



## **International higher education symposium:**

**Palestinian higher education and sustainable youth enterprise**

**Placing students at the heart of the system to develop 21<sup>st</sup> Century graduates**

# **Symposium Programme Document**

**Birzeit University, Palestine**

**Law Annex Building: Room  
243**

Innovation and Entrepreneurship Unit

Office of Vice President of Planning and Development

Birzeit University

## Symposium Abstract

Notwithstanding its role in producing knowledge through research and developing knowledge through teaching, higher education is being globally challenged to add value to societies like never before. To this end, universities must now contribute to social good and economic (re)generation by being effective in their local communities and contributing to the global efforts in addressing the intricate issues that face our planet. At the heart of this contribution lies innovation and idea creation, being the role of higher education to equip students with the skill sets needed to successfully foster sustainable ideas.

Constant variation in fiscal, political and social agendas continue to create challenges for graduates entering the world of work. Therefore, universities are increasingly emphasizing capability-centric learning journeys with embedded transferable skills and interdisciplinary thinking that can qualify graduates to innovate and thrive in the current career landscape. However, teaching is still predominantly discipline-centric and needs to move beyond traditional pedagogies based on subject-expertise. In this context, outward-facing models of collaborative cross-institutional teaching and learning need to be developed in order to foster the socially attuned entrepreneurial graduate.

Within this global context, Palestinian Higher Education also faces a particular set of challenges. Against a backdrop in which most Palestinian higher education institutions are heavily dependent on student fees, compounded by grim economic and political situations, given that the 35,000 new graduates of Palestinian Universities will enter the national job market with a high youth unemployment rate. Moreover, data demonstrates that youth unemployment rate worsens by level of educational achievement, indicating a deficit of jobs at graduate level.

Given this landscape, a key task for Palestinian Higher Education lies in developing means and models by which it can nationally and regionally assimilate knowledge production with occupational, social and community engagement. However, in fostering a socially rooted entrepreneurialism pertinent to Palestinian higher education institutions and their interactions with the community, there is a need to productively challenge traditional models of higher education practice, particularly around teaching and learning methodologies and the wider student experience. The opportunities for development within this landscape are therefore meaningful, significant and impactful.

This symposium is organized by the British Council in Jerusalem in partnership with the University of Salford, Coventry University and the University of South Wales. It is hosted by Birzeit University. The symposium aims to provide insight into the challenges and prospects for the development of youth enterprise in higher education in Palestine and its sustained economical, societal and cultural impacts. Bringing together perspectives from policy makers, Higher Education specialists, academics and importantly, the students themselves, the participants at the symposium will explore tangible avenues for future development through a range of Palestinian and international practices, case studies and an interactive creative workshop on innovative curriculum-industry models.

# Agenda

## Tuesday 10<sup>th</sup> April 2018: 2018 perspectives on entrepreneurialism in Palestinian Higher Education

|   |   |  |
|---|---|--|
| <b>08:30 Arrival and refreshments</b>   |   |  |
| <b>SESSION 1: 'National and international contexts for entrepreneurialism'</b>                  |   |  |
| 09:30   | Welcome and Introduction  | <p><b>Dr Mirvat Bulbul</b><br/>Vice President for Planning and Development,<br/><i>Birzeit University, Palestine</i></p> <p><b>Caroline Khalaf</b><br/>Deputy Director British Council, OPT</p> <p><b>Dr. Basri Saleh</b><br/>Deputy Minister of Education and Higher Education, Palestine</p> <p><b>Dr. Sam Grogan</b><br/>Pro Vice Chancellor, Student Experience<br/><i>University of Salford, UK</i></p> |
| <b>SESSION 2: 'Institutional Frameworks: Systematically enabling Entrepreneurial practices'</b> |   |  |
| 10:00   | Birzeit University: A culture of entrepreneurship   | <p><b>Dr. Mirvat Bulbul</b><br/>Vice President for Planning and Development<br/><i>Birzeit University, Palestine</i></p>   |
| 10:20   | HU Entrepreneurship Self-Assessment According to the EU Seven Dimensions Framework<br>Hebron University | <i>Hebron University, Palestine</i>  |
| 10:40   | Community-Based Learning as a Method for Developing Entrepreneurial Attitudes and Abilities             | <p><b>Adnan Shehadeh</b><br/>Director, Center for Excellence in Teaching and Learning and Quality Enhancement Unit<br/><i>Palestinian Polytechnic University, Palestine</i></p>  |
| 11:00   | Questions and Answers   | <b>All Participants</b>  |
| 11:15   | Coffee break and networking   | <b>All Participants</b>  |

| <b>SESSION 3: Student Experiences of Entrepreneurial Skills Development</b>  |   |  |
|--|---|--|
| 11:45  | Teaching Entrepreneurship to University Students through Experiential Learning  | <b>Hiba Dweikat</b><br>4 <sup>th</sup> year UG student, Industrial Engineering<br><i>An-Najah University, Palestine</i>  |
| 12:00  | From Students to Change Makers  | <b>Lama Amr and Wafa' Bayatna SEO &amp; PR</b><br>Business Administration / Media and Journalism – Minor Political Science and Translation<br><i>Birzeit University, Palestine</i>   |
| <b>SESSION 4: CHAIRED DISCUSSION PANEL: 'Framing and Contextualising Entrepreneurialism in Palestine – Perspectives, Problems and Possibilities'</b> |   |  |
| 12:20  | Contextual position 1: Al-Quds Entrepreneurial University from Concept to Action<br><br>Contextual position 2. Masari Programme and Birzeit University<br><br>Contextual position 3. Power, permissions and purpose – enabling entrepreneurialism in higher education | <b>Mohammed Kouali</b><br>Assistant Professor of Electromagnetics and Wave Propagation<br>Head of Electronic and Communication Engineering Department<br><br><i>Al-Quds University, Palestine</i><br><b>Dr. Saad Nimer</b><br>Faculty Member Department of Philosophy and Cultural Studies<br><i>Birzeit University, Palestine</i><br><br><b>Dr. Sam Grogan</b><br>Pro Vice Chancellor, Student Experience<br><i>University of Salford, UK</i> |
| 12:50  | <b>LUNCH</b>  |  |
| <b>SESSION 5: Teaching Learning and the Student Experience: Fostering Entrepreneurialism</b>   |   |  |
| 13:45  | Academic Excellence Units (ADD + Vantage Modules)   | <i>Hebron University, Palestine</i>  |
| 14:00  | Teaching Entrepreneurship to University Students through Experiential Learning  | <b>Dr. Rani Shahwan</b><br>Assistant Professor of Strategy and Innovation<br>Head of Continuing Education Centre   |

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|  |   | <i>An-Najah University, Palestine</i>  |
| 14:15  | Bethlehem Business Incubator 'BBI'<br><br>Job Avenue  | <b>Fayrouz Khoury</b><br>BBI Manager, <i>Bethlehem University, Palestine</i><br><br><b>Claudia Alawi</b><br>Software Developer<br><i>Bethlehem University, Palestine</i>   |
| 14:35  | Developing and Supporting Entrepreneurialism in Teaching, Learning and the Student Experience: case studies in practice | <b>Dr. Gillian Jack</b><br>Executive Director, Student and Campus Services<br><i>University of South Wales</i><br><br><b>Dr. Joan Lockyer</b><br>Assistant Director,<br>International Centre for Transformational Entrepreneurship<br><i>Coventry University</i> |
| 14:55  | Q&A   | <b>All Participants</b>  |
| 15:10  | Coffee Break and Networking   | <b>All Participants</b>  |
| <b>SESSION 6: CHAIRED STUDENT DISCUSSION PANEL</b> |   |  |
| 15:40  | Student Experiences of Education for Palestinian Entrepreneurialism   | <b>Students and UK Facilitation Team</b>   |
| 16:10  | Closing Remarks Day 1<br>Looking forward to Day 2   | <b>British Council</b><br><b>Prof Helen Marshall</b><br>Vice Chancellor<br><i>University of Salford, UK</i>  |
| 16:30  | <b>CLOSE</b>  |  |

**Wednesday 11<sup>th</sup> April, 2018**

## **Developing a Sustainable Higher Education Curriculum Model for Entrepreneurialism**

Building on the discussions and presentations throughout Day 1 of the symposium, this one-day interactive and collaborative workshop will give delegates an opportunity to creatively test a globally transferable curriculum model designed to develop sustainable graduate enterprise and entrepreneurialism.

Delegates will work in interdisciplinary teams to consider the challenges and the opportunities for curriculum development posed by enterprise and entrepreneurialism. Delegate teams will then respond to these challenges by creatively testing and developing a workable curriculum model. The activity will be fast-paced, energetic and solution focused. This workshop is facilitated by a team of higher education specialists from the UK.

**By the end of the workshop, participants will have:**

- A workable innovative curriculum model with the potential to deliver positive teaching and learning outcomes for 21<sup>st</sup> century graduates
- Active experience and experiential understanding of a of accelerated solution-focused curriculum development;
- Examples of good practice for curriculum development which can then be applied to their own work
- Insight into creative teaching and learning practices associated with enterprise and entrepreneurialism

## **Workshop Schedule**

| 09:15 |   | Arrival and refreshments  |
|-------|---|---|
| 09:30 | <b>Welcome, Scene Setting &amp; Introduction of Challenges</b>        | Teams are introduced to 3 key challenges relevant to the development of sustainable, impactful teaching and learning in a global action-learning setting. |
| 10:00 | <b>Team task 1</b>  | Icebreaker team discussion on challenges: What are the curriculum issues in responding to these key challenges?   |
| 10:20 | <b>Team Feedback</b>  | Team feedback: perspectives on challenges.  |
| 10:40 | <b>Presentation of a working draft model of a curriculum solution</b> | Teams are presented with a curriculum-embedded incubator model.   |

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|-------|---|--|--|--|
| 11:00 |   |  | Coffee and networking break<br>(Day 1 Academic poster presentations available for viewing) |  |
| 11:30 | <b>Team task 2: Solution design Stage 1</b>     | Teams are tasked with translating the draft curriculum model into a local context. The aim is to develop a high-level concept or vision of how the programme might work in practice. What is its particular strength and focus? Why would students and employers be interested in the programme?       |  |  |
| 12:30 | <b>Team Pitch 1 – The ‘elevator pitch’</b>      | Teams will explain the unique characteristics of their programme in a brief 2-minute pitch to all delegates – what are the key selling points of the programme for industry and students?  |  |  |
| 13:00 |   |  | Lunch and Networking<br>(Day 1 Academic poster presentations available for viewing)        |  |
| 13:45 | <b>Team Task 3: Solution design stage 2</b>     | Teams are tasked with translating their programme vision into a problem based learning curriculum framework. What might the modules consist of? What are the assessment tools which might be used? What does the student learning journey look and feel like?  |  |  |
| 14:45 | <b>Team Task 4: Development of presentation</b> | Teams are now encouraged to think creatively and draw their ideas into a 5-minute presentation, which showcases the programme they have developed.   |  |  |
| 15:15 | <b>Presentations</b>                            | Each Team presents their innovative curriculum presentation to colleagues, delegates, the British Council and the UK team.   |  |  |
| 15:45 | <b>Reflections on the day</b>                   | A round table discussion on the format of the day and the content it developed – what worked and what did not work. Does this present a way forward for the development of entrepreneurial education in Palestine? Facilitators summarise learning outcomes and take-away knowledge from the workshop. |  |  |
| 16:15 | <b>Close and thanks</b>                         |  |  |  |

**\*Please note, all timings are subject to change as necessary**