life and achieve the well-being. In addition, higher education is supposed to take a crucial part in this process through providing labor market with related competent graduates. (Christ et al., 2019) clear that businesses may assist in promoting sustainability through the achievement of the United Nations' Sustainable Development Goals (SDGs), given their economic, social, and environmental impacts. The SDGs that will be examined in this research and their relevance to the business sector, as outlined by the United Nations in 2015, are summarized in the following Table 2:

Table 2. Sustainable Development Goals

Goal Number	Goal	Definition
SDG 1	No poverty	Ends poverty everywhere.
SDG 4	Quality education	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
SDG 8	Decent work and economic growth	Promote sustained, inclusive, and sustainable economic growth, full productive employment, and decent work for all.
SDG 9	Industry, innovation and infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
SDG 12	Responsible consumption and production	Ensure sustainable consumption and production patterns.
SDG 16	Peace, justice and storing institutions	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all to build effective, accountable, and inclusive institutions for all.
SDG 17	Partnerships for the goals	Revitalize the global partnership for sustainable development.

In the following Figure 1, the theoretical framework of the study is clearly and simply explained, where business schools, internationally are supposed to generate through their study plans general knowledge that contributes to the achievement of the SDGs by providing the labor market with

competent graduates (future employees) as a part of a holistic integrated process to achieve sustainable development in any country all over the world; Palestine is taken as a case study.



**Figure 1.** Theoretical Framework of Sustainable Development Goals.

**3. Methodology**

A descriptive approach was used to answer the study questions, the researchers developed and distributed two versions of online questionnaires; one to a sample of business faculty members in Palestinian universities, and the second a sample of business owners/employers in the Palestinian market. Thus, the population of the study includes two sub-populations as follows:

- Business faculty members in 8 Palestinian universities in West Bank (An Najah National University, Birzeit University, Hebron University, Al Quds University, Al Quds Open University, Bethlehem University, Arab American University, and Palestinian Technical University-Kadoorie).
- Employers in the Palestinian market in both governmental and private sectors; where owners or high-level managers in governmental and private institutions are meant by employers.

A random sample of 79 faculty members in West Bank business schools were invited to participate in the study, whereas a random sample of 109 Palestinian employers (approximately comprising 35% governmental and 65% private) was selected. The response rate was around 81% among the business faculty members (64 questionnaires were received of which are 52 valid), and ca. 83% among the employers (109 questionnaires were received of which are 88 valid). Each questionnaire version contains of two main parts: demographic data and (35) items for (7) SDG fields.

- **Validity:** The questionnaires were reviewed by four experts in the fields of business and statistics, and their feedbacks were incorporated into the final version of the two questionnaires.
- **Reliability:** As to university faculty members, Cronbach's Alpha values for SDG's were high, where their values are located between (0.886) and (0.928). Achieving sustainable development goals have Cronbach's Alpha (0.979) which is very high. For the Palestinian Market, Cronbach's Alpha values for SDG's Goals were high; their values between were between (0.773) and (0.883),

also Achieving Sustainable Development Goals have Cronbach's Alpha (0.964) which is very high.

The researchers utilized the Statistical Package for the Social Sciences (SPSS) software to analyze the data and compare the responses of faculty members and employers. In addition to primary data collected through the surveys, a literature review was performed as a source of secondary data for the purpose of providing a theoretical background for the study.

#### 4. Findings

For the purpose of analysis, data was recoded as follows: (1) for "Strongly Disagree", (2) for "Agree", (3) for "I don't Know", (4) for "Agree", and (5) for "Strongly Agree", the following scale was adopted to arrange items and domains as follows: 4.2 and above: Very High, 3.4 – less than 4.2: High, 2.6 – less than 3.4: Medium, 1.8 – less than 2.6: Low1 – less than 1.8: Very Low.

##### ▪ As to the question: To what extent do the study plans of business schools tackle the sustainable development goals?

All items had means between (3.37) and (3.90) which means (between medium and high); for SDG's means between (3.51) for both SDG's: Responsible Consumption and Production, and No Poverty, and (3.85) for Quality Education, while achieving sustainable development goals had mean (3.71) which means high.

For Quality Education Goal, all items had means between (3.78) and (3.90) which means high), while Quality Education Goal had mean (3.85) which means high. For Decent Work and Economic Growth Goal, all items had means between (3.48) and (3.57) which means high, while Quality Education Goal had mean (3.53) which means high. For Industry, Innovation and Infrastructure Goal, all items had means between (3.40) and (3.85) which means high, while Industry, Innovation and Infrastructure Goal had mean (3.63) which means high. For Responsible Consumption and Production Goal, all items had means between (3.37) and (3.73) which means (between medium and high), while Responsible Consumption and Production Goal had mean (3.85) which means high. For Peace, Justice and Strong Institutions Goal, all items had means between (3.53) and (3.90) which means high, while Peace, Justice and Strong Institutions Goal had mean (3.73) which means high. For Partnerships for the Goals Goal, all items had means between (3.69) and (3.88) which means high, while Partnerships for the Goals Goal had mean (3.77) which means high. For No Poverty Goal, all items had means between (3.41) and (3.65) which means high, while No Poverty Goal had mean (3.51) which means high.

##### ▪ As to the question: To what extent do the graduates' competencies of business schools fit the needs of employers in the local market in relevant to SDGs?

All items had means between (3.17) and (3.73) which means (between medium and high), for SDG's means between (3.23) for Industry, Innovation, and Infrastructure and (3.66) for Quality Education, while achieving sustainable development goals had mean (3.45) which means high.

For Quality Education Goal, all items had means between (3.55) and (3.83) which means high), while Quality Education Goal had mean (3.66) which means high. For Decent Work and Economic Growth Goal, all items had means between (3.17) and (3.38) which means medium, while Quality Education Goal had mean (3.34) which means medium. For Industry, Innovation and Infrastructure Goal, all items had means between (3.06) and (3.49) which means (between medium and high), while Industry, Innovation and Infrastructure Goal had mean (3.23) which means medium. For Responsible Consumption and Production Goal, all items had means between (3.44) and (3.73) which means (between medium and high), while Responsible Consumption and Production Goal had mean (3.60) which means high. For Peace, Justice and Strong Institutions Goal, all items had means between (3.40) and (3.65) which means high, while Peace, Justice and Strong Institutions Goal had mean (3.52) which means high. For Partnerships for the Goals Goal, all items had means between (3.26) and (3.65) which means (between medium and high), while Partnerships for the Goals Goal had mean (3.44) which means high. For No Poverty Goal, all items had means between (3.22) and (3.55) which means (between medium and high), while No Poverty Goal had mean (3.39) which means medium.



As for Industry, Innovation, and Infrastructure, study plans of business school tackle economic challenges. The mean of faculty members (3.68) was higher than the mean of managers (3.17) in the Palestinian market. Study plans of business school tackle industrial challenges. The mean of Faculty members (3.66) was higher than the mean of managers (3.0600) in the Palestinian market. The mean of indicator of Industry, Innovation, and Infrastructure (3.63) was also higher than the same indicator for the mean of managers (3.2273) in the Palestinian market.

As in regard to Partnerships for Goals, study plans of business school promote the international standardization. The mean of faculty members (3.71) was higher than the mean of managers (3.26) in the Palestinian market. Study plans of business school promote capacity building in operational expertise. The mean of Faculty members (3.75) was higher than the mean of managers (3.39) in the Palestinian market. The mean of indicator of Partnerships for the Goals (3.77) was also higher than the same indicator for the mean of managers (3.44) in the Palestinian market.

Numbers in Table 3 below generally approved the research hypothesis that: “There is no significant difference at ( $\alpha\leq0.05$ ) between university faculty members’ point of view, and the Palestinian employers’ point of view as to the role of Palestinian business schools in achieving sustainable development goals”.

**Table 3.** Comparison between University Faculty Members and the Employers (Palestinian Market) according to how study plans fit with SDGs needs?

SDGs Goals	University Faculty Members	Palestinian Employers (Market)
Quality Education	3.85	3.66
Decent Work and Economic Growth	3.53	3.34
Industry, Innovation and Infrastructure	3.63	3.23
Responsible Consumption and Production	3.51	3.60
Peace, Justice and Strong Institutions	3.73	3.52
Partnerships For the Goals	3.77	3.44
No Poverty	3.51	3.39
Achieving sustainable development goals	3.71	3.45

Research results indicated that there is no significant difference at ( $\alpha\leq0.05$ ) between university faculty members and the Palestinian market according to how business schools’ study plans fit the needs of employers in the local market in relevant to SDGs; in all items and SDGs, since significant level  $> 0.05$ , except differences related to below items and related SDG’s:

- Study plans of business school tackle the accountability and transparency principles. The mean of Faculty members (3.84) was higher than the mean of managers (3.45) in the Palestinian market.
- Industry, Innovation, and Infrastructure: Study plans of business school tackle economic challenges. The mean of Faculty members (3.68) was higher than the mean of managers (3.17) in the Palestinian market. Study plans of business school tackle industrial challenges. The mean of Faculty members (3.66) was higher than the mean of managers (3.06) in the Palestinian market.
- Partnerships for the Goals: Study plans of business school promote the international standardization. The mean of Faculty members (3.71) was higher than the mean of managers (3.26) in the Palestinian market. Study plans of business school promote capacity building in operational expertise. The mean of Faculty members (3.75) was higher than the mean of managers (3.39) in the Palestinian market.

5. Conclusions

The study found that business schools in Palestinian universities have medium to high levels of commitment to addressing sustainable development goals. The mean values for each SDG were

between 3.51 for Responsible Consumption and Production, and No Poverty, and 3.85 for Quality Education, while the mean for achieving sustainable development goals was 3.71, indicating a high level of commitment.

The study also found that the competencies of graduates from Palestinian university business schools meet the needs of employers in the local market with regards to sustainable development goals. The mean values for each SDG ranged from 3.23 for Industry, Innovation, and Infrastructure to 3.66 for Quality Education, while the mean for achieving sustainable development goals was 3.45, indicating a high level of fit between graduate competencies and local market needs.

There was no significant difference at a significance level of 0.05 between the perceptions of university faculty members and those of the Palestinian market regarding how well business schools meet the needs of employers in the local market with regards to sustainable development goals, for all items and SDGs, except for the item related to the accountability and transparency principles, Industry, Innovation, and Infrastructure: Study plans of business school tackle economic and industrial challenges.

Partnerships for the Goals: Study plans of business school promote the international standardization and capacity building in operational expertise. where there was a significant difference according to faculty members.

There is a difference in perception between the faculty members in the Palestinian universities and the Palestinian market regarding how well business schools are addressing the needs of employers in relation to sustainable development goals. Specifically, faculty members believe that the study plans of business schools are addressing accountability and transparency principles, economic challenges, industrial challenges, partnerships for the goals, international standardization, and capacity building in operational expertise at a higher level than what the Palestinian market perceives. This suggests that there may be a disconnect between what business schools are teaching and what employers in the local market are looking for in terms of skills and knowledge related to sustainable development goals.

To bridge this gap, business schools may need to engage more with the local market to understand their needs and priorities related to sustainable development goals. This could involve partnering with local businesses and organizations to develop case studies and practical applications that are relevant to the Palestinian context. Business schools may also need to review and revise their study plans to ensure that they are addressing the most pressing sustainability challenges facing the local market. By doing so, they can better prepare their graduates to meet the needs of local employers and contribute to the achievement of sustainable development goals in the Palestinian context. Furthermore, business schools in Palestinian universities should also focus on teaching ethical and sustainable business practices, as these are becoming increasingly important in today's global business environment. This includes educating students on the importance of corporate social responsibility, ethical decision-making, and sustainable business practices.

In addition to the above, business schools in Palestinian universities should also place emphasis on teaching students about entrepreneurship and innovation. This includes providing students with the necessary skills and knowledge to start their own businesses, as well as fostering an environment of creativity and innovation within the classroom.

To achieve these goals, Palestinian universities should collaborate with international universities and organizations to exchange knowledge, best practices, and cutting-edge research in the field of business. This can be done through partnerships, exchange programs, and joint research projects.

In summary, Palestinian universities' business schools should focus on providing students with the necessary knowledge, skills, and practical experience to succeed in today's global business environment. This includes teaching accountability and transparency principles, economic challenges, ethical and sustainable business practices, international standardization, entrepreneurship, and innovation. Collaborations with international universities and organizations can help achieve these goals.

Overall, it is important for business schools in the Palestinian universities to focus on providing their students with a comprehensive set of skills and knowledge that will prepare them to thrive in the ever-changing economic landscape of the region.

To ensure that business schools continue to contribute to sustainable development in Palestine, it is crucial to provide students with a comprehensive set of skills and knowledge that aligns with the needs of the local market. This includes teaching students how to innovate, reduce waste, and use natural resources in a sustainable way, as well as promoting principles of accountability and transparency. Collaboration and coordination between business schools, private firms, and government agencies is essential to achieve these goals.

To achieve these goals, there should be a close cooperation and coordination between business schools, private firms, and government agencies in Palestine. Business schools should work closely with firms to provide students with practical experience and ensure that their programs align with the needs of the local market. Meanwhile, the government should create policies that promote innovative ideas and new business entrepreneurship, while also supporting private sector development and growth. By working together, these stakeholders can help drive economic growth and improve the quality of life for people in Palestine.

Due to the recently political and military circumstances, this study was limited to Palestinian universities in West Bank, and excluding those in Gaza Strip. This study examined only 7 SDGs from 17 SDGs, due to their relevance to business sector.

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