



Co-funded by the
Erasmus+ Programme
of the European Union

Pathway in Enterprise Systems Engineering (PENS)

Integrating Entrepreneurship into the Curriculum

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Ramallah, Palestine



Agenda

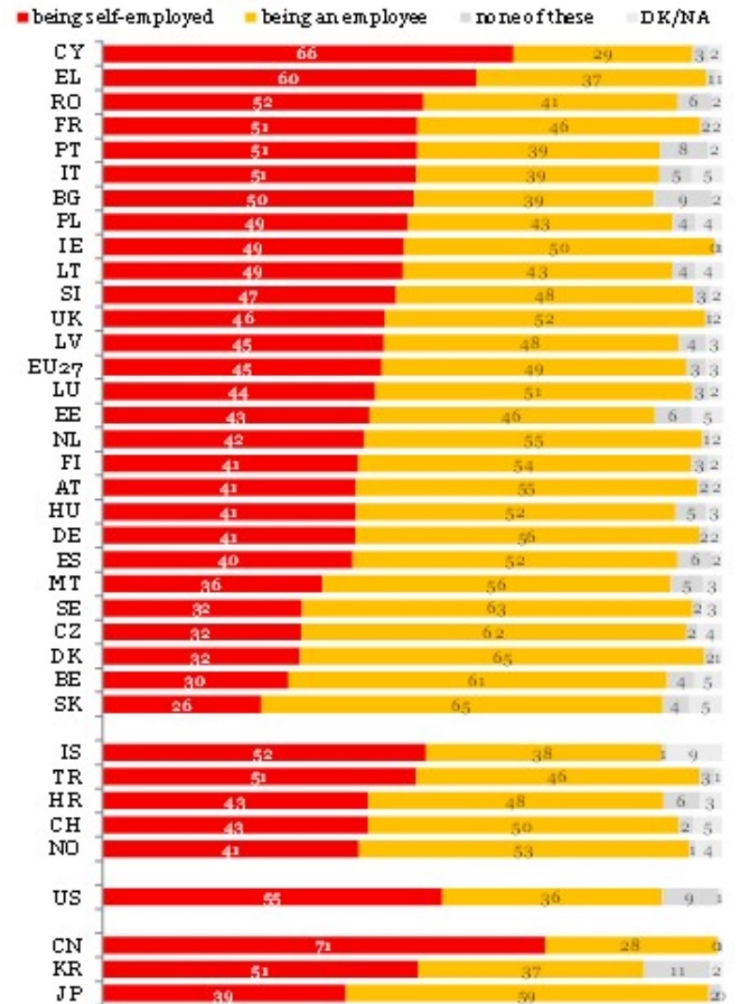
- Introducing the entrepreneurial mindset
 - Entrepreneurship competencies
 - Teaching entrepreneurship
 - Framework for entrepreneurship integration
 - Examples from Middlesex University
 - The way forward
-
- Case studies – too many of them!

Getting started....

...the entrepreneurial mindset!

- We can try to teach it but develop inherent skills and associated with one's behavior
- Personality, cultural, social educational background play a role
- For example (EC Entrepreneurship Survey)
 - Entrepreneurial attitudes in different countries
 - The choice between self-employed or employee

The choice of status: self-employed or employee



Q1. Suppose you could choose between different kinds of jobs, which one would you prefer?

Base: all respondents, by country

Entrepreneurship defined

- According to the EC Entrepreneurship Unit
“Entrepreneurship is an individual’s ability to turn ideas into action”
- Includes:
 - Creativity
 - Innovation
 - Risk management
 - Project management

Source: <https://slideplayer.com/slide/5929937/>

Entrepreneurship is a competence

- Competence

- ...a concept useful in bridging the gap between education and job requirements (Boon and van der Klink, 2002)
- ...a characteristic of an individual that has been shown to drive superior job performance (Hartle, 1995)
- ...an observable behaviour that superior performers exhibit consistently than average performers (Klein, 1996)
- ...includes knowledge, skills, attitudes, values, behaviours and characteristics that people need to do a job successfully (Bryant and Poustie, 2001)
- ...a term that allows for flexibility in adapting to diverse and changing organisational demands (Garman and Johnson, 2006)

Source: <https://slideplayer.com/slide/5970619/>

Entrepreneurship is NOT management

- Management is getting people together to accomplish desired goals and objectives.
- Entrepreneurship is recognising and exploiting opportunity through new combinations.
- It comprises:



Source: <https://slideplayer.com/slide/5970619/>

Entrepreneurship in different contexts

- Creating a start-up
- Running a family business
- Buying a business
- Franchising
- Corporate entrepreneurship
- Social entrepreneurship
- Public sector entrepreneurship
- Discipline-focused (arts, engineering)

Source: <https://slideplayer.com/slide/5970619/>

Distinguishing competencies

Managerial

- Organising
- Team building & staffing
- Communicating
- Budgeting
- Controlling
- Motivating
- Planning
- Directing
- Operating
- Assessing

Entrepreneurial

- Recognising opportunity
- Assessing opportunity
- Creative problem-solving
- Resource leveraging
- Mitigating and managing risk
- Planning when nothing exists
- Creating innovation (products, services, processes)
- Building and managing social networks
- Adapting while focusing
- Implementing something new or novel

Source: <https://slideplayer.com/slide/5970619/>

THE INSEAD MBA STUDENT JOURNEY

Maximise Your Potential

Initiate



Access learning resources and bridge any pre-knowledge gaps with a digital start.

Navigate



Gain an overview of business fundamentals – strategy, marketing, finance, accounting and organisational behaviour.

Strengthen



Broaden and solidify your perspective and skills to better address pressing global issues.

Expand



Customise your business expertise with over 75 electives to choose from and expand your horizons through campus exchange.

Apply



Integrate and apply your learnings during the concluding Capstone Module.

DELIVER



Continue your INSEAD journey after your MBA by playing an active role and making an impact in the business world.

PRE-INSEAD

PERIOD 1

PERIOD 2

PERIOD 3

PERIOD 4

PERIOD 5

POST-GRADUATION

Accelerate Your Career

Know Yourself



- Career Themes
- Articulate Your Brand

Know the Market



- Sector & Company Insights
- Targeting Employers
- Refining Your Career Plan

Strategise for Your Future



- Relationship Building
- Recruitment Events
- Job Negotiation

Start your new job equipped with the right career management skills to succeed in finding life-long career fulfilment.

One-to-one Career Coaching

Develop the Leader in You

Personal Leadership Development Programme (PLDP)



The PLDP combines personal and group coaching, peer feedback and recommendations. These enable MBA students to develop the soft and leadership skills that will boost their careers.

Stay connected to the INSEAD community for continued support on your leadership journey.

Teaching entrepreneurship competencies

- Lectures
 - Defining competencies
 - Illustrating competencies
 - Introducing strategies for managing each competency
 - Providing examples (case studies)
- Experiential learning
 - In class
 - Outside class

Source: <https://slideplayer.com/slide/5970619/>

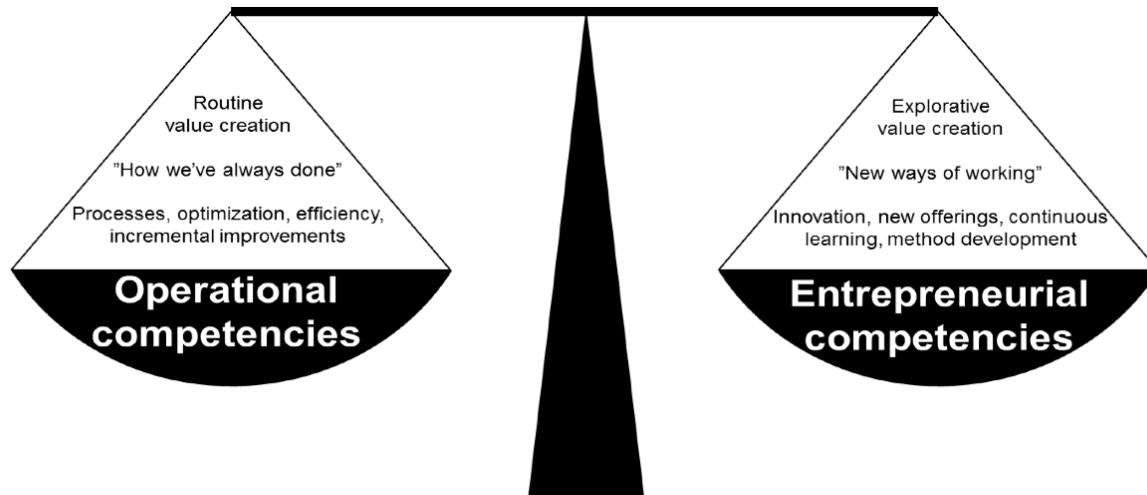
Teaching experiential learning

- Cases
- Student incubators
- Technology commercialisation workshops
- Small business consulting projects
- Entrepreneurial audits
- Marketing inventions
- Creativity field experiences
- Simulations
- Inviting entrepreneurs in the classroom
- Interviewing entrepreneurs
- Internships
- Job shadowing and mentoring
- Role playing
- Business models
- Business plans and competitions
- Social entrepreneurship projects in the community

Source: <https://slideplayer.com/slide/5970619/>

Balancing value creation

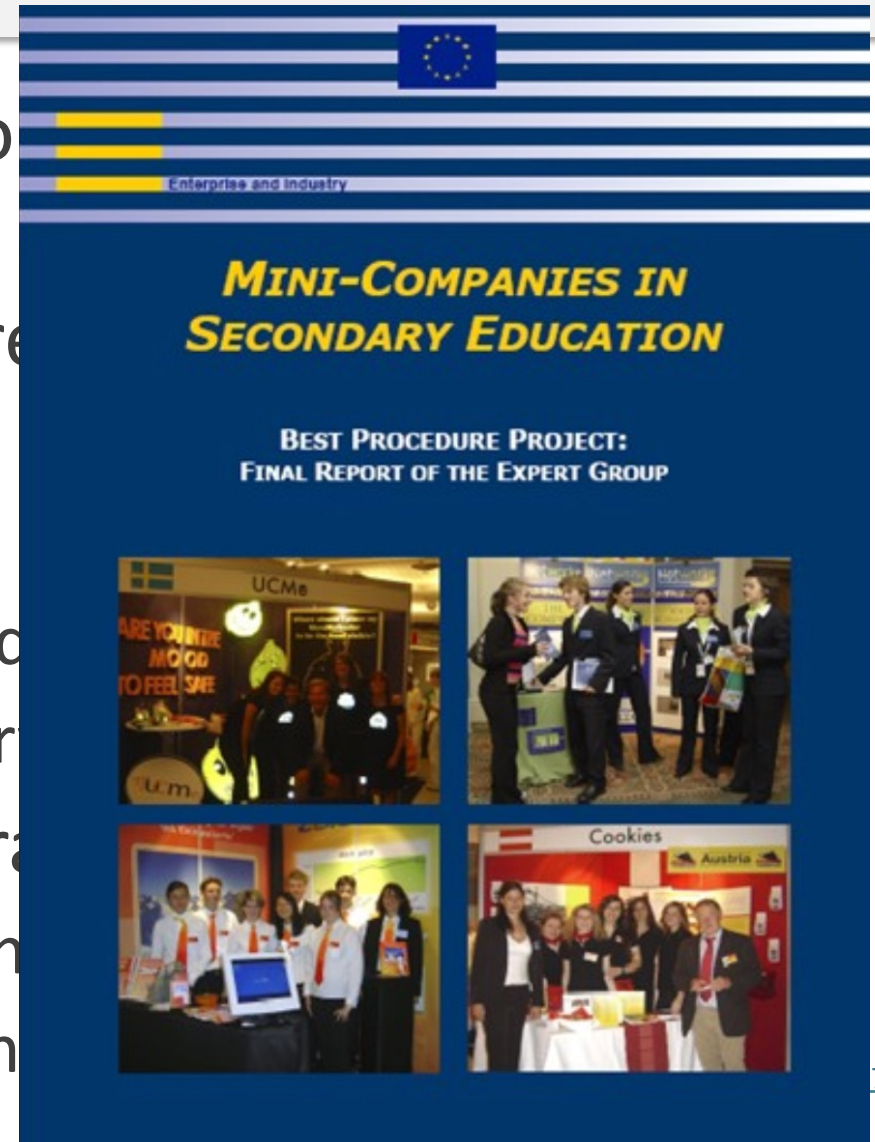
- There are two kinds of value creation
 - Routine value creation is based on operational competencies such as process management and execution, optimisation and incremental improvements.
 - Explorative value creation is based on entrepreneurial competencies.
- A balance between them is desirable but seldom achieved.



Source: https://www.oecd.org/cfe/leed/BGP_Entrepreneurship-in-Education.pdf

Case study: Student mini-companies

- Mini-company scenario for students
- Developing a small scale re
 - Raising capital
 - Preparing a business plan
 - Producing or ordering products
 - Selling real products or services
- Simulating a realistic operation
 - Working for a fictitious company
 - Running business and administration



Case study: Student mini-companies

- Skills acquired

<i>Personal skills:</i>	<i>Business skills:</i>
• Team working	• Basic economics
• Communication	• Financial literacy
• Self-confidence	• Developing market research
• Taking initiative	• Drafting a business plan
• Problem-solving	• Raising finance
• Taking calculated risk	• Sales techniques
• Leadership	• Running a business meeting

Source: <https://slideplayer.com/slide/5929937/>

Case study: Entrepreneurship project – Assessment rubric

	Exemplary	Solid	Developing	Needs Attention
Persuasiveness	Examples and evidence combine to create a highly persuasive and convincing presentation.	Most examples and evidence work together to create a persuasive presentation.	Some of the examples and evidence are convincing, but the proposal as a whole is not entirely convincing.	The proposal is not convincing or persuasive.
Comprehension of Subject Matter	All content is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
Evidence and Examples	All of the evidence and examples (facts, research, financial figures, and case studies) are specific and relevant.	Most of the evidence and examples are specific and relevant.	At least one piece of evidence or one example is relevant.	Evidence and examples are not relevant.
Delivery	Presentation is at the appropriate volume and speed and has no mispronunciations. Presenters look completely relaxed and confident, establish eye contact with audience, and exude enthusiasm about the content.	Presentation is loud, clear, and at the correct speed, but has some speech errors. Presenters seem comfortable and mostly enthusiastic about the content.	Presentation is too soft or too loud and has many speech errors. Presenters seem somewhat nervous with the presentation and the content.	Presentation is confusing and boring. Presenters are very nervous and awkward.
Presentation Preparedness	Presentation was completely prepared and well rehearsed.	Presentation was prepared but needed more rehearsal.	Presentation was somewhat prepared, but it is clear that there was no rehearsal.	Presentation was not at all ready to be presented.
Length	Presentation is well within the specified length.	Presentation is just within the specified length.	Presentation is a bit shorter or longer than the specified length.	Presentation is way shorter or longer than the specified length.

Source: <https://www.slideshare.net/NAFCareerAcads/curriculum-integration-and-the-naf-curriculum>

Entrepreneurship in Higher Education – Obstacles

- Insufficient funding
- Lack of experienced academics in entrepreneurship
- Little or no incentives and rewards for academics
- Fragmentation of initiatives to different departments
- Low mobility and interaction between industry and academia
- Academics knowing the theory but lacking real world experience
- Industry experts are unlikely to be full or part time members of an academic department
- Entrepreneurs do not appreciate the complexity of curriculum design and development
- Universities fail to utilise their alumni

Source: <https://slideplayer.com/slide/5929937/>

Entrepreneurship in Higher Education

– Steps towards successful delivery

- Having well-defined objectives for the integration of entrepreneurship in academic programmes
- Introducing appropriate evaluations of the integration
- Balancing theory and practice (action-oriented programmes with specific work tasks)
- Adapting teaching practices to vocational and discipline needs
- Maintaining links with industry
- Encouraging and monitoring the involvement of students with extra-curricula activities
- Involving well-trained, skilled and experienced academics who have qualifications and real world practice
- Expanding the learning environment beyond the University premises
- Providing support mechanisms for student start-up endeavours

Source: <https://slideplayer.com/slide/5929937/>

A Guiding Framework for



Entrepreneurial University – area 1: Leadership and Governance

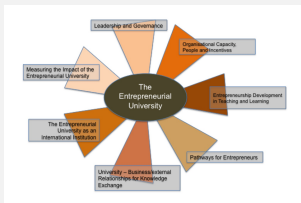


Self-assessment (scores 1-10) according to the following statements:

1. Entrepreneurship is a major part of the university strategy.
2. There is commitment at a high level to implementing the entrepreneurial strategy.
3. The university has a model for coordinating and integrating entrepreneurial activities at all levels across the university.
4. The faculties and units have autonomy to act.
5. The university is a driving force for entrepreneurship development in the wider regional, social and community environment.

Source: <https://slideplayer.com/slide/5929937/>

Entrepreneurial University – area 2: Organisational Capacity, People and Incentives

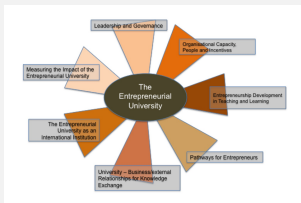


Self-assessment (scores 1-10) according to the following statements:

1. The university's entrepreneurial objectives are supported by a wide variety of funding sources/investment, including investment by external stakeholders.
2. The university has a sustainable financial strategy in place to support entrepreneurial development.
3. There are mechanisms in place for breaking down traditional boundaries and fostering new relationships - bringing internal stakeholders together (staff and students) and building synergies between them.
4. The university is open to recruiting and engaging with individuals who have entrepreneurial attitudes, behaviours and experience.
5. The university invests in staff development to support its entrepreneurial agenda.
6. There are clear incentives and rewards for staff who actively support the university's entrepreneurial agenda.
7. The university gives status and recognition to other stakeholders who contribute to the university's entrepreneurial agenda.

Source: <https://slideplayer.com/slide/5929937/>

Entrepreneurial University – area 3: Entrepreneurship development in teaching and learning



Self-assessment (scores 1-10) according to the following statements:

1. The university is structured in such a way that it stimulates and supports the development of entrepreneurial mindsets and skills.
2. Staff take an entrepreneurial approach to teaching in all departments, promoting diversity and innovation in teaching and learning.
3. Entrepreneurial behaviour is supported throughout the university experience; from creating awareness and stimulating ideas through to development and implementation.
4. The university validates entrepreneurship learning outcomes.
5. Collaborating and engaging with external stakeholders is a key component of teaching and learning development in an Entrepreneurial University.
6. Research results are integrated into entrepreneurship education and training.

Source: <https://slideplayer.com/slide/5929937/>

Entrepreneurial University – area 4: Pathways for entrepreneurs

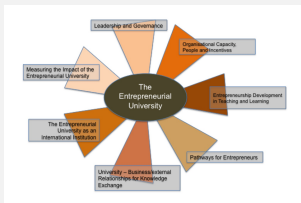


Self-assessment (scores 1-10) according to the following statements:

1. The university raises awareness of the value/importance of developing entrepreneurial abilities amongst staff and students.
2. The university actively encourages individuals to become entrepreneurial.
3. The university provides opportunities to experience entrepreneurship.
4. The university provides support for individuals and groups to move from entrepreneurial ideas to action.
5. Mentoring by academic and industry personnel is available.
6. The university facilitates access to private financing for its potential entrepreneurs.
7. The university provides access to business incubation facilities.

Source: <https://slideplayer.com/slide/5929937/>

Entrepreneurial University – area 5: University – business/external relationships for knowledge exchange



Self-assessment (scores 1-10) according to the following statements:

1. The university is committed to collaboration and knowledge exchange with industry, society and the public sector.
2. The university demonstrates active involvement in partnerships and relationships with a wide range of stakeholders.
3. The university has strong links with incubators, science parks and other external initiatives, creating opportunities for dynamic knowledge exchange.
4. The university provides opportunities for staff and students to take part in entrepreneurial activities with business/the external environment.
5. The university specifically supports staff and student mobility between academia and the external environment.
6. The university links research, education and industry (wider community) activities together to affect the whole knowledge ecosystem.

Source: <https://slideplayer.com/slide/5929937/>

Entrepreneurial University – area 6: The Entrepreneurial University as an internationalised institution

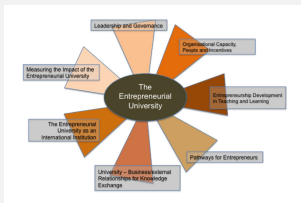


Self-assessment (scores 1-10) according to the following statements:

1. Internationalisation is a key part of the university's entrepreneurial strategy
2. The university explicitly supports the international mobility of its staff and students (including PhD students).
3. The university seeks and attracts international and entrepreneurial staff (including teaching, research and PhDs).
4. The university demonstrates internationalisation in its approach to teaching.
5. The university, its departments and faculties actively participate in international networks

Source: <https://slideplayer.com/slide/5929937/>

Entrepreneurial University – area 7: Measuring the impact of the Entrepreneurial University

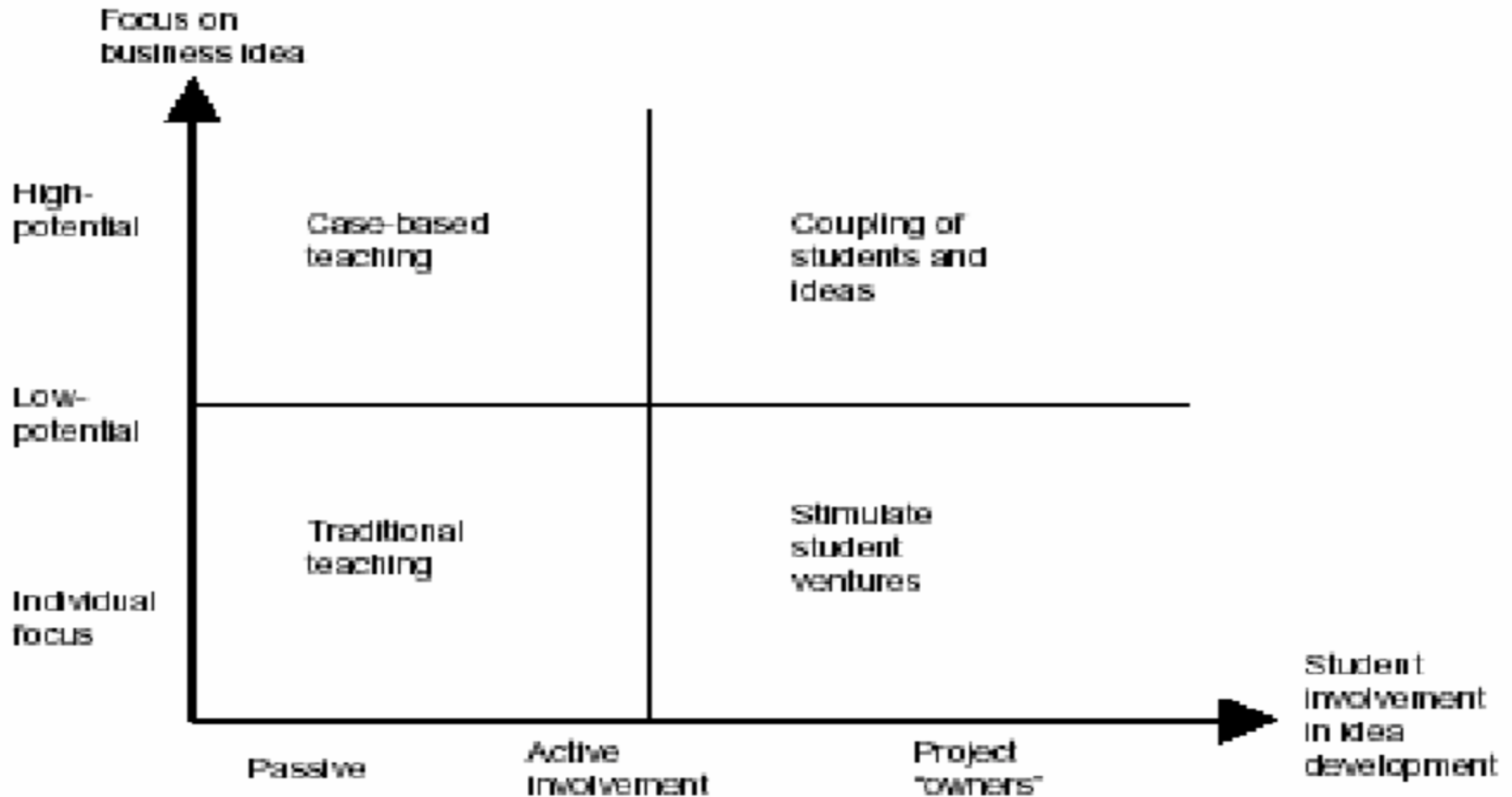


Self-assessment (scores 1-10) according to the following statements:

1. The university assesses the impact of its entrepreneurial strategy and the strategy is responsive to change.
2. The university assesses the level of engagement in entrepreneurial teaching and learning across the institution.
3. The university regularly assesses the impact of entrepreneurship teaching and learning.
4. The university carries out regular monitoring and evaluation of the universities' knowledge exchange activities.
5. The university carries out regular monitoring and evaluation of the impact of start-up support.

Source: <https://slideplayer.com/slide/5929937/>

Case Study: Electrical Engineering & Computer Science Department

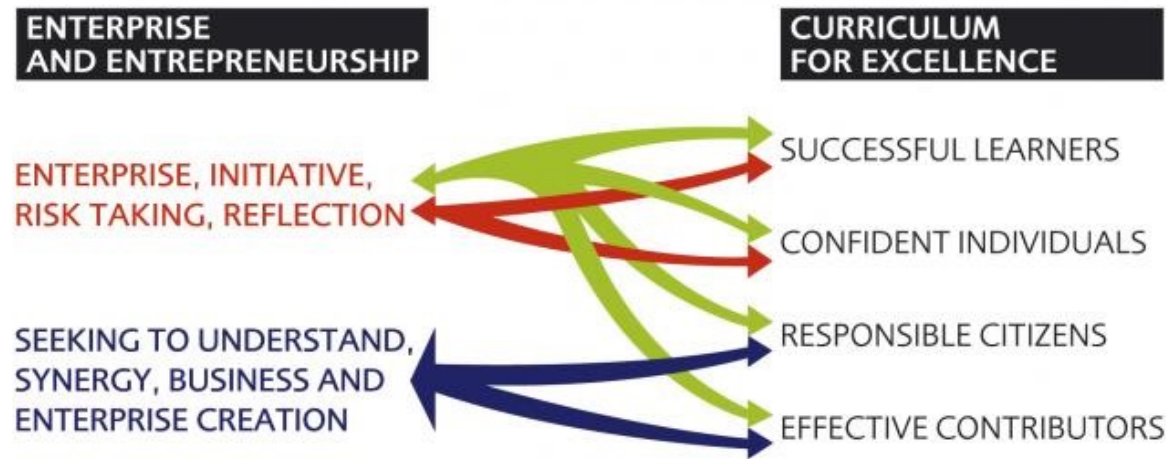


Source: <https://ieeexplore.ieee.org/document/6204170/>

Case Study: The Scottish Programme for Entrepreneurship

- Mindset
- Reflective learning
- Personal skills
- Interpersonal skills
- Business skills
- Organisational development skills

LINKING ENTERPRISE AND ENTREPRENEURSHIP TO CURRICULUM FOR EXCELLENCE



Source: <https://www.abdn.ac.uk/spe/resources/>

Recommendations (for public authorities)

- Setting up a national committee
- Introducing entrepreneurship to the curriculum
- Making career guidance a compulsory subject
- Providing counseling on how vocational curricula are prepared
- Investing in the improvement of qualifications for teaching staff (train academics)
- Considering NGOs involvement
- Providing scholarship and small grants to foster student initiatives

Source: <https://slideplayer.com/slide/5929937/>

Recommendations (for institutions)

- Using entrepreneurship champions
- Linking entrepreneurship to different fields and levels of study
- Using methods based on real world experiences
- Involving businesses via industrial boards
- Organising seminars, workshops and courses
- Providing training and internships for academics to engage in real projects

Source: <https://slideplayer.com/slide/5929937/>

Case study: K-School (Korea)

- K-School was established in 2016, with funding of 3.8 billion won from the Ministry of Science, ICT and Future Planning, for the purpose of integrating entrepreneurship in KAIST's specialized engineering curriculum.
- K-School provides undergraduates with theoretical education on entrepreneurship and business under a minor in science-based entrepreneurship.
- To instil entrepreneurship in all students of KAIST, it offers educational programs and seminars through mandatory general courses and activity units.

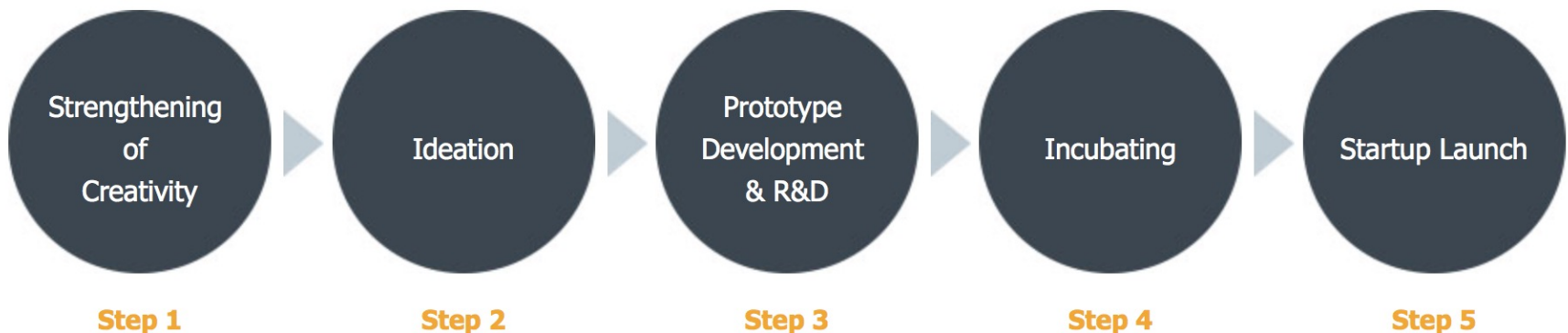
ENTREPRENEURSHIP



Source: https://kschool.kaist.ac.kr/Eng/Kschool_info

Case study: K-School (Korea)

- Start-up Village
- K-School is home to the Start-up Village, an entrepreneurial platform that supports all stages from idea development to the launch of start-ups. More specifically, the five stages are:



Source: https://kschool.kaist.ac.kr/Eng/Kschool_info

Case study: K-School (Korea)

- K-School roles:



For Master students

- Master of Entrepreneurship & Innovation with 18 participating departments
- Practical curriculum aimed at problem solving, including capstone design and internships



For Undergraduate students

- Minor in science-based entrepreneurship
- Theory and practice in entrepreneurship and startups



For All students

- Courses and seminars on entrepreneurship and business
- With Institute for Startup KAIST (ISK) & Joint Education Center for Technology Startup (JETS)
- Programs supported by ISK: E*5, Axel-K



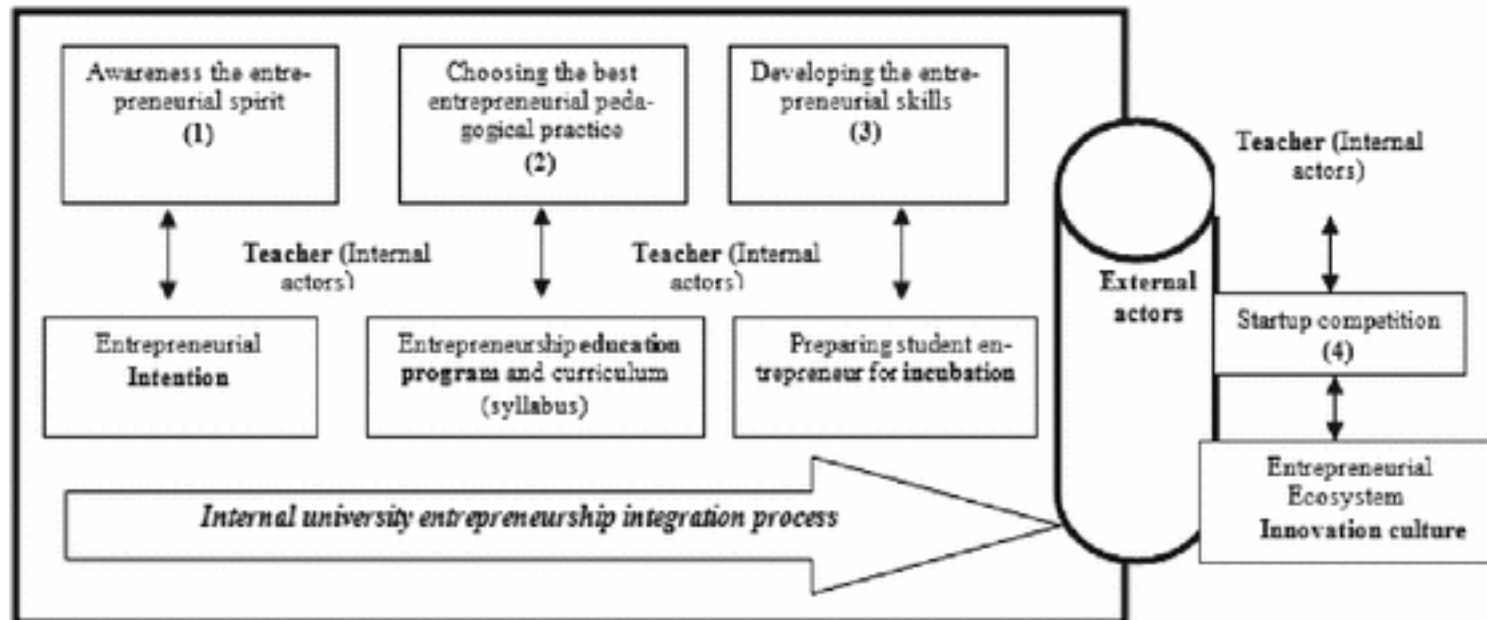
Startup Village

- Startup Village
- Establishment of entrepreneurial platform to support all stages from ideation to launch of startups
- Synergy from team and community activities

Source: https://kschool.kaist.ac.kr/Eng/Kschool_info

Case study: Algerian Universities

- Dif A., Bourane S., Benziane A. (2019) The Role of the Startup Competition and Entrepreneurial Ecosystem in the Integration of Entrepreneurship Education Within the Algerian Universities. In: Kantola J., Nazir S., Barath T. (eds) Advances in Human Factors, Business Management and Society. AHFE 2018. Advances in Intelligent Systems and Computing, vol 783. Springer, Cham



Source: https://link.springer.com/chapter/10.1007/978-3-319-94709-9_14

Case study: Indian University

- Highlighted
- Creating a
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Source: <https://www.slideshare.net/suhasd/entrepreneurial-management-em-02-entrepreneurship-development>

Case study: Jheronimus Academy of Data Science (Curriculum and Skills Journey Overview)

- Basic and Advanced Personal and Entrepreneurial Skills

Overview of skills in the program

STUDENT
PROGRESS

Extracurricular skills

On Demand

- Personal branding
- Cross Cultural Awareness
- Language skills
- Emotional agility (e.g. coping with failure and stress)
- Dealing with information overload
- On demand skills training
- Direct referral to a specialist (e.g. psychologist)



- Assessment of individual and team competences (an dline)

On Demand Skills Training

- JADS's MDS&E is a program that equals the intensity of being in a real start-up

- Students can apply through their coach for additional skills workshops / trainings that fit their individual proposition and learning needs and interests.
- Based on the students' demand, the skills coordinator will select one skill per semester that will be offered to the group
- If needed and after discussion with their coach, a student can apply for additional coaching at all TU/e and TiU's facilities – the coach holds a list of optional skills.

development path in the last year.

- The mentor is the key to their to-be-grown network, he or she is an experienced entrepreneur and will act as a critical friend.

Source: <https://www.slideshare.net/suhasd/entrepreneurial-management-em-02-entrepreneurship-development>

Towards a national entrepreneurial strategy

- Reaching consensus on what constitutes entrepreneurship
- Involving various ministries and departments (education, finance)
- Consulting with stakeholders
- Embedding core competencies to the national curriculum
- Developing strategic aims and objectives at national level
- Identifying and replicating good practice
- Providing adequate training to academics and teachers
- Planning coherent progression from schools to universities
- Providing the necessary resources

Source: <https://slideplayer.com/slide/5929937/>

Implementing the strategy (the role of teachers)

- Shifting from how to run a business to what competencies are needed for an entrepreneurship project
- Ensuring that students appreciate the special requirements of Entrepreneurial Education
- Offering continuous training
- Creating and disseminating teaching content, tools, methods and materials
- Testing new methods of delivery of the curriculum
- Establishing support networks

Source: <https://slideplayer.com/slide/5929937/>

Implementing the strategy (the impact on the curriculum)

- Engaging ministry of education (and others) in setting the standards
- Changing teaching methods (e.g. experiential learning, teachers acting as facilitators, coaching initiatives, moderation practices)
- Changing educational context by taking students outside the classroom (learning in the community or at business premises)
- Creating cross-curricula approached based on specific training activities

Source: <https://slideplayer.com/slide/5929937/>

Implementing the strategy (the involvement of stakeholders)

- Engaging businesses
 - Visits, experiential learning with case studies and role playing
 - Creating student mini-companies with business mentors
- Engaging intermediaries
 - Incubator centres
 - NGOs
 - Charities

Source: <https://slideplayer.com/slide/5929937/>

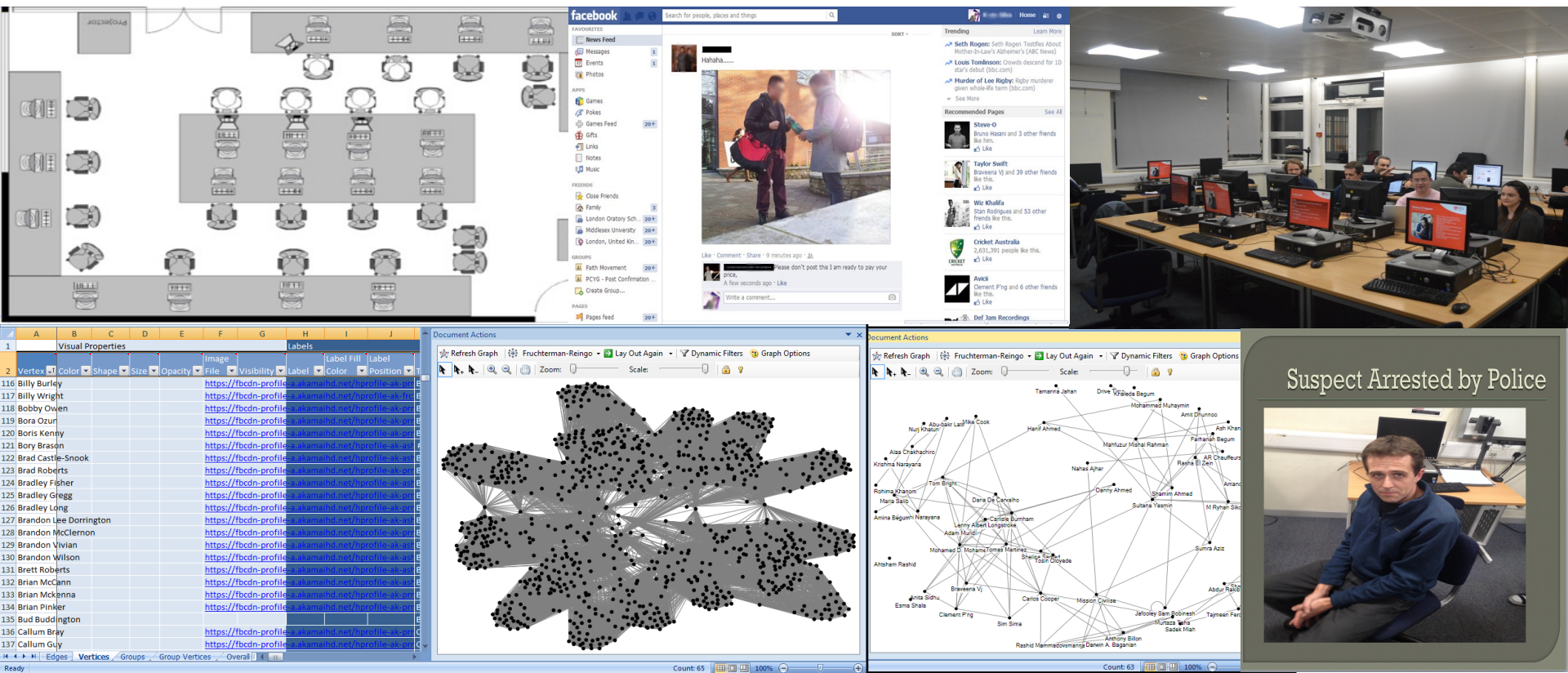
Middlesex Example 1: Digital Evidence (Computer Forensics)

- Synthesis module (practice skills)
- Role playing (5 expert groups)
- Workshop delivery (case studies)
- Scenario specific (419 scam)
- Investigations in:
 - Chat log visual analytics
 - Social networks
 - Emails
 - Browser analysis
 - Hard disk investigation
 - Memory stick investigation



Middlesex Example 1: Digital Evidence (Computer Forensics)

- Key aspects:
 - The actual investigation
 - The role playing scenario (sample of an actual group report)
 - The involvement of KPMG and EY in assessment



Middlesex Example 1:

Digital Evidence (Computer Forensics)

Final year BSc Computer Forensics students visit Canary Wharf for a Dragon's Den-style event at the professional services firm

Third year students on the **Computer Forensics** degree at Middlesex gave their careers skills a boost recently, when they presented their work to managers at KPMG in London's Canary Wharf.

During the day-long 'business pitching' event, five groups of students each gave a presentation and demonstration of their work in a bid to secure a hypothetical contract for their forensic computing services.

Students presented their latest project in which they investigate a replica Nigerian internet café at the centre of an email fraud scam. After raiding the 'café', students seized computers, memory sticks and hard drives before analysing the materials to create a case against the fraudsters.



Middlesex Example 1:

Digital Evidence (Computer Forensics)

They presented their findings at KPMG, and managers from the professional services firm then assessed the students based on the accuracy and professionalism of their work. Vouchers worth £200 were awarded to the students who gave the best presentations.

Anthonia Essien was one of the students to present at KPMG, and said that she found the experience very helpful in terms of preparing for job interviews after graduation.

"It helped me realise that I am capable of getting the job I want at a firm as powerful as KPMG," she said.

Fellow student Francis Simpson agrees. "The thing I enjoyed the most was the opportunity to present to a senior director of one of the Big Four," he said. "If I can present to him, then I can present to anybody."

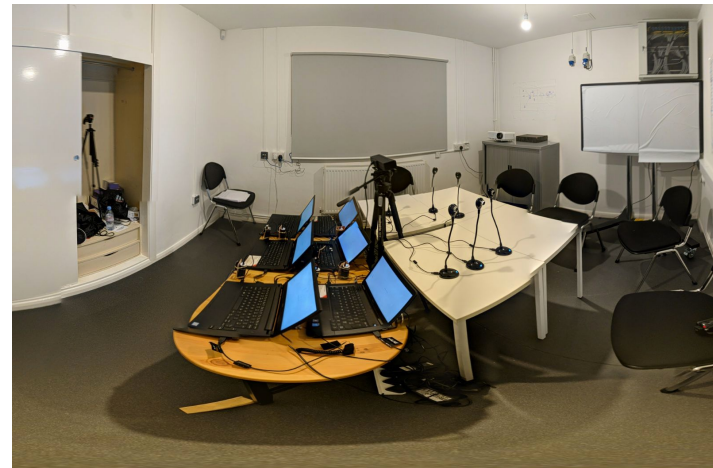


Middlesex Example 2:

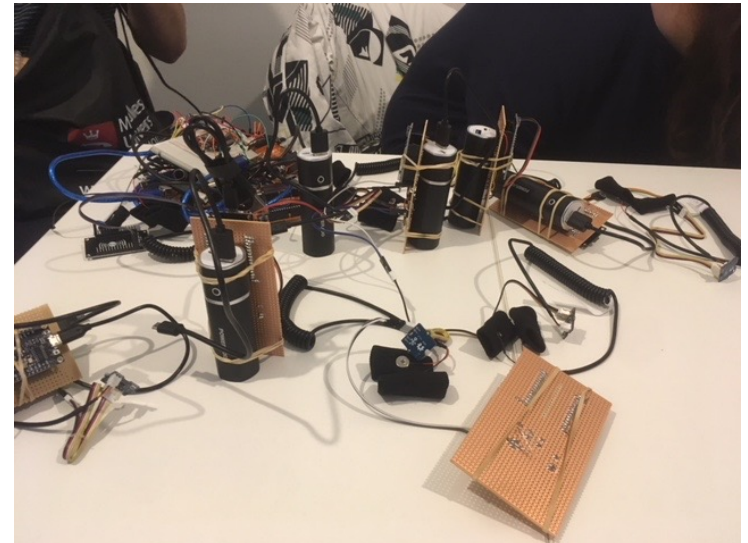
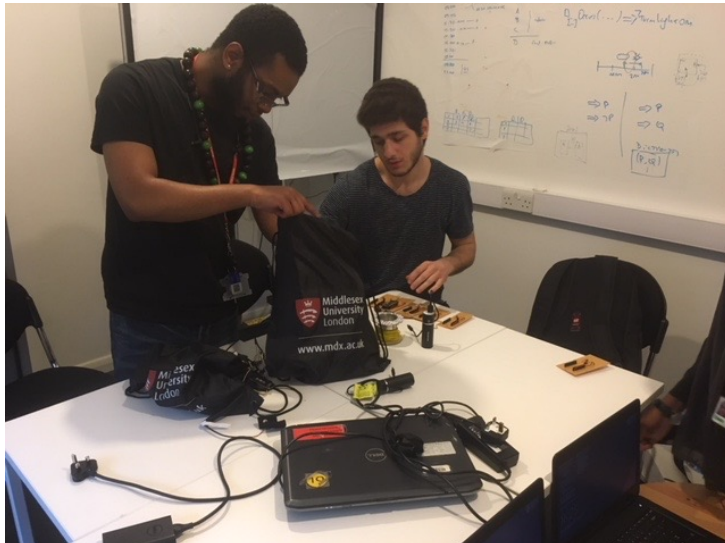
Strategic Management & IS

- Application module (practical and management skills)
- Volatile structures (groups/pairs)
- Interviews with strategic managers (case studies)
- Role playing (consultancy to the interviewed firms)
- Assessment – Portfolio of practice
- Work on:
 - Profiles (VARK / MBTI / PAEI / Belbin)
 - Social Media (Facebook / Twitter / LinkedIn)
 - Google Glass use
 - Smart environments (Sensors)

Middlesex Example 2: Strategic Management & IS



Middlesex Example 2: Strategic Management & IS



Middlesex Example 3:

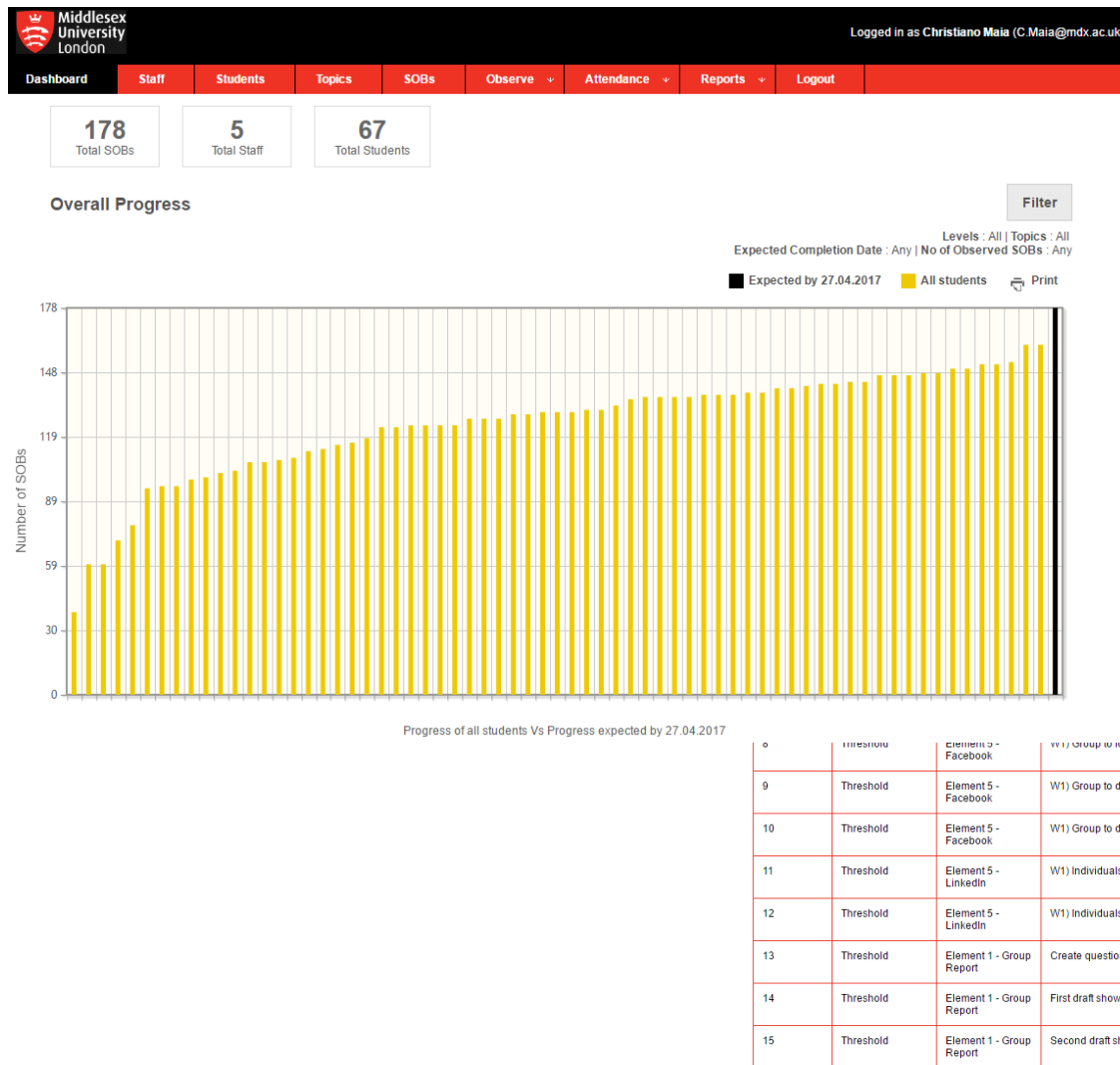
Product Design Programmes

- MSc Building Information Modelling (BIM) Management
 - We talk to our students (who are all industry professionals) about how to set up their own innovative consultancy and solutions related to BIM, and strategic implementation and business objectives of creating BIM in an organisation on the whole.
- BSc Architectural Technology
 - We talk with our students about new opportunities for embedding new technology solutions (specifically industry 4.0 initiatives e.g big data, IoT etc.) in architecture.



Middlesex Example 4:

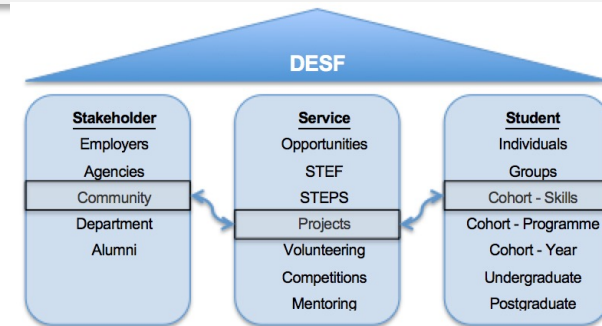
New type of Assessment SOBs



	Start Date	Expected before	Observed
	03.10.2016	23.10.2016	70
book Account	03.10.2016	23.10.2016	71
edin Account	03.10.2016	23.10.2016	67
the companies	24.10.2016	29.10.2016	64
confirmation	31.10.2016	06.11.2016	64
	07.11.2016	13.11.2016	60
notes in writing	21.11.2016	27.11.2016	56
	10.10.2016	16.10.2016	69
	10.10.2016	16.10.2016	67
	10.10.2016	16.10.2016	67
	10.10.2016	16.10.2016	64
	10.10.2016	16.10.2016	66
	17.10.2016	06.11.2016	64
	07.11.2016	13.11.2016	61
	28.11.2016	04.12.2016	61

Strategic framework: Employability @ MDX/CSD

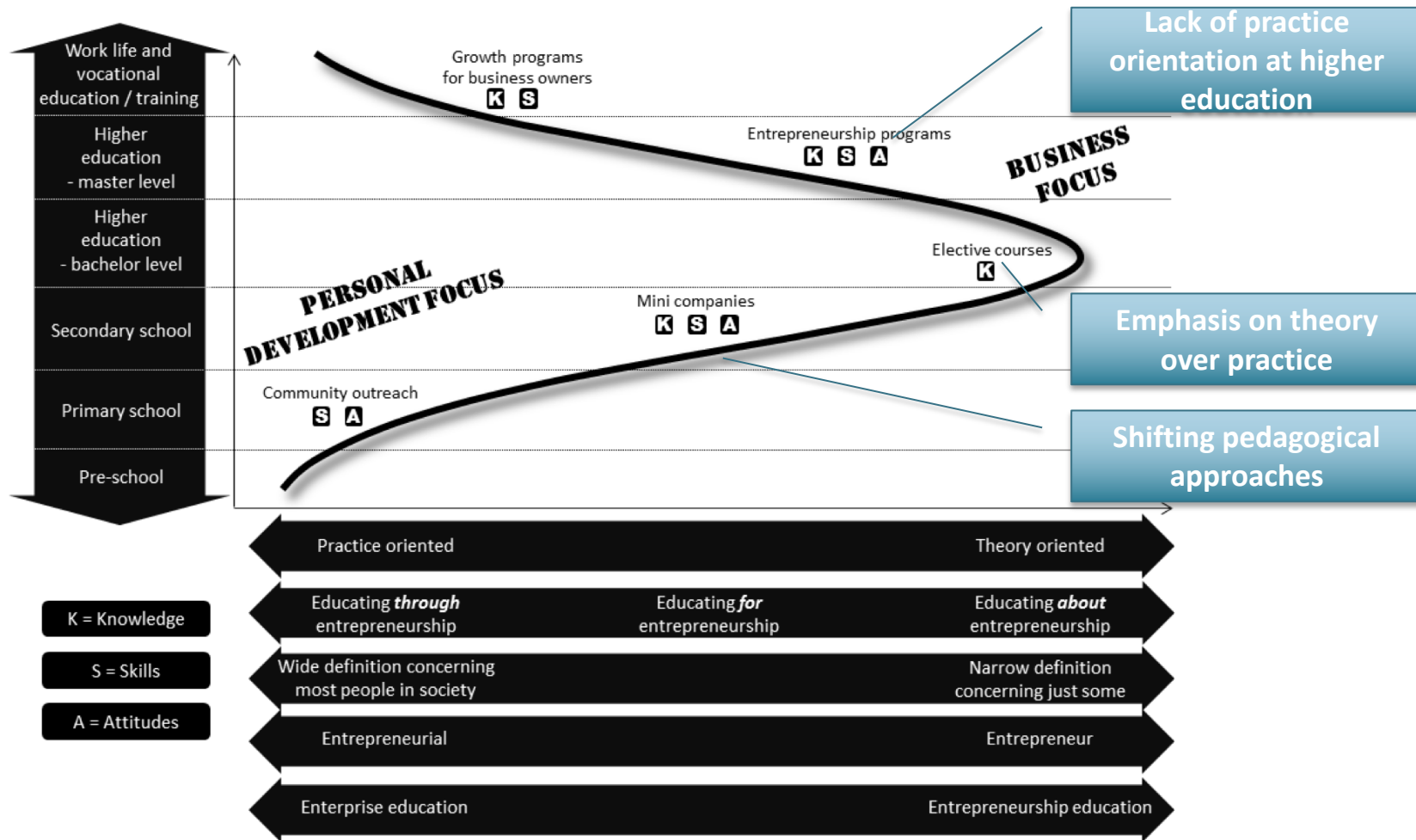
- Placement students (e.g. IBM, Blackberry, GSK)
- Graduates & Alumni Ambassadors (e.g. Fujitsu, Ernst and Young, KPMG)
- A strategic approach:
 - Visits from successful graduates (EY, KPMG)
 - Guest talks from industrial links (IBM, Blackberry)
 - Mentoring and support of final year projects (GSK)
 - Training workshops (CV reality check)
 - Network of graduates
 - Shaping the future of HEI employability in the UK (STEPS/STEF)



Six months after graduating, 100% of graduates are in postgraduate study or have entered a professional role with an average full time salary of £23,000 (according to the 2009-10 Destination of Leavers in Higher Education survey).

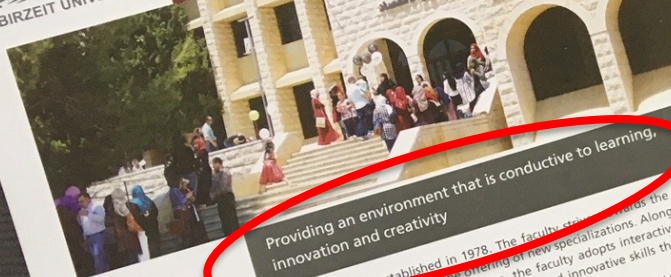
<http://www.cs.mdx.ac.uk/employability/>

Concluding: Entrepreneurial education today



Source: https://www.oecd.org/cfe/leed/BGP_Entrepreneurship-in-Education.pdf

The Faculty of Business & Economics



Providing an environment that is conducive to learning, innovation and creativity

The Faculty of Business and Economics was established in 1978. The faculty provides the continuous development of its academic programs and the offering of new specializations. Along with providing distinctive services to its students and employers, the faculty adopts interactive teaching methods which focus on encouraging and fostering creative and innovative skills that meet the needs of the business community and the Palestinian society at large. The Faculty of Business and Economics is comprised of four departments, with six majors, and two graduate level programs.

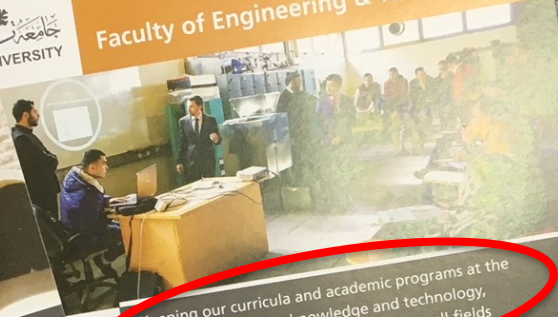
Those programs are as follows:

- Department of Economics: Undergraduate Degree(s) in: Economics, Business Economics
- Department of Business Administration and Marketing: Undergraduate Degree(s) in: Accounting Administration, Marketing
- Department of Accounting: Undergraduate Degree(s) in: Finance and Banking
- Department of Finance and Banking: Undergraduate Degree(s) in: Business Administration (MBA)
- Graduate Degree in: Executive Business Administration

Philosophy

The Faculty of Business and Economics provides an environment that is conducive to learning, innovation, and creativity for both staff and students at the undergraduate and graduate levels. This environment is fostered by the belief in a set of core principles and values that revolve around the notion of being responsible citizens and members of Palestinian society, and civic engagement at various levels. This philosophy allows for students and staff to integrate quickly into a variety of societal roles, and ultimately contribute positively towards the progress and development of Palestinian society through its curriculum and engagement on and off campus.

Faculty of Engineering & Technology



Keeping our curricula and academic programs at the cutting edge of new knowledge and technology, encouraging excellence and creativity in all fields

Engineering and Technology was launched in 2014 following the merging of the Engineering and Faculty of Information Technology. Since their establishment in 1979, the two faculties have educated engineers and professionals in computer science, keeping their curricula and academic programs at the cutting edge of new knowledge, encouraging excellence and creativity among their faculty members.

The following academic departments:

- Electrical Engineering and Computer Engineering
- Mechanical Engineering
- Chemical and Mechanical Engineering
- Structural Engineering
- Environmental Engineering
- Computer Science

Programs

Academic programs leading to bachelor degrees in Engineering. All of these programs track as well as a number of concentration areas that students may choose at the beginning of each academic year to enhance their competitiveness after graduation. All students are required to complete their graduation requirements. Internships into their graduation requirements. The university provides a variety of internships based on student achievement. Effective year 2016, students may apply for admission to all 8 programs as general admission is no longer an option. The university provides a variety of internships based on student achievement. Effective year 2016, students may apply for admission to all 8 programs as general admission is no longer an option. The university provides a variety of internships based on student achievement. Effective year 2016, students may apply for admission to all 8 programs as general admission is no longer an option.

Democratic Values

non-profit institution autonomous Board of Directors maintain excellence in knowledge through service. It believes in freedom of expression, democratic discourse. The university holds itself committed to lifelong learning. The university is rooted in the values of democracy.

Sources of Funding

Birzeit University functions on a cost-sharing basis, whereby students pay fees covering approximately 40% of the cost of their education. Maintaining a firm commitment to ensuring access to education for all students, the university offers scholarships and student aid. In addition, the university receives a modest portion of an annual subsidy provided to Palestinian universities through the Council of Higher Education. The university runs a limited dual-track education program and engages in private fundraising in order to cover remaining deficits in running costs and provide resources for development. Birzeit University's continued success in soliciting funds from private donors (mainly Palestinians and Arabs) to build and develop its facilities is a recognition of its distinguished academic reputation and its vital role in community development.

Innovation and Entrepreneurship Unit

The Unit is keen to foster and facilitate entrepreneurial activities in BZU by creating an open innovative platform for students, faculty and staff to create and work on new ideas and design and implement initiatives that bolster the university's innovation environment.

The Advancement Office

The Advancement Office serves as the representative of Birzeit University in building partnerships with friends, donors and alumni in Palestine and overseas. These partnerships make it possible for hundreds of students to afford a university education at Birzeit, while also enabling improvements to academic offerings and facilities and thus ensuring that the university remains the leading Palestinian institution of higher education. For more information see: <http://giving.birzeit.edu/about-ao>

Internationalization: Participating in the Global Academy

Birzeit University has established joint academic relations with regional and international institutions of higher education to stimulate scientific research and promote academic and student exchange, while encouraging the participation of faculty members in curricula development, academic programs and projects. The university has programs underway with a number of European and international universities through cooperation agreements, memoranda of understanding, and membership in different programs, such as the Palestinian-European Academic Cooperation in Education (PEACE) Program. It is also involved in a number of programs that are sponsored by the European Union (such

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Thank you for your attention!

