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Palestine Economic Policy Research Institute (MAS)

التربية من أجل الريادة في فلسطين: دراسة استكشافية

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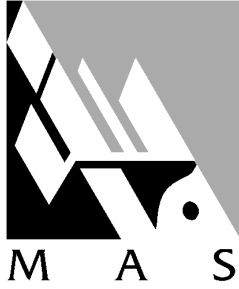
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Entrepreneurship Education in the Occupied Palestinian Territory: An Exploratory Study

Maher Hashweh

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The Palestine Economic Policy Research Institute (MAS)

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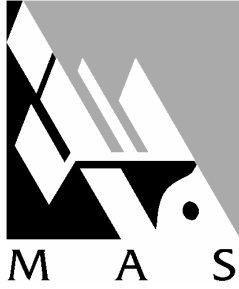
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Foreword

The Palestine Economic Policy Research Institute (MAS) is pleased to present this study which aims at evaluating the role of education in ingraining the entrepreneurial spirit in school children in the Palestinian Territories. This study is a part of a series of studies whose goal is to nurture the entrepreneurial spirit and make it omnipresent in the mindsets of the youth and upcoming generations. The goal is to make entrepreneurship a viable and attractive option for those who are searching for productive work and a prosperous life.

I would like to congratulate the researcher and his team on producing an original paper which relied mainly on field work and data collection from primary sources. The team came out with practical feasible recommendations that can push schools to prepare and encourage children to lead an entrepreneurial life, and reintroduce entrepreneurship as a part of the social culture in Palestine. This is a timely study since a large number of labor market entrants nowadays tend to wait for public sector employment opportunities while the government and its institutions' capacities to employ people are limited and have reached the saturation level.

I would also like to thank those who contributed indirectly to this study, especially the anonymous external reviewers and external discussants who participated in the open workshop and provided constructive feedback and observations.

Finally, I would like to express my thanks and gratitude for the International Development Research Center (IDRC) for its support and for funding this study, which is the second to be published within MAS-IDRC 2012-2013 research program on "Inclusive Growth" in the Palestinian territory.

Dr. Samir Abdullah
Director General

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Executive Summary

The aim of this study was to investigate the actual and potential contribution of the formal school educational system in the Occupied Palestinian Territory to the development of entrepreneurship, and to offer recommendations to strengthen the relations between education and entrepreneurship.

The need for the study arose from various reports about the low quality and irrelevance of education in the OPT on the one hand, and from the fact that entrepreneurial activity in the Occupied Palestinian Territory by new entrepreneurs was found to be the least among seven countries in the Middle East and North Africa. In a situation where unemployment is amongst the highest in the world, investigating the role of education in entrepreneurship becomes imperative.

The problem of lack of attention to entrepreneurship education in the educational school system in Palestine lead to the following research question: How can Palestinian school education better contribute to the development of entrepreneurs? More specifically,

1. What do we mean by entrepreneurial competencies, that is what knowledge, skills, dispositions and attitudes are needed to develop an entrepreneur?
2. What approaches have been used, world-wide in general and in developing countries in particular, to develop entrepreneurship? What approach, or mixture of approaches, might be useful in Palestine?
3. Although there have been negative evaluations of the quality and relevance of the school educational system in the Palestinian Territory in the past, at present how much does the educational system contribute to the development of entrepreneurship?
4. What projects or initiatives have been implemented in Palestine to introduce education for entrepreneurship? Have these efforts been evaluated? And, what lessons can be learnt from previous efforts?
5. What recommendations can be given to enhance the capacity of the Palestinian education system to produce graduates with entrepreneurship competencies?

Entrepreneurial Competencies

Twenty six documents dealing with attributes of entrepreneurs or the learning outcomes of entrepreneurship education programs, published between 2000 and 2012, were identified and examined. The frequency with which each attribute was pointed out in these documents was calculated. Twenty five intended competencies which were identified in at least 10 percent of the studies were identified. This was followed by grouping similar competencies to come up with the following 15 intended learning outcomes for entrepreneurship education programs.

Competency

Business related skills: planning, management, marketing, etc...

Creativity & innovation

Communications, relations, networking, persuasion & negotiations

Risk taking, decision taking & tolerance of uncertainty

Critical & analytical thinking & problem solving

Confidence, self-efficacy and self-awareness

Initiative

Recognizing opportunities

Team work

Perseverance

Literacy and numeracy

Autonomy

Motivation

Leadership

Knowledge about careers and entrepreneurship

In spite of this agreement about the attributes of entrepreneurs, some problems in the literature were identified. Most studies identified these attributes according to the opinions of entrepreneurs and experts on entrepreneurship. Few studies showed that persons who acquire these attributes actually become entrepreneurs. However, the few studies that exist show that it is possible to teach these competencies, and that people who graduate from entrepreneurship education programs are more likely to become entrepreneurs. Yet, there is still no clear evidence about the success in teaching specific competencies and the best way to teach them on the one hand, and on the relative importance of specific competencies in venture behavior or the minimum combination of competencies needed for entrepreneurial activity on the other hand.

Approaches to entrepreneurship education at the school level

A review of literature showed that entrepreneurship education has become an important component of school education in most European countries and in some developing countries. Policy documents have been prepared, and the intended learning outcomes for such programs have been identified. Teacher materials were prepared and training for teachers has been offered. The general approach adopted in most countries is to focus on generic transferable skills and to teach entrepreneurship in an integrated manner with a few other subjects or across the curriculum. In spite of these developments many experts are still unsatisfied with the school-based entrepreneurship programs.

After a review of different approaches to EPE the following recommendations were made for Palestine:

- ❖ Entrepreneurship education should be included as part of the national educational strategy.
- ❖ Nevertheless, entrepreneurship education cannot be the sole responsibility of the Ministry of Education. A comprehensive approach is recommended which includes coordination and/or partnerships with the Ministry of Higher Education, the Ministry of Labor, and private business.
- ❖ Curriculum development, introduction of student-centered teaching methods, assessment and teacher training should be closely coupled.
- ❖ The approach to the introduction of EPE should emphasize an integrated (teaching EPE with one other subject such as business or civic education) or a cross-curricular one (teaching EPE skills as part of a number of subjects) rather than introducing EPE as a separate subject.
- ❖ Finally, and in addition to the introduction of EPE in an integrated or cross-curricular manner, extracurricular EPE activities can be introduced. Award and partnership schemes have proved effective in other places. These activities are both expensive and time consuming, and coordination and cost sharing with the business community is essential.

The school system in Palestine and its contribution to the development of entrepreneurship

Ninety seven teachers in 17 schools were interviewed using a structured questionnaire, in addition to seven Ministry of Education experts. The interviewees were asked to evaluate the degree of acquiring each of 15 entrepreneurship learning outcomes by school graduates and the

importance of these outcomes. Palestinian educators thought that the current school system does not prepare school graduates well for entrepreneurship, but they thought that the school system should prepare them for entrepreneurship. In their opinion, an overcrowded and theoretical curriculum and traditional teacher-centered teaching methods are mostly to blame for the inadequate preparation of school graduates. This resonates with critical studies of the Palestinian school system and with the findings that entrepreneurship education is a neglected topic at the policy. However, two private schools which use foreign curricula that emphasize generic skills, such as problem solving and critical thinking or creativity and innovation without explicitly specifying entrepreneurship outcomes as goals in these schools, have managed to help their students to acquire entrepreneurial characteristics in the opinion of educators in these schools.

Entrepreneurship education projects in Palestine

Various interventions in Palestinian schools (and some outside school, but targeting youth) exist, interventions which involve extra-curricular activities that can promote the development of entrepreneurial learning outcomes, either explicitly or implicitly. Some of these interventions have existed for a period of up to seven years, such as the Injaz project, while other ended unsuccessfully in less than a year. Some interventions targeted a handful of schools while others involved hundreds of schools. These interventions, which involve award schemes and partnerships with business, are not uncommon worldwide, and nicely complement education-based interventions. The use of this approach in Palestine seems relatively successful judging from reports by the managers of the various projects. (Unfortunately, independent external evaluation of these projects does not exist except in one case, that of ILO's KAP Project). According to these evaluations, students seem both to enjoy and value the activities involved in these projects. The main lesson learned is that it is feasible to use such an approach successfully in Palestine, and we have the needed resources to use such an approach. However, in light of the substantial human and financial resources needed in such interventions there is a need to better evaluate the impact of these programs in Palestine. The dependence on anecdotal self-reports is insufficient, and assessment of attainment of entrepreneurial outcomes or relations with later entrepreneurial behavior is badly needed.

Conclusion and Recommendations

Policy

Including entrepreneurship education as part of a modified general education strategy in Palestine is a necessary first step. The strategy should be clearly related to the Palestine's national economic and social development plans. The strategy should cover all stages (elementary, secondary, tertiary and life-long) and types of education (academic, vocational, formal and informal). It should be developed with the involvement of all stakeholders including, in addition to education, other concerned ministries (labor, economic development, social affairs, agriculture, etc...), the private sector, business and relevant NGO's. At the policy level it is important to include entrepreneurship education by using an across-the-curriculum approach in addition to integrating it into some existing school subjects rather than offering it as standalone courses.

Curriculum Development and Teaching Methods

EPE should become an integral part of the curriculum in addition to being part of extra-curricular activities. The first step in introducing EPE in the Palestinian curriculum starts with defining the intended learning outcomes for EPE at different levels of education. To start the discussion about these outcomes the following list of intended learning outcomes was provided.

- ✧ Confidence, self-efficacy and self-awareness
- ✧ Motivation
- ✧ Initiative
- ✧ Perseverance
- ✧ Autonomy
- ✧ Recognizing opportunities
- ✧ Creativity and innovation
- ✧ Critical & analytical thinking & problem solving
- ✧ Basic literacy and numeracy
- ✧ Risk taking, decision taking & tolerance of uncertainty
- ✧ Communications, relations, networking & negotiations
- ✧ Team work
- ✧ Leadership
- ✧ Knowledge about future careers and entrepreneurship as an option
- ✧ Knowledge about requirements of, and resources available for, establishing a new business
- ✧ Business related skills: planning, management, marketing, etc...

Regarding teaching methods, EPE requires a shift from teacher-centered teaching methods to student-centered ones. The needed methods include

the use of simulations and games, interactive teamwork and work in small groups, action-oriented market research, participation in buying and selling events, field trips to local businesses, classroom visits by entrepreneurs, business plans and competitions, and student-run businesses. This clearly necessitates a change in the teaching context where learning does not occur only in the classroom but also outside the classroom and in the local community. In summary, practical, project-based, hands-on and experiential learning approaches should dominate.

Teacher Education

Teachers need knowledge about the subject matter of entrepreneurship and the associated attitudes, knowledge and skills which should be developed on the one hand, and methodologies of teaching on the other hand. These changes should be included in pre-service teacher education programs as well as in-service education and professional development programs. While these programs should be modified to assist teachers teach EPE other support, in the form of establishing networks for teachers and the sharing of best practices, should also be provided. Proper incentives and rewards should be offered to teachers to teach EPE.

Engagement with Business and the Private Sector

There is a need to involve the business community and the private sector, including private educational institutions such as colleges and universities. Injaz Palestine offers a good example of partnerships between schools and companies, where companies provide expert trainers, financial resources and facilities for field visits access to expert knowledge. The teaching methods outlined above require cooperation with experts from the local community for their successful implementation.

1. Introduction

The aim of this study was to investigate the actual and potential contribution of the formal school educational system in the Occupied Palestinian Territory to the development of entrepreneurship, and to offer recommendations to strengthen the relations between education and entrepreneurship.

While Palestinians are among the best educated people in the Arab World, that is, there is relatively no problem of access to education in the Palestinian territories, there are problems associated with both the quality and the relevance of education. Although it is generally acknowledged that education alone cannot affect development in any country, and that development results from nation-wide policies that include political, economic and social components in addition to the educational component, yet the educational system in the Palestinian Territory has not satisfactorily impacted the development process and it failed to induce economic growth, better living standards, or to drive to innovation, entrepreneurship and productivity.

Entrepreneurial activity in the occupied Palestinian Territory by new entrepreneurs was found to be the least among seven countries in the Middle East and North Africa according to a recent report (The Global Entrepreneurship Monitor, 2010). Additionally, the average cumulative entrepreneurship activity at early stages is much lower than the average expected in a country at a similar level of development. This reflects negative attitudes towards entrepreneurship as found in the same study. While these attitudes can be largely attributed to objective conditions resulting from the Israeli occupation, the negative role of the education system cannot be neglected.

Evaluations of the education system have consistently pointed out to the poor quality of education in the Occupied Palestinian Territory. For example, just before the establishment of the Palestinian Authority in 1994 one report concluded:

The education being provided to children living in the Occupied Territories does not meet reasonable quality standards... The present system of education affords children few opportunities to participate actively in learning; to apply their skills in formulating researchable

or solvable problems; or in drawing on a wide range of knowledge, skills and analytical methods to illuminate real world problems. (World Bank, 1993, pp. 40, 45)

A report, published eight years later, agreed and stated that schools emphasize the development of lower-level cognitive abilities and neglect the development of higher-level intellectual skills or the development of affective and psychomotor aspects. Additionally, the report asserted that schools tend to focus on fostering limited aspects of intellectual development while neglecting the development of social, aesthetic, practical, and spiritual dimensions. (Hashweh and Njoum, 2001, p. 361)

In a later study, (Hashweh, 2004), Palestinian educators interviewed considered the low quality of education as the main problem facing Palestinian education. The teacher-centered approach that emphasized knowledge transmission and passive rote learning by the students was the focus of criticism. That is, the criticism focused on the rather narrow vision of the aims of education. The Palestinian educators believed that education should emphasize the development of higher-level cognitive and metacognitive skills and strategies. (Higher order skills include critical thinking and problem solving for example, while metacognitive skills refer to a person's knowledge about his or her own cognition and the ability to monitor and control this cognition). Additionally, they believed education should aim to develop the whole child, and to prepare him/her for life and for future citizenship. Finally, they criticized the present system for its isolation from the rest of society, including the parents of the children, and for the poor non-formal educational opportunities provided to children to complement or to compensate for at-best mediocre formal education.

Recent reports also point out to the irrelevant nature of school curricula. In a study (Brodmann, Cuadra, Allouche and Hillis, 2012) which used focus groups composed of employers, school principals, students at different levels of education and recent graduates, participants thought that the main constraint to employment was the political situation in the occupied Palestinian territory. However, closely following as a second most important constraint was the irrelevance of education. Participants believed there was a skill mismatch between those needed by employers and those attained by graduates. The report (Brodmann, Cuadra, Allouche and Hillis, 2012) points out to an ironical situation where there is a high rate of unemployment in Palestine and, at the same time, complaints by employers about the lack of employees with skills needed for their establishments. The report recommends educational change so that

graduates acquire higher order cognitive skills, such as analysis, problem-solving, communication skills, as well as discipline and hard-working attitudes.

Another report (Hamilton, 2010) is also critical of the educational system: “Efforts to strengthen education at all levels—primary, secondary, technical and vocational, and university – should emphasize relevance to the skills to be sought from workers upon their entry into the labor force, as well as core competencies of communication, analysis, and creative problem-solving” (p.5).

Evidently, the situation at present has not improved, and probably has deteriorated. As an indication, only 5% of the students who took the school leaving certificate exam in 2011/2012 were in nonacademic vocational track, while 22% were in the scientific academic track and 73% were in the literary/social sciences academic track. This means that at least three fourths of the school graduates graduated with no real life skills. In a situation where unemployment is amongst the highest in the world, education should prepare students more for life and less for joining higher academic levels of education. Hence, developing students’ entrepreneurial capabilities becomes not a luxury, but an absolute necessity. Yet the educational system in Palestine has not seriously tackled this problem. A very limited number of modest initiatives were implemented to introduce entrepreneurship education in Palestine.

At the policy level, this aspect has been neglected. Examination of the Palestinian Ministry of Education and Higher Education latest strategic plan for 2011-2013 (MoEHE, 2010) reveals that there is no awareness of the importance of entrepreneurial education and no plans to introduce it at the school level. The vision, as stated in the document, merely refers to the preparation of graduates who “seek knowledge and creativity” (p.12) and the most important policies mentioned include “matching and linking education with socioeconomic development” (p.12), but the focus is on higher education. This policy is translated into a goal: “to achieve gradual transformation in the higher education sector from supply-oriented education to demand-oriented education because this will increase more harmony between the higher education outputs and the market needs (relational), especially with regards to higher education, including vocational and technical education.” (p.14).

This lack of attention to the importance of the formal school education in contributing to the formation of entrepreneurs stands in contrast to trends

in other countries. Perhaps the earliest attempts to introduce comprehensive policies for the introduction of the entrepreneurship education at all levels of education was by the European Commission (see, for example, European Commission, starting in 2004 up to 2012). Arab countries have recently started efforts to introduce entrepreneurship education (UNESCO and the StratREAL Foundation, 2010), and international global efforts also were recently launched (OECD, 2009; World Economic Forum, 2009; U.N. Trade and Development Board, Investment, Enterprise and Development Commission (UNCTAD), 2011).

Clearly, there is a need to introduce entrepreneurship education in schools in the Palestinian Territory. In the rest of this report, we shall start by describing the research questions and methodology of the preset study. In the next section, we shall discuss what learning outcomes can be expected from the introduction of entrepreneurship education at the school level. This will be followed by reviewing the different approaches internationally used in entrepreneurship education, and what might be appropriate for Palestine. An examination of the current situation in Palestine will follow, focusing on analyzing the present contribution of the educational system to the development of the knowledge, skills, dispositions and attitudes which are needed to develop an entrepreneur and on describing and evaluating the few projects or initiatives which have been implemented in Palestine to introduce education for entrepreneurship. The report will end with the presentation of recommendations to enhance the capacity of the Palestinian education system to produce graduates with entrepreneurship mind sets.

1.1 Research questions and methodology

The problem of lack of attention to entrepreneurship education in the educational school system in Palestine lead to the following research question: How can Palestinian school education better contribute to the development of entrepreneurs? More specifically,

- ✧ What do we mean by entrepreneurial competencies, that is what knowledge, skills, dispositions and attitudes are needed to develop an entrepreneur?
- ✧ What approaches have been used, world-wide in general and in developing countries in particular, to develop entrepreneurship? What approach, or mixture of approaches, might be useful in Palestine?
- ✧ Although there have been negative evaluations of the quality and relevance of the school educational system in the Palestinian Territory

in the past, at present how much does the educational system contribute to the development of entrepreneurship?

- ✧ What projects or initiatives have been implemented in Palestine to introduce education for entrepreneurship? Have these efforts been evaluated? And, what lessons can be learnt from previous efforts?
- ✧ What recommendations can be given to enhance the capacity of the Palestinian education system to produce graduates with entrepreneurship competencies?

In order to answer these five questions the following methodology was used:

To answer the first two research questions regarding competencies and approaches, a thorough review of literature was conducted to identify 1) entrepreneurial competencies (knowledge, skills, dispositions and attitudes) and 2) different approaches to the development of these competencies in schools. The study was limited to school education and did not address tertiary education. While there are some similarities in approaches to entrepreneurship education at the school and tertiary levels, important differences exist, the most important of which is the emphasis on developing generic skills and attitudes at the school level rather than specific training in establishing a new business. This warranted limiting the present study to school education. To answer the third research question regarding the contribution of the present school system to the development of entrepreneurship, structured interviews with a sample of school teachers and principals were conducted to determine if schools prepare students to develop these competencies, and what specifically affects such development if it exists – the curriculum, teaching methods, and school-wide projects. A detailed description of the sample used is presented in the third section of this report.

To answer the fourth research question, a review of projects and interventions that aimed to develop entrepreneurship in Palestinian schools was conducted. Five projects – "Injaz", "Elham", International Labor Office, Know About Business (KAB) and the Food and Agricultural Organization of the United Nations (FAO) that had some impact were identified while a small number of other smaller projects were also identified and reviewed. To answer the fifth research question a set of recommendations regarding the implementation of entrepreneurial education in Palestinian schools was provided through a critical review of policies and recommendations in other parts of the world. Additionally, a

critical analysis of the products, or answers, to the previous four questions allowed us to present the recommendations.

2. Entrepreneurial competencies

A review of literature was conducted to answer the first research question of this study, the question related to the characteristics or attributes of entrepreneurs, or the knowledge, skills, attitudes and dispositions of entrepreneurs. The literature reviewed included research articles, policy papers, and contributions to policy and academic conferences. Many of the research articles focused on identifying competencies of entrepreneurs and on categorizing these competencies. For example, Ward (n.d.) attempted to identify competencies and to provide a model that connects these competencies to the environment and society and to entrepreneurial behavior. Karia (2011) similarly proposed a model connecting competencies to venture performance. However, the greatest number of documents located was policy papers that aimed to develop entrepreneurship education programs. Perhaps the most sustained effort in this area is by the European Commission which has published documents regularly between 2004 and 2012 (see, for example, European Commission, 2004, 2006a, 2008, 2010, 2012).

Other documents resulted from conferences such as that of the World Economic Forum (2009) or by the OECD (2009) or the United Nations Conference on Trade and Development (UNCTAD, 2011). Some documents were published by professional bodies and included standards for entrepreneurship education such as the “National Content Standards for Entrepreneurship Education” published by the Consortium for Entrepreneurship Education (2004) in the U.S.A. or the “Entrepreneurial Learning Outcomes Framework” published by the National Council for Graduate Entrepreneurship (2008), while others were published by governmental agencies such as the recent guidelines “Enterprise and Entrepreneurship Education” by the Quality Assurance Agency for Higher Education (2012) in the UK and the report by the European Commission (2012) on “Entrepreneurship Education at School in Europe: National Strategies, Curricula and Learning Outcomes.”

Part of the literature was mainly concerned with identifying the characteristics of entrepreneurs, or what is termed by many as entrepreneurial competencies, without necessarily being interested in the applied side of this, namely, using these characteristics to design programs that aim to develop entrepreneurs. The other part of the literature aimed

more specifically to identify these characteristics in order to design entrepreneurship education programs. Both parts were reviewed.

Starting with examining definitions of entrepreneurs, it becomes evident that an entrepreneur is someone who starts a new business venture to provide goods or services. Many of these definitions also describe some combination of attitudes, personal qualities and knowledge and skills usually attributed to such persons. It is these attributes that are the focus of our review. For example, Webster's Revised Unabridged Dictionary defines an entrepreneur as "one who creates a product on his own account; whoever undertakes on his own account an industrial enterprise in which workmen are employed", thereby merely describing what an entrepreneur does without identifying any attributes of that person. On the other hand, The American Heritage Dictionary of the English Language (2006) defines an entrepreneur as "a person who organizes, operates, and assumes the risk for a business venture." Here the attributes of management and risk taking are emphasized. The Dictionary of the Small Business (Trautman, n.d.) provides more attributes such as creativity and vision: an entrepreneur is "a person who undertakes the risks of starting a new business. Most often involves a new product or new service. Usually carries the connection of creativity, vision, self-starting or venturesome. The founder of a business."

Twenty six documents dealing with attributes of entrepreneurs or the learning outcomes of entrepreneurship education programs, published between 2000 and 2012, were identified and examined (see Appendix 1). The documents were chosen to represent recent thinking about entrepreneurship and entrepreneurship education, and to cover diverse geographical locations as well as a variety of journal articles, dissertations, policy papers by influential bodies such as the United Nations, the European Commission and OECD and conference papers. Since each document examined in the literature review emphasized a certain combination of attributes, or what most studies and policy papers described as competencies, it was decided to synthesis the literature by identifying the attributes associated with entrepreneurs and counting the frequency with which each attribute was pointed out in these documents. Some of the documents discussed attributes of entrepreneurs in general. Other articles or reports discussed learning outcomes of entrepreneurship education at a specific level (school or tertiary level) or at all levels of education. While the focus of this report is on school education, it was decided to include some documents that discussed entrepreneurship at higher levels because we found no important differences in their definitions of entrepreneurship

The documents were analyzed separately by two researchers, and the agreement between them was over 90 percent. Attributes which were mentioned in one or two studies only (that is, in less than 10 percent of the documents analyzed) were neglected. The results are presented in Table 1. Twenty five competencies were identified which were mentioned in at least 10 percent of the documents reviewed. While it is clear that there is no consensus about the attributes of entrepreneurs or the learning outcomes of entrepreneurship education programs, five of these competencies were mentioned in at least half of the documents. These were innovation, management, creativity, risk taking and communication.

Many of the examined documents attempted to categorize these competencies. Three examples might suffice. Firstly, in a report by the OECD Working Party on SMEs and Entrepreneurship (OECD, 2009), the competencies were classified into three main categories:

- ✧ Key (or core) skills: these relate to literacy, numeracy, communications, ICT and problem solving.
- ✧ Personal and social skills including: team working, self-confidence, self-awareness, risk taking, problem solving, creativity, and the desire to innovate.
- ✧ Skills relating to business start-up or financial literacy, such as drafting business plans, marketing, financial management, sales, and human resource management.

Secondly, in a recent policy paper for entrepreneurship education at school in Europe (European Commission, 2012) the learning outcomes were categorized into three groups:

- ✧ Attitudes, including self-awareness and self-confidence and taking the initiative, risk taking, critical thinking, creativity and problem solving
- ✧ Knowledge, including knowledge of career opportunities and the world of work; economic and financial literacy; and knowledge of business organization and processes.
- ✧ Skills, including communication, presentation and planning skills as well as team work, and practical exploration of entrepreneurial opportunities includes the various stages of the business set up process, including designing and implementing a business plan.

The third example comes from the Quality Assurance Agency in the United Kingdom which categorized the learning outcomes into three categories as follows:

- ✧ Behaviors, including identifying opportunities, creativity and innovation, management, perseverance, and the social skills of building trust, relationships and networks and communication.
- ✧ Attributes, including recognizing and achieving goals, self-confidence, perseverance, innovation and creativity.
- ✧ Skills, including creativity and innovation, persuasion and negotiation, management, and recognizing opportunities.

Table 1: Competencies Identified in the Literature by Frequency

Rank	Learning outcome	Frequency	Percent
1	Innovation	18	69.2
2	Management	18	69.2
3	Creativity	16	61.5
4	Risk taking	16	61.5
5	Communications	13	50.0
6	Initiative	12	46.2
7	Confidence, self-efficacy	11	42.3
7	Persuasion and negotiation	11	42.3
9	Recognizing opportunities	10	38.5
9	Team work	10	38.5
11	Problem solving	9	34.6
11	Planning	9	34.6
13	Marketing	8	30.8
13	Perseverance	8	30.8
16	Critical and analytical thinking	7	26.9
16	Autonomy	6	23.1
17	Literacy	5	19.2
18	Self-awareness	4	15.4
18	Knowledge about career opportunities and business	4	15.4
18	Networking	4	15.4
18	Decision making	4	15.4
18	Motivation	4	15.4
18	Leadership	4	15.4
24	Tolerance of uncertainty	3	11.5
25	Numeracy	3	11.5

An examination of just these three categorization schemes reveals that there is no consensus about entrepreneurship education learning outcomes and their categorization. Additionally, there is no uniform use of terms. Behaviors, attributes, competencies, learning outcomes, skills, attitudes and knowledge are used, sometimes interchangeably, and without clear definitions of each term. For example, self-confidence is a skill in one scheme and an attribute in another, while creativity is a skill in one scheme and an attitude in another. Finally, even within a single categorization scheme there is often internal inconsistency. Creativity and innovation are behaviors, attributes and skills in the U.K. scheme (However, it should be noted that this document is in draft form yet). Clearly, and despite the big increase in publications on entrepreneurial competencies and entrepreneurship education learning outcomes in the last decade, the field is in infancy, and more scholarly work is needed in this area.

In spite of the problems of classifying the different competencies or intended learning outcomes of entrepreneurship education programs, it is possible to differentiate between generic or transferable skills, such as literacy, communication, or creativity, and knowledge and skills related to business such as planning or marketing or knowledge about resources for starting a new business (One can argue that some business skills, such as those related to planning a new business, are transferable as well. However, the range of transferability of the first set of skills is much broader in my opinion. Additionally, some other business-related skills, such as knowledge of resources available for starting a new business, can be very context dependent). The business knowledge can be categorized into two parts: knowledge about the establishment of a business and knowledge about the ongoing operation of a business. A third category that is sometimes referred to in the literature (see, for example, Ward, n.d.) is knowledge and skills that are domain-related, that is, specific to the area of entrepreneurship such as ICT or food processing. It is clear that the learning outcomes identified in Table 1 relate to the first two categories, and neglect technical, specific or domain-related outcomes. The recent European Commission report makes the differentiation between general competencies and specific business skills and knowledge, and considers them both important outcomes (European Commission, 2010).

The trend over the last decade or so is to emphasize broad generic preparation rather than narrow preparation for a business or career. A more recent report (European Commission, 2011) asserts that “recent thinking has shown that narrow definitions based around preparing learners for the world of business may place limitations on both learners and the teaching community. Instead a broader definition which sees entrepreneurship education as a process through which learners acquire a broad set of

competencies can bring greater individual, social and economic benefits since the competences acquired lend themselves to application in every aspect of people's lives" (p.2). Recent documents also describe the outcomes of entrepreneurship education more broadly as a "general attitude" (European Commission, 2004) and lately as a "mindset" (European Commission, 2006, UNESCO and the StratREAL Foundation, 2010).

While taking cognizance of the problems associated with categorizing learning outcomes, yet there is a need to reduce the number of outcomes identified in Table 1 because it is relatively large. In an attempt to reduce the number, we categorized competencies which are similar without introducing categories which are more abstract than the competencies identified. That is, the new categories amounted to sorting some similar outcomes without introducing new labels, and the labels of the new category includes the names of all constituent learning outcomes. Seven new complex categories were formed as follows.

The first category is composed of business related skills includes planning for a business, management, marketing and similar skills. This category includes a relatively diverse set of skills. However, they were included in one category because, as described earlier, they are less generic than other outcomes on the one hand, and usually among the least emphasized at the school level as will become evident in a later section of this report. Knowledge about careers and entrepreneurship as an alternative career path was kept separate because, in our opinion, it might be more important than the other business skills as an outcome for school programs.

The second complex category includes innovation and creativity. These are different, but very closely related, entrepreneurship education learning outcomes, and require similar teaching methods for their development. The third category includes social skills – communication, persuasion and negotiation, and networking. The fourth complex skill includes a set of skills related to talking action under uncertainty: risk taking, decision making and tolerance of uncertainty. The fifth category includes higher order cognitive skills which are interdependent and overlapping: problem solving and critical and analytical thinking. The sixth category includes beliefs and knowledge about oneself; they include self-awareness, self efficacy and confidence. Finally, numeracy and literacy were included in one category because both are basic skills which constitute a prerequisite for any efficient functioning in a modern society, including functioning in an entrepreneurial manner.

Table 2: Learning Outcomes Identified in the Literature by Frequency

Competency	Rank	Frequency	Percent
Business related skills: planning, management, marketing, etc...	1	35	129.6
Creativity & innovation	2	34	125.9
Communications, relations, networking, persuasion & negotiations	3	28	103.7
Risk taking, decision taking & tolerance of uncertainty	4	23	85.2
Critical & analytical thinking & problem solving	5	16	59.3
Confidence, self-efficacy and self-awareness	6	15	55.6
Initiative	7	12	44.4
Recognizing opportunities	8	10	37.0
Team work	8	10	37.0
Perseverance	10	8	29.6
Literacy and numeracy	10	8	29.6
Autonomy	12	6	22.2
Motivation	13	4	14.8
Leadership	13	4	14.8
Knowledge about careers and entrepreneurship	13	4	14.8

After this categorization was done we recalculated the frequency of appearance of these intended learning outcomes of entrepreneurship education in the studied literature. The results of this exercise are presented in Table 2. The percentages exceed 100 in some cases because we counted the number of times each of the subcomponents of a certain category appears in the reviewed literature. The six highest ranking outcomes, all of which were the result of grouping more than one competency into a new outcome, are mentioned in more than half of the 26 studies which were reviewed. It is evident that these are apparently important learning outcomes for entrepreneurial education programs.

One last issue needs to be discussed in this section about competencies. Although it is now apparent that there is agreement about the importance of six outcomes by more than half of the studies and that there is agreement about all 15 outcomes by more than 10 percent of the reviewed studies, how sure are we that these are worthy educational learning outcomes? To answer this question, we need to find out how these competencies were identified in the original studies about entrepreneurship

and entrepreneurship education. The most prevalent method is to review the literature on entrepreneurial competencies in order to identify competencies mentioned in many studies and to try to classify these competencies, an approach similar to the one used in this report, although this report conducted the review more systematically (Baert and Camertign, 2007; Chung and Yao Wu, 2010; Katz, 2002). The problem with this method is that we are never sure how these competencies were identified in the first place and whether they have any validity. An alternative method tries to validate these competencies by using self-reports and opinions of two groups of people – successful entrepreneurs and academic experts in entrepreneurship, and this has been used internationally (Hipkins, 2006; Lans, Hulsick, Baert & Mulder, 2008; Oosterbeek, van Praag and IJsselstein, 2011). For example, Mojab, Zaefarian and Dazian (2011) and Izquierdo and Deschoolmeester (2010) used samples of active entrepreneurs and academic experts in entrepreneurship to identify and rank entrepreneurial competencies in Iran and Ecuador respectively. Since these studies usually start by presenting lists generated from the literature review to the samples, there is always the possibility that important competencies are missed because they were not presented in the lists.

The third method tries to provide some predictive validity to these competencies. The studies measure the effects of training programs which focus on teaching these competencies on venture behavior of the graduates or on the relations between competencies and venture behavior. The effects of some individual training programs were examined, sometimes showing positive effects (Charney and Libecap, 2000), and showing no effects in other cases (Oosterbeek, van Praag and IJsselstein, 2011). In general, however, most studies show positive relationships between the existence of competencies and venture behavior (Baum, 1994; Bird, 1995; Baron & Markman, 2000; Chandler & Jansen, 1992; Herron & Robinson, 1993; Man, Lau, & Chan, 2002; Xiang, 2009). Since the studies show that there is usually positive effects of training on entrepreneurship competencies and that there is a relation between competencies and venture behavior, it can be preliminarily concluded that entrepreneurship competencies, in general, can be taught, and that people holding these competencies are more likely than others to become entrepreneurs. Yet, there is still no clear evidence about the success in teaching specific competencies and the best way to teach them on the one hand, and on the relative importance of specific competencies in venture behavior or the minimum combination of competencies needed for entrepreneurial activity on the other hand. Clearly, more research is needed in this area.

3. Approaches to entrepreneurship education at the school level

Interest in introducing entrepreneurship education at all levels of education has been steadily growing in most parts of the world during the last decade or two. Education-based programs are programs wherein entrepreneurship education (EPE) “may be taught as a distinct subject, may be integrated more widely into the curriculum, or may involve the setting up of mini-enterprises” (OECD, 2009, p. 5). The Oslo Agenda for Entrepreneurship in Europe (European Commission, 2006b) and the report of the Expert Group on the topic (European Commission, 2006a) called for introducing EPE at all stages of education – primary and secondary school, higher education, vocational education and adult education, while more recent reports specifically called for embedding EPE in the curriculum across all educational levels/types (European Commission, 2010). Inclusion of entrepreneurship as a key competence in the national curriculum for general secondary education has been achieved in Spain, Ireland, Cyprus, Poland, Finland, and the UK. While education-based programs are often targeted at students in secondary schools, or at university undergraduates, there are some examples of programs for students at primary school level.

The latest and most comprehensive summary of EPE in Europe (Education, Audiovisual and Culture Executive Agency, P9 Eurydice and Policy Support, 2012) includes a survey of 31 European countries about EPE. The report found that the great majority of European countries address entrepreneurship education in national strategies or initiatives. Nearly half of the countries have incorporated the objectives linked to the promotion of entrepreneurship education within broader strategies (lifelong learning, education and youth, growth), while several countries have launched specific entrepreneurship education strategies.

The survey showed that two thirds of European countries explicitly recognize entrepreneurship in central steering documents at the elementary education level while, at the secondary education level, virtually all countries integrate entrepreneurship into the curriculum. In primary education, the cross-curricular approach prevails, while the integrated approach becomes more prevalent in lower secondary education. The subjects used in the integrated approach are mostly belong either to the social sciences area or to the area of economics, business studies and careers education.

In upper secondary education, the cross-curricular approach remains equally widespread, but the number of countries also using the integrated approach increases, as does the use of optional subjects. Several countries combine a cross-curricular approach with integration in both compulsory and optional subjects. In addition, there are more countries which offer entrepreneurship as a separate subject. The social sciences are still a popular home for entrepreneurship education. However, more countries at this upper level integrate it into the area of economics, business studies and careers education.

A third of countries have practical implementation guidelines for entrepreneurship education and, in also roughly one third of countries, teaching materials have been developed. Where practical implementation guidelines and/or teaching materials are offered, it appears that they are sometimes developed in partnership with different ministries, non-governmental organizations (NGOs) and other organizations mandated by the government. What seems to characterize the implementation of entrepreneurship education is a mix of active and participatory teaching methods, based on practical experience such as setting up and running student firms.

The introduction of EPE programs has not been restricted to the European Union; programs which have entrepreneurship as a curriculum goal have been launched in many other places such as those run by Junior Achievement in the United States, and the New Zealand Primary Enterprise Program (PrEP). (OECD, 2009). Nigeria has included entrepreneurial skills in its curriculum for elementary and secondary schools since 2007 (UNCTAD, 2011). In elementary education, the Junior Achievement program is present in 19 African countries. The World economic Forum (2009) also called for introducing education-based programs at all levels of education. In the Arab World (UNESCO, 2011), there are similar calls for the introduction of education-based programs at all levels of education. In Jordan, a 1994 law outlined many entrepreneurial characteristics which students should acquire at various levels of education. It is generally recommended to develop generic attitudes and skills at lower levels of education and to impart more specific knowledge about business at higher levels of education (European Commission, 2006c). This recommendation is sometimes extended for higher education: “While with **undergraduates** the most important thing will be to work generally on students' mindsets and to stimulate interest in self-employment and business creation (awareness and motivation elements), **graduate and post-graduate students** will need practical tools

(such as business plan competitions) and concrete support for their business ideas.” (European Commission, 2008, p.26). The embedding of entrepreneurship is most likely in the primary and lower secondary phases but that even here teaching it as a separate subject is by no means uncommon. At upper secondary level the number of cases where entrepreneurship is taught as a separate subject outnumbers its incorporation into existing subjects by about two to one (European Commission, 2011).

While embedding EPE across the curriculum makes it possible to build a system that ultimately enables all students to receive high quality entrepreneurship education at every stage of the educational process, this requires strong commitment from governments in terms of policy and resources, a point which will be discussed in more details in the recommendations section of this report.

In addition to education-based programs, entrepreneurship education can be introduced via award schemes. An example of an award scheme is the ASDAN awards scheme in the UK, where students receive credits for completing challenges in a number of areas, including Science and Technology, Work Related Activities, and Information Transmission. In Australia, the *Plan Your Own Enterprise Competition* is designed to raise students’ awareness of small business management and planning principles and practices. It is targeted at Year 11 students and consists of a business planning competition (OECD, 2009, p. 6).

Finally, there are partnership schemes which promote partnerships between schools and enterprises. “An example of a partnership scheme is Young Achievement Australia, which offers programmes which provide a link between education and industry. A Business Skills Programme, which is facilitated by mentors from the business world, is delivered outside school to groups of 15 to 25 young people for two hours a week over 16 to 24 weeks. They are required to “create, manufacture and market a product or service in a competitive environment”, thereby going through the stages of a business cycle “and take responsibility for all essential business processes, from selling shares and raising capital to liquidating the company.” (OECD, 2009, p. 6). A similar program applied in Palestine by Injaz will be described in a later section in this report. The similar Junior and Senior Achievement programs in Africa (Benin, Togo, Burkina-Faso and Cote d’Ivoire) have reached more than 30,000 students since its launch in 1993. More than two million students in 40 countries in Europe were exposed to similar programs in the year 2005/2006.

These three approaches are not exclusive, and any combination of them can be tried out in a certain country. The latest survey about EPE in Europe referred to earlier (Education, audiovisual and Culture Executive Agency, P9 Eurydice and Policy Support, 2012) shows that in a dozen European countries a range of activities is used, including closer cooperation between education and business, financial initiatives to fund pilot projects promoting entrepreneurship, the organization of entrepreneurial competitions, the certification of entrepreneurial skills, and the setting up and running of student training firms.

What approach or mixture of approaches might be useful for Palestine? Two important reports help answer this question. The first report covers entrepreneurship education in 38 countries worldwide with the participating nations classified into three groups with similar levels of economic development, from the lowest level “factor-driven” group, to the middle level “efficiency-driven” group, and then to the highest level “innovation-driven” group (Coduras Martínez, A., Levie, J., Kelley, D., Sæmundsson, R., and Schøtt, T., 2010). Since 2000, the Global Entrepreneurship Monitor National Expert Surveys have gathered data that consistently demonstrates experts’ dissatisfaction with aspects of entrepreneurship education and training in their countries. Experts tended to rate the adequacy of entrepreneurship education and training in primary and secondary schools lower than that offered beyond primary and secondary schooling, such as that offered in colleges and universities or by government and professional programs (p. 5). Nevertheless, a high proportion of school formal training exists which reveals the important role of formal education system in entrepreneurship training. In most countries, training at school is more prevalent than training at the tertiary level.

The report shows that there is a gain from training in entrepreneurship, but that this gain varies by context. Training is most effective in contexts with favorable institutional environments, where the training-induced positive skills, perceptions and intentions can be translated into action. “Training appears to be particularly effective in western European countries with low rates of early-stage entrepreneurial activity, such as Belgium, France, Germany and the United Kingdom, where significant gains equal to a doubling of the odds of engaging in early-stage entrepreneurial activity were recorded among trained individuals” (p. 6). The report warns that since the impact of training varies according to the level of economic development, factor-driven countries, in particular, should not invest large-scale resources in training programs if basic framework conditions are not

adequate. However, the report also warns that the results could be explained also by the fact that the quality of training may vary by country context, and that less-developed economies may have lower quality forms of training.

In summary, the report shows the prevalence and importance of entrepreneurship education at the school level, and the unsatisfactory quality of school-based programs. However, it warns against making large investments in entrepreneurship education if there is no favorable institutional environment. It is in the opinion of the author of this report that the adoption of an approach to entrepreneurship education at the school level, even in factor-driven countries, that emphasizes teaching generic entrepreneurial skills such as creativity and innovation, team work, critical and analytical thinking and problem solving, either in a cross-curricular approach or an integrated approach, that is without teaching them in a separate school subject, is actually necessary for better understanding of any school subject. Additionally, this approach is not very expensive, and constitutes better preparation not only for entrepreneurship but also for social and political participation and action. In other words, the introduction of these generic skills is an essential component of school reform and in improving the quality and relevance of education in any country.

The second report that sheds light on the issue of the appropriate approach for entrepreneurship education in Palestine (UNCTAD, 2011) emphasizes the need to look at entrepreneurship education as part of a more comprehensive policy and efforts:

One of the key success factors for entrepreneurship education is effective development of the entrepreneurial ecosystem, in which multiple stakeholders play a role in facilitating entrepreneurship. It is a system of mutually beneficial and self-sustaining relationships involving institutions, people and processes that work together with the goal of creating entrepreneurial ventures. It includes business (large and small firms, as well as entrepreneurs), policymakers (at international, national, regional and local levels), and formal (primary, secondary and higher education) and informal educational institutions. (p.3)

The role of the government is crucial in developing this ecosystem. Entrepreneurship education, thus, should be reflected in a country's

national economic and social development plans, and not just educational plans. In response to the warnings given in the GEM 2010 report, the UNCTAD report writes: “Given the high rates of necessity entrepreneurship in developing countries (informal and micro-entrepreneurial activity), it is important to establish policies which can not only help transition successful necessity entrepreneurs (often with low levels of formal education) into opportunity entrepreneurs (with social and basic business skills necessary to run their own small business), but also encourage more high-growth-oriented entrepreneurs. This often means that coordination on entrepreneurship education policy between ministries within a country is critical.” (p.5). Additionally, the report draws attention to the need to integrate entrepreneurship education into the overall poverty reduction strategy, giving examples of Malaysia, Rwanda and Mozambique which have done so.

In summary, entrepreneurship education has become prevalent in many countries of the world, and it has become a component of formal education at the school level. In Europe, the great majority of countries include EPE in their national strategies, and it has specified learning outcomes and is part of the curriculum. Many countries have developed implementation guidelines and teaching materials. Active teaching methods are usually used which include practical experiences. In the majority of the cases, EPE is taught either on a cross-curricular basis, that is across many or most school subjects, or in an integrated manner, that is, as part of one or two other school subjects such as social studies or economics. Although including EPE as part of the formal education system is by far the most prevalent approach, two other approaches are used to complement this approach and not to replace it – these are award schemes and partnerships between schools and business. Finally, although we focus in this report on EPE within the formal school system it should be kept in mind that EPE should be thought of at the policy and implementation level as part of a national strategy which involves coordination between many ministries and with other stakeholders including the business. Additionally, no large investments should be made in entrepreneurship education if the environment will not facilitate entrepreneurship after graduation.

Given this review of international practices and approaches to entrepreneurship education, the following recommendations for the Palestinian context can be given. Emphasis here is given on the approach most suitable to Palestine, while detailed recommendations for introducing entrepreneurship education in Palestine are given in the last section of this report.

- ✧ Entrepreneurship education should be included as part of the national educational strategy. There is no need for a separate strategy for entrepreneurship education since many of the learning outcomes are generic and are shared with the learning of other school subjects.
- ✧ Nevertheless, entrepreneurship education cannot be the sole responsibility of the Ministry of Education. A comprehensive approach is recommended which includes coordination and/or partnerships with the Ministry of Higher Education, the Ministry of Labor, and private business.
- ✧ Curriculum development, introduction of student-centered teaching methods, assessment and teacher training should be closely coupled. (This is treated in more details later).
- ✧ The approach to the introduction of EPE should emphasize an integrated (teaching EPE with one other subject such as business or civic education) or a cross-curricular one (teaching EPE skills as part of a number of subjects) rather than introducing EPE as a separate subject. There are three reasons for this recommendation. Firstly, this is the standard practice in most countries as we have seen earlier. Secondly, this approach emphasizes developing amongst the students an entrepreneurial mindset and generic transferable skills and attitudes rather than specific business-related skills. Many of these skills are also intended learning outcomes of other school subjects. Learning these skills across different contexts helps the students to generalize these skills and transfer them to new contexts. Finally, this approach is the most efficient in term of capital and human resources. There is no need to train new EPE teachers or to prepare a separate new curriculum or to find ways to yet add another school subject into the students' already busy time table. Emphasizing the need to develop students' abilities to be creative, critical thinkers, problem solvers, confident or motivated, for example, are worthy educational aims for all school subjects, and their attainment can be done within the teaching of these different subjects.
- ✧ However, some caution is needed when recommending that entrepreneurial competencies become part of the teaching and learning of all or most school subjects instead of introducing EPE as a separate new subject. Transfer across contexts does not occur automatically as research in educational psychology shows. Therefore, teaching these competencies across the curriculum should be done with an eye on assisting student to finally transfer these competencies to work-related contexts. Additionally, extra-curricular activities, as explained below, should complement curricular activities.

- ✧ Finally, and in addition to the introduction of EPE in an integrated or cross-curricular manner, extracurricular EPE activities can be introduced. The previously discussed award and partnership schemes have proved effective in other places, and, as we shall see later, have been successfully introduced in Palestine, albeit on a limited basis. These activities are both expensive and time consuming, and coordination and cost sharing with the business community is essential.

4. The school system in Palestine and its contribution to the development of entrepreneurship

It has been previously pointed out in this report that there is a lack of attention at the policy level in Palestine to the role of the formal school education in contributing to the formation of entrepreneurs. Additionally, there are no learning outcomes which are specified or any plans to introduce EPE either across the curriculum or in an integrated manner. We have also pointed out that different educational reports have criticized the Palestinian educational system for its bookish nature and its neglect of the development of important generic skills such as creativity, critical thinking or problem solving.

Nevertheless, school graduates might still acquire some important entrepreneurial learning outcomes or characteristics, although many of these might not be explicitly stated as intended learning outcomes. In order to assess the contribution of the existing system to the development of entrepreneurial outcomes among school graduates, we asked school teachers and principals to appraise the degree of attainment of important entrepreneurial characteristics, identified earlier in this report as part of the literature review (see Table 2), by school graduates. Additionally, the sample members were asked to appraise the importance of these learning outcomes. Seventeen schools were chosen in the West Bank from the school directorates of Hebron, Jerusalem suburbs, Ramallah and Tulkarm. The schools were either private or government controlled, and either academic or vocational. Five teachers and the principal were interviewed in each school, and they were teachers of grade 12 in each of the following areas: languages, sciences, mathematics, social sciences, and economics and business studies. In vocational schools we replaced teachers of languages and social sciences with teacher of crafts. Seven heads of departments in the Ministry of Education who were knowledgeable about school curricula and learning were also interviewed. The sample is described in Table 2, and the questionnaire used in the interviews is presented in Appendix 2.

The results are presented in Table 3. School teachers and principals, on the average, rated the appraisal or attainment of entrepreneurial learning outcomes by school graduates in Palestine as average (3.06 on a scale of 5=large attainment to 1=no attainment). That is, these educators thought that school graduates acquired these outcomes only moderately. The

variance in their appraisal of specific outcomes around this average was relatively small, with the average rating of outcomes ranging between 3.40 and 2.69. Clearly, they thought that none of these outcomes is acquired to a large extent. In agreement with critical reports of Palestinian education, they rated the outcomes related to critical and analytical thinking and problem solving and creativity and innovation as the least acquired by school graduates. Additionally, they rated business related skills and knowledge about the requirements for establishing a new business and the resources available to open that business as the least acquired as well.

Table 3: Description of School Sample

School No	School Name	School Type	City/village	District	No. of respondents	Sex of Students
1	Allnjeeliah	Private	Ramallah	Ramallah	5	mixed
2	American	Private	Ramallah	Ramallah	6	Girls
3	Friends	private	Ramallah	Ramallah	7	mixed
4	AlMajida Wasela	Public	Birzeit	Ramallah	6	Girls
5	Der Dibwan	Vocational- Public	Dear Debwan	Ramallah	6	Boys
6	AlAmir Hasan	Public	Birzeit	Ramallah	7	Boys
7	Kufr Ne'ma	Public	Kufr Ne'ma	Ramallah	6	Boys
8	Ispaniya	Public	Ramallah	Ramallah	5	Girls
9	Biet Leed	Public	Biet Lead	Tulkarm	5	Girls
10	Al- Sena'ia	Vocational- Public	Tulkarm	Tulkarm	6	Mixed
11	AlAdawieh	Public	Tulkarm	Tulkarm	5	Girls
12	AlFadiliyah	Public	Tulkarm	Tulkarm	4	Boys
13	Anabta	Public	Anabta	Tulkarm	5	Boys
14	Biet Leed	Public	Biet Lead	Tulkarm	6	Boys
15	Widad Naser	Public	Hebron	Hebron	7	Girls
16	AlHussein	Public	Hebron	Hebron	5	Girls
17	AlYateem AlArabi	Vocational- Private	ArRam	Jerusalem	7	Boys
18	MoEHE Officials				7	
	TOTAL				105	

These findings indicate that the people closest to graduating students, their teachers and principals, are aware that by the end of 12 years of formal schooling these graduates have not acquired any of the important entrepreneurial attitudes, knowledge and skills well: the average rating for any of the 15 entrepreneurial learning outcomes did not reach 4 (well acquired) or 5 (very well acquired). When asked if they thought that the Palestinian curriculum was a cause of this unsatisfactory state of affairs, 55 percent of the respondents thought that the curriculum is overcrowded and emphasizes rote learning and theoretical knowledge and does not emphasize real life applications. When asked if they thought teaching methods contributed to the lack of attainment of entrepreneurial outcomes, 53 percent thought that the use of traditional teacher-centered teaching methods contributed to this state of affairs. Sixty five percent of the respondents thought that other variables also contribute to the lack of attainment of entrepreneurial outcomes, and these include familial, social, economic and political factors. It is important that teachers and principals, who are held responsible for educating Palestinian youths, make these evaluations of the outcomes of the school system and the factors affecting the outcomes. Perhaps other independent evaluators would find the situation even less satisfactory because, in our opinion, teachers and principals are less inclined to pass negative judgments about their own work and its effects on student learning outcomes.

As Table 3 also shows, when teachers and principals were asked to evaluate the importance of the 15 entrepreneurial learning outcomes, they found, on the average, these outcomes to be important (average was 4.37 on a 5-point scale, with 5 very important, 4 important, and 1 not important at all). Again the variance around this average was small, with the ratings ranging between 4.74 and 3.90, revealing consensus about the importance of all these outcomes. Generic attitudes and skills such as confidence and self-awareness; motivation; initiative; perseverance, recognizing opportunities, and creativity and innovation were all rated as almost very important (average higher than 4.5), while the specific business related skills of planning, management and marketing, though considered important, were considered the least important with an average of 3.9. It seems respondents thought these specific skills could be acquired later when needed.

In summary, the results indicate that Palestinian educators thought school graduates should acquire these important entrepreneurial characteristics, but in reality these characteristics are acquired only moderately by school graduates. The school curriculum, traditional teaching methods and other

familial, social and political factors were thought to hinder the attainment of these characteristics.

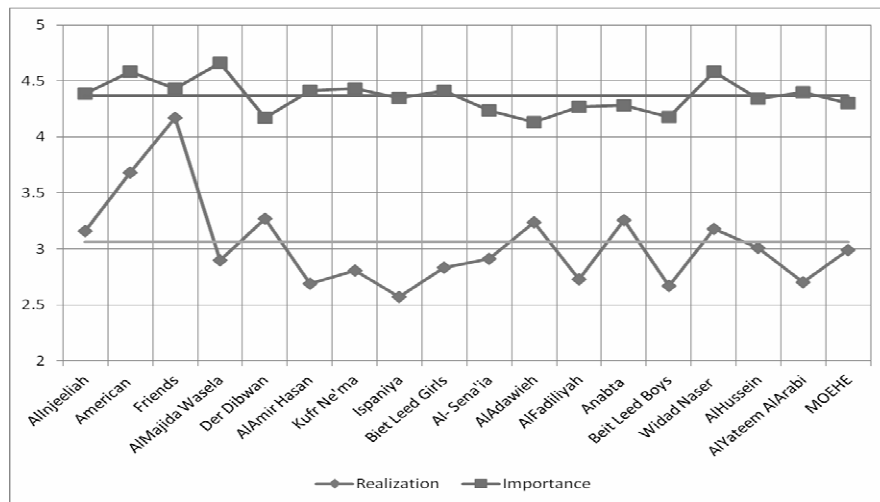
Table 4: Average Appraisal of Realization and Importance of Different Entrepreneurial Intended Learning Outcomes

Intended learning outcome	Average realization	Intended learning outcome	Average importance
Communications, relations, networking & negotiations	3.40	Confidence, self-efficacy and self-awareness	4.74
Confidence, self-efficacy and self-awareness	3.38	Motivation	4.61
Literacy	3.33	Initiative	4.58
Numeracy	3.23	Perseverance	4.56
Perseverance	3.21	Recognizing opportunities	4.52
Initiative	3.10	Creativity and innovation	4.51
Recognizing opportunities	3.09	Literacy	4.48
Motivation	3.09	Risk taking, decision taking & tolerance of uncertainty	4.44
Knowledge about careers and entrepreneurship	3.07	Communications, relations, networking & negotiations	4.40
Leadership	3.01	Numeracy	4.30
Risk taking, decision taking & tolerance of uncertainty	2.97	Knowledge about careers and entrepreneurship	4.30
Creativity and innovation	2.83	Leadership	4.12
Knowledge about resources available to establish new business	2.79	Critical & analytical thinking & problem solving	4.09
Critical & analytical thinking & problem solving	2.69	Knowledge about resources available to establish new business	4.03
Business related skills: planning, management, marketing, etc...	2.67	Business related skills: planning, management, marketing, etc...	3.90
Average	3.06	Average	4.37

We investigated whether these results vary by school or by school type. Figures 1 and 2 display the average appraisals of realization and importance of the different entrepreneurial learning outcomes by school and by school type respectively. Figure 1 shows again that educators rated the entrepreneurial outcomes as important and their realization as only

moderate. The figure additionally shows that there is more agreement between the different schools about the importance of the outcomes than there is about their realization. While educators in most schools rated the realization close to moderate, two schools stand out whose educators thought that the graduates of these two schools acquire entrepreneurial outcomes to a large degree and not merely moderately. (The average ratings in these two schools was 4.17 and 3.68 compared to an average rating of 3.06 for all schools). It is revealing that the private school with the highest rating was the Friends School which uses an international curriculum at the secondary school level, while the second highest rating was the Palestinian American School which uses a hybrid American-Palestinian curriculum. This leads to the conclusion that perhaps the curriculum has the strongest effect on the attainment of entrepreneurship education outcomes in schools. This conclusion is also supported by the fact the educators in the third private school, the Evangelical school, did not rate the attainment differently from other government or vocational schools. The Evangelical Schools uses the Palestinian curriculum – so it is the curriculum used and not the school type (private or government) that most probably affects the attainment of entrepreneurial characteristics.

Figure 1: Average Appraisal of Realization and Importance of Various Entrepreneurial Intended Learning Outcomes by School



Although this assertion that the curriculum plays an important role in the development of entrepreneurship competencies should be taken as preliminary because of the limited size of the sample, it is an important

point that warrants some discussion. As previously stated many reports about school education in Palestine have criticized schooling in Palestine as encouraging rote learning and lower order cognitive skills. To the author’s knowledge about the International Baccalaureate program used in one of the two private schools, this curriculum stands in stark contrast to the Palestinian curriculum in its emphasis on higher order cognitive skills, and in developing personal and social skills.

Figure 2: Average Appraisal of Realization and Importance of Entrepreneurial Intended Learning Outcomes by School Type

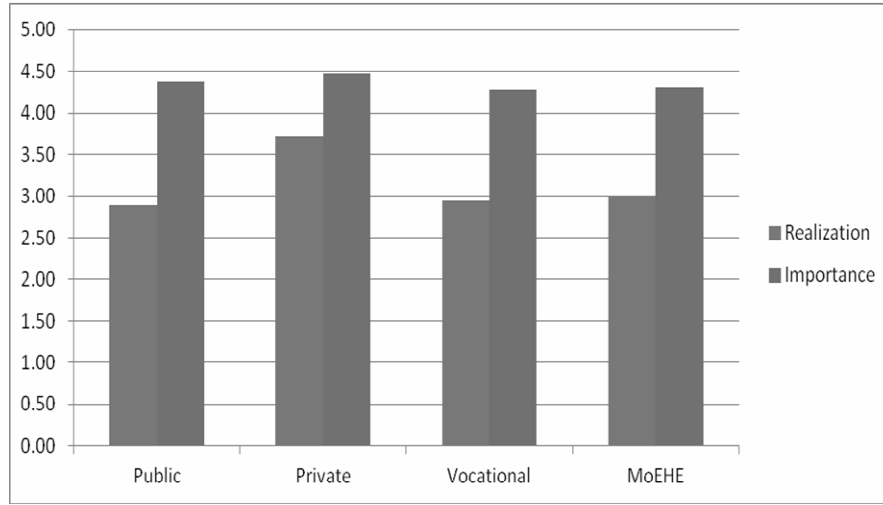


Figure 2 shows that there is no difference in the rating of educators of the importance of entrepreneurial outcomes attributed to school type (private, public, vocational and MoEHE department heads); all four groups consider these outcomes important. However, educators in private schools think their students attain these outcomes more than educators in the other three groups. It was explained earlier that this difference is most probably due to the use of international curricula in two of these schools. However, what is surprising is that educators in vocational schools thought their students do not attain entrepreneurial outcomes better than other schools. One would have expected that vocational schools would better prepare their students for entrepreneurship than academic schools. That this is not the case is perhaps best explained by the fact that the Palestinian curriculum is largely theoretical and the teaching methods teacher-centered even in vocational schools in Palestine.

In conclusion, Palestinian educators think that the current school system does not prepare school graduates well for entrepreneurship, but they think that the school system should prepare them for entrepreneurship. In their opinion, an overcrowded and theoretical curriculum and traditional teacher-centered teaching methods are mostly to blame for the inadequate preparation of school graduates. This resonates with critical studies of the Palestinian school system and with the findings in the previous section of this report that entrepreneurship education is a forgotten topic at the policy level as reflected in the publications of the Palestinian Ministry of Education and Higher education; EPE is not mentioned in the national strategies, and no learning outcomes have been specified. EPE is not part of the curriculum, and no implementation guidelines or teaching materials exist. However, the introduction of EPE education or the development of entrepreneurship outcomes among school graduates is not an impossible task: two private schools which use foreign curricula that emphasize generic skills, such as problem solving and critical thinking or creativity and innovation, without explicitly specifying entrepreneurship outcomes as goals in these schools have managed to help their students to acquire entrepreneurial characteristics in the opinion of educators in these schools.

One last methodological point requires some discussion. It can be argued that teachers' assessments of their own students and their own school might be biased. The bias, if it exists, would be in appraising the degree of attainment of entrepreneurship competencies by their students, and not in appraising the importance of these competencies as school learning outcomes. The bias would be in exaggerating the attainment of these skills. But, even with this bias, none of the competencies was judged to be attained to a large or very large extent. Additionally, the relative agreement (the small variance) between teachers in different schools which use the Palestinian curriculum about the appraisal of their students' competencies gives us some assurance about the validity of these results. Additionally, it should be remembered that teachers' appraisals were corroborated by high-level experts at the Ministry of Education. Also, the contrast between the appraisal of teachers who use the Palestinian curriculum and those who use foreign curricula also indicates teachers were generally honest in their responses. Additionally, there is agreement between teachers' appraisals, evaluation reports of the Palestinian educational system (see the introduction section in this report), and educators' assertions about the different types of learning tasks required by the Palestinian and other curricula. Finally, the appraisal of teachers is in agreement with the relatively poor performance of Palestinian students on international exams (UNESCO, 2011). All of this constitutes triangulation

or converging evidence that supports our conclusion that Palestinian schools do not prepare students well for entrepreneurship.

The present study is limited in its dependence on appraisals by school teachers and principals, although they might be the most knowledgeable about the characteristics of their students. One could have asked employers to rate school graduates, but this is usually done for university, and not school, graduates due to the difficulty in identifying and reaching employers of school graduates. However, this is recommended for future studies.

Another alternative is to directly examine school graduates using valid and reliable tools, and it is important to conduct such studies in the future. In the past Palestine has participated in international exams, such as assessment of student achievement in science and mathematics (Third International Science and Mathematics Study). Palestinian students scored well in comparison with other MENA countries, but not well compared to international standards. Additionally, in 2007 the performance of Palestinian students was 7.1 percent lower in science and 5.8 lower in mathematics than their performance in 2003 (UNESCO, 2011). These exams, which focus on higher-order cognitive skills, provide additional evidence that schooling in Palestine is not preparing students well for entrepreneurship as has been pointed out previously. Similar exit exams for school graduates are needed.

Finally, future studies can also examine the Palestinian planned and enacted curricula for their emphasis on tasks which develop entrepreneurial outcomes. This is beyond the scope of the present report.

4.1 Entrepreneurship education projects in Palestine

We have seen that EPE is not part of an education-based program at the school level in Palestinian schools. But are there extra-curricular activities or specific short-term projects that aim to prepare students for entrepreneurship in these schools? To answer this question we have interviewed 10 persons from the Ministry of Education to learn about entrepreneurship education projects conducted in Palestinian schools in recent years. We found out that there was a small number of projects conducted by the Junior Achievement Organization – Palestine “Injaz”, the International Education Foundation “Elham”, the International Labor Organization’s (ILO) Know About Business (KAB) Project, the Food and Agriculture Organization of the United Nations (FAO), and smaller

programs with less significant effects. We interviewed the persons administering Injaz, Elham and the ILO projects, and examined the related documents. The results are discussed in this section of the report.

INJAZ Palestine is an independent NGO which is part of the global Junior Achievement Worldwide organization, in which over eight million students participate in 122 countries, and part of Injaz AlArab organization which works in 14 Arab countries. The Palestinian program was initiated in 2005 with the aim of joining the educational sector with the private sector in order to provide our students with a business and economic education. Since 2005, 80,000 students were trained under the guidance and supervision of 2,000 volunteers from 200 private companies. The volunteers, mainly bank employees, participate in giving 14 workshops each of which consists of one class period per week over a ten week period. Workshops are given for grades 8 – 11, and students who participate in them develop their skills on a cumulative basis. This project aims at training students whose age range from 13 to 22 years with the hope of equipping students with the needed knowledge and skills and preparing them for employment through bridging the gap between education and the workplace.

The 14 workshops include specific concepts and experiences that aim to enhance students' leadership, business, financial, entrepreneurial and communication skills. One particular workshop requires students to set up a company and plan for producing and marketing a product. After six months, the company is liquidated. In addition, different companies from different schools compete for having the best company prize. The target schools included governmental, private, and UNRWA schools, in addition to the universities in the West Bank and Gaza Strip.

Injaz evaluates the programs and projects, and different documents and reports are prepared every 6 months, in addition to the final reports that are prepared at the end of the year. Injaz claims that, according to these documents and reports and based on qualitative self-reports by participants and trainers, these activities have positive effects on participating students. However, we failed to find evaluations of the effects of these programs on the development of entrepreneurial learning outcomes or on the enterprise behavior of student participants after graduation.

The International Education Foundation (Elham Palestine) project was launched in 2008/2009 by a Palestinian university educator. Its main objective was to identify entrepreneurial initiatives by teachers and

students in different Palestinian schools and “to generalize these initiatives to maximize and disseminate their positive effect and to insure their strong impact which in turn might encourage and promote the spirit of entrepreneurship, creativity and innovation among the youth”. (Interview with Huthaifa Jalamnah, May 2012).

Elham provides incentives for various student-initiated projects, and one type of initiatives which are rewarded is entrepreneurial initiatives by students that encourage creativity, innovation and critical thinking. Elham Palestine funds and supports these initiatives and tries to help the students and teachers to develop and improve their initiatives and ideas until they achieve their goals. In 2011/2012 the organization chose and funded 734 initiatives in the West Bank and Gaza Strip.

An example of a funded initiative is building a school garden which, in turn, provided food for a school in the south of Hebron and revenue to the school from selling extra produce. Another initiative involved investigating reasons for students staying up late at night. The main reason was the use of internet cafes. Students and teachers campaigned to force these cafes to close at early hours. As can be noted, some of these “initiatives” are not clearly entrepreneurial, but can be thought of as socially entrepreneurial or facilitating initiative taking, identifying problems and solving them sometimes through social/political action. The skills developed through such projects clearly help develop entrepreneurship learning outcomes. However, again, there is lack of impact evaluation of the project.

The International Labor Office’s (ILO) Know About Business (KAB) Project is another important initiative in Palestine that aims at creating an enterprise culture among the youth who are not in regular schools, but in vocational and technical training programs. In addition to fostering an entrepreneurial mindset among the young people and raising their awareness about the importance of setting up their own projects in future, KAB focuses on encouraging those who cannot start up new ventures to be entrepreneurs in their institutions. Furthermore, it aims at training teachers (facilitators) in vocational and industrial training centers to be able to implement new curricula which are directed to foster and harness entrepreneurship knowledge and skills.

The program was initiated in 2009 by the ILO in cooperation with the Ministry of Labor and the Ministry of Education and Higher education. It was implemented in different vocational and industrial training centers in

Palestine. It was implemented in two phases. First, the program was implemented in the pilot phase and extended for two years (2010 and 2011). Then it was officially recognized to be implemented as one of the ILO's curricula in 2011, and it is supposed to be delivered to all students in technical training centers and vocational schools by 2012/2013. The course extends for nine months in addition to another month during which students receive practical training outside the institute. This project targets all students in the vocational, industrial centers and technical colleges, and all those who are above 16 years can also join the program.

The project trained 1026 students and equipped them with an enhanced capacity to generate ideas and the skills to implement these ideas. However, there is the need for following and tracing of the graduates after finishing their courses so as to study the effect of the program. This is the only entrepreneurship education program in Palestine that has been formally evaluated by external evaluators (ILO, 2012). The evaluation shows that the most important accomplishment was agreement with both concerned ministries to include it in the national curriculum and training materials for vocational schools and technical training centers. While it is still early to determine the full impact of the program, preliminary results indicate that the programs is most effective for students who are about to graduate and are already seriously thinking about future job opportunities.

A fourth program was conducted by the Food and Agriculture Organization of the United Nations (FAO). FAO launched a Junior Farmer Field and Life Schools (JFFLS) program in the West Bank and Gaza Strip in 2008. The JFFLS program, previously successful in several African countries, "uses the agriculture growing calendar as a model for life, youth learn agricultural skills while developing corresponding life lessons like setting goals, importance of personal space for growth, and teamwork" (FAO, 2010, p. 6). The youth are encouraged to develop healthy and positive skills using cultural activities to keep local traditions alive. By developing agricultural skills, youth learn the importance of sustainable farming practices and the environment. 260 girls and 280 boys participated in the project. Teachers from local schools received training to become facilitators for the after-school JFFLS activities. At the final phase of the seven-month cycle, products grown by the students were sold during Open Days to teachers and parents, and the funds were saved for future activities. According to the evaluation, JFFLS participants stated that they developed new skills, expressed interest in continuing the JFFLS program and/or pursuing agricultural education, and performed well in their end-of-the-year exams. A formal self-evaluation by FAO revealed that

participants showed a general improvement with a positive change in their attitudes including more confidence and hope for the future.

Interviews with MoEHE officials and an examination of various documents produced by the Ministry revealed the existence of other smaller projects. Many projects, which were mainly funded by foreign organizations, were carried out in the recent years in government schools. Most of these projects are not directly related to entrepreneurship, but can be considered as initiatives that aimed to enhance specific skills and competences related to entrepreneurship. The projects can be classified into two categories; the first category includes projects that aimed to foster and enhance communication, analytical and critical thinking skills, in addition to other skills such as summarizing, paraphrasing and the ability to express one self. These include the projects entitled My Arabic Library, International Law, Analytical and Critical Thinking, Learning by Serving and Citizenship Project. According to the official reports, the number of schools enrolled in these projects is about 700 schools, although the actual number might be smaller because if a school was hosting two different projects it would be counted twice.

The second category of projects aimed to provide the learners with skills and competences that are directly connected to the world of work, through providing them with the chance to be exposed to real life situations which help them to acquire the necessary information and skills concerning self-employment in future. These also meant to establish a close links between the school and the surrounding environment and the wider community which in turn might help them to widen their vision and expand their life experience. The best example of such projects is “The Vocational Learning Project” which aimed at enhancing the awareness of vocational education through carrying out fieldtrips and visits to workshops and factories. Students are required to gather information about each vocation and its tools in addition to its points of strength and points of weakness which in turn could help them acquire the needed information about each career and expand their life experiences. The number of schools covered in such projects was about 150 schools (a school might be counted more than once participating in more than one project simultaneously). However, the Ministry’s reports indicated that these projects did not last more than one year, that they were not successful and that the objectives were not achieved since they were very demanding and expensive.

In conclusion, various interventions in Palestinian schools (and some outside school, but targeting youth) exist, interventions which involve

extra-curricular activities that can promote the development of entrepreneurial learning outcomes, either explicitly or implicitly. Some of these interventions have existed for a period of up to seven years, such as the Injaz project, while other ended unsuccessfully in less than a year. Some interventions targeted a handful of schools while others involved hundreds of schools. These interventions, which involve award schemes and partnerships with business, are not uncommon worldwide, as we have seen, and nicely complement education-based interventions. The use of this approach in Palestine seems relatively successful judging from reports by the managers of the various projects. (Unfortunately, independent external evaluation of these projects does not exist except in one case, that of ILO's KAP Project). According to these evaluations, students seem both to enjoy and value the activities involved in these projects. The main lesson learned is that it is feasible to use such an approach successfully in Palestine, and we have the needed resources to use such an approach. However, in light of the substantial human and financial resources needed in such interventions there is a need to better evaluate the impact of these programs in Palestine. The dependence on anecdotal self-reports is insufficient, and assessment of attainment of entrepreneurial outcomes or relations with later entrepreneurial behavior is badly needed.

5. Conclusion and Recommendations

In this report we have identified the most important intended learning outcomes for school-based entrepreneurship education programs and the different approaches used globally to deliver EPE. We have also assessed the capacity of the educational school system in Palestine to promote the development of entrepreneurial attitudes, knowledge and skills among students, and found out that school graduates possess entrepreneurial characteristics at a moderate level only. This is not surprising since the EPE is neglected at the educational policy level, and the existing curriculum and teaching methods do not induce the development of these characteristics. On the other hand, we have found out that in many countries EPE is becoming extremely important: it is included in national strategies, and resources are set aside to define its outcomes, develop curricula, train teachers in EPE, and provide support in the form of implementation guidelines, teaching materials, and expertise. The time is ripe to initiate EPE seriously in the Palestinian educational system. For this to happen the Palestinian government should place EPE high on its priority list and support initiatives and resources in the following four areas: policy, curriculum development and teaching methods, teacher education, and engagement with business and the private sector.

5.1 Policy

We have found out in the section that reviewed approaches to entrepreneurship education that the great majority of European countries address entrepreneurship education in national strategies or initiatives (Education, Audiovisual and Culture Executive Agency, P9 Eurydice and Policy Support, 2012). Consequently, including entrepreneurship education as part of a modified general education strategy in Palestine is a necessary first step. In agreement with the UNCTAD Secretariat report (2011), the European Commission reports (2006b, 2010) and UNESCO (2010) report reviewed earlier, the strategy should be clearly related to the Palestine's national economic and social development plans. The strategy should cover all stages (elementary, secondary, tertiary and life-long) and types of education (academic, vocational, formal and informal). It should be developed with the involvement of all stakeholders including, in addition to education, other concerned ministries (labor, economic development, social affairs, agriculture, etc...), the private sector, business and relevant NGO's. Issues of coordination could be facilitated by the establishment of a working group to represent all stakeholders. In

agreement with UN recommendations (UNCTAD, 2011), it is important to integrate entrepreneurship education into the overall poverty reduction strategy (see the Food and Agriculture Organization of the United Nations, 2011, intervention reviewed earlier). At the policy level also and in agreement with international best practices reviewed earlier, it is important to include entrepreneurship education by using an across-the-curriculum approach in addition to integrating it into some existing school subjects rather than offering it as standalone courses. Financial resources should be made available to including entrepreneurship into the national curriculum and for providing the necessary support to schools and teachers for its implementation.

5.2 Curriculum Development and Teaching Methods

We have identified initiatives in Palestine that include EPE as extra-curricular activities. We need for EPE to become an integral part of the curriculum in addition to being part of extra-curricular activities. In a previous section we have seen how teachers and principals in two schools that used international curricula thought their students had attained entrepreneurial skills and competencies to a greater degree than those using the Palestinian curriculum. These international curricula do not explicitly teach EPE as a separate subject; the curricula aim at developing many of the competencies associated with entrepreneurship as aims for teaching and learning all school subjects, that is, they use an integrated approach to EPE.

The first step in introducing EPE in the Palestinian curriculum starts with defining the intended learning outcomes for EPE at different levels of education. To start the discussion about these outcomes the following list of intended learning outcomes is provided.

- ✧ Confidence, self-efficacy and self-awareness
- ✧ Motivation
- ✧ Initiative
- ✧ Perseverance
- ✧ Autonomy
- ✧ Recognizing opportunities
- ✧ Creativity and innovation
- ✧ Critical & analytical thinking & problem solving
- ✧ Basic literacy and numeracy
- ✧ Risk taking, decision taking & tolerance of uncertainty
- ✧ Communications, relations, networking & negotiations

- ✧ Team work
- ✧ Leadership
- ✧ Knowledge about future careers and entrepreneurship as an option
- ✧ Knowledge about requirements of, and resources available for, establishing a new business
- ✧ Business related skills: planning, management, marketing, etc...

Although the curriculum should be tailored to the local Palestinian context, it should also be guided by the efforts of various international organizations which have been active in this area. The most important are the works of the European Commission and various UN agencies reviewed earlier in this report (for example, UNCTAD, 2011; Education, Audiovisual and Culture Executive Agency, P9 Eurydice and Policy Support, 2012; European Commission, 2006, 2008, 2011; OECD, 2009; Volkman, Wilson, Mariotti, Rabuzzi, Vyakarnam & Sepulveda., 2009).

Regarding teaching methods, our review of different approaches to entrepreneurship education shows that it is clear that EPE requires a shift from teacher-centered teaching methods to student-centered ones (see, for example, Education, Audiovisual and Culture Executive Agency, P9 Eurydice and Policy Support, 2012). The needed methods include the use of simulations and games, interactive teamwork and work in small groups, action-oriented market research, participation in buying and selling events, field trips to local businesses, classroom visits by entrepreneurs, business plans and competitions, and student-run businesses. This clearly necessitates a change in the teaching context where learning does not occur only in the classroom but also outside the classroom and in the local community. In summary, practical, project-based, hands-on and experiential learning approaches should dominate.

5.3 Teacher Education

Teachers need knowledge about the subject matter of entrepreneurship and the associated attitudes, knowledge and skills which should be developed on the one hand, and methodologies of teaching on the other hand. These changes should be included in pre-service teacher education programs as well as in-service education and professional development programs. While these programs should be modified to assist teachers teach EPE other support, in the form of establishing networks for teachers and the sharing of best practices, should also be provided. Proper incentives and rewards should be offered to teachers to teach EPE. International support

to introduce teacher preparation for EPE is available (for example, European Commission, 2011).

5.4 Engagement with Business and the Private Sector

Finally, our review (see, for example, UNCTAD, 2011) has shown that, to successfully introduce EPE, there is a need to involve the business community and the private sector, including private educational institutions such as colleges and universities. Injaz Palestine offers a good example of partnerships between schools and companies, where companies provide expert trainers, financial resources and facilities for field visits access to expert knowledge. The teaching methods outlined above require cooperation with experts from the local community for their successful implementation.

In ending this report one final note is worth pointing out. These educational changes that were recommended do not solely serve EPE: changing in educational policies and strategies to emphasize important intended student learning outcomes, such as critical thinking and problem solving, or creativity and innovation, or perseverance and initiative, are qualities needed by every educated person and citizen for personal as well as social and political development. Moreover, the ensuing changes in curricula, teaching methods, teacher preparation and education, and erasing the boundaries between the classroom and the community are topics which have been extensively and intensively dealt with in educational circles. In a sense, improving EPE is not drastically different from improving the teaching of other subjects such as science or mathematics or history education. The general recent educational trends are the same, and EPE educators, a new field in education, could benefit well from the literature in other fields of education.

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Appendix 2 Questionnaire Used in the Study

استبانة مخرجات التعلّم المدرسي المرتبطة بالريادة

البدء بمقدمة عن المشروع

معلومات:

رقم الاستبانة: _____

المجيب على الاستبانة: مدرس للمرحلة الثانوية، مدير، مشرف أو خبير في الوزارة، تربوي

إذا أُجريت المقابلة في مدرسة: نوع المدرسة: حكومية، خاصة ذات منهاج فلسطيني، خاصة ذات منهاج غير فلسطيني،

علمي أدبي تجاري صناعي
اسم المديرية: _____، مدينة قرية

اسم معبئ الاستبانة _____، التاريخ _____

الأسئلة:

الرجاء أجابة أسئلة الاستبانة معتمدا على معرفتك بالوضع في مدرستك، او المدارس بشكل عام، أي إننا نطلب منك وصف الواقع الحالي وليس كيف يجب أن يكون هذا الواقع.

1. حسب خبرتك، إلى أي مدى يكتسب الطالب مخرجات التعلّم (المعرفة والمهارات والتوجهات) الآتية بعد إنهائه مرحلة الدراسة الثانوية؟

مدى الاكتساب					المخرج
لا يكتسب	قليل	متوسط	كبير	كبير جدا	
					اتخاذ القرارات وتحمل المخاطرة المدروسة والتعامل مع ظروف غامضة
					المبادرة
					الانتباه للفرص واغتنامها
					الثقة بالنفس وبالقدرة الشخصية على أحداث التغيير أو التأثير
					الإصرار والمثابرة
					الابتكار والإبداع في حل المشاكل
					الدافعية القوية لتحقيق الأهداف
					مهارات لغوية أساسية (القراءة والكتابة)
					مهارات رياضية أساسية (الحساب وحل المشكلات الرياضية)
					مهارات الاتصال وتطوير الثقة والعلاقات والتشبيك
					القيام بالأبحاث، بما فيها التفكير الناقد وجمع المعلومات وتحليلها، من أجل حل المشاكل
					القيادة
					مهارات إدارية ومرتبطة بالعمل، كصياغة خطط العمل، والإدارة المالية، والتسويق، وإدارة الموارد البشرية
					الوعي بالمهن المستقبلية الممكنة، وبالريادة كأحد البدائل المتوفرة كعمل مستقبلي
					معرفة بمتطلبات إنشاء عمل مستقل، والدعم المتوفر في المجتمع لإنشاء عمل جديد

2. اختر المخرجات التي تعتقد أنها تتحقق إلى حد كبير جداً أو كبير (إن وجدت)، وأجب على ما يلي:

أ. هل للمنهاج المدرسي دور هام في تحقيق هذه المخرجات؟ نعم، لا

اشرح

ب. هل هنالك مباحث محددة، كالرياضيات أو اللغة العربية أو غيرها، تساهم في تحقيق هذه المخرجات؟ ما هي هذه المباحث؟ لماذا أو كيف تتحقق هذه المخرجات كنتيجة لهذه المباحث؟

ج. هل لطرق التعليم دور هام في تحقيق هذه المخرجات؟ نعم، لا

اشرح

د. هل للمعلمين محددين دور هام في تحقيق هذه المخرجات؟ نعم، لا

اشرح

ه. هل للمدرسة (ثقافة المدرسة كالتقييم مثل تشجيع التفكير الحر أو المبادرة مقابل التركيز على الطاعة والانضباط مثلاً، وتوقعات السلوك السائدة، النشاطات اللامنهجية) دور هام في تحقيق هذه المخرجات؟

نعم، لا

اشرح

و . هل للنظام التربوي في فلسطين دور هام في تحقيق هذه المخرجات؟

نعم، لا

اشرح

ز . هل هنالك عوامل أخرى مسؤولة عن تحقيق هذه المخرجات؟ نعم، لا

اشرح

3. اختر المخرجات المحددة في الجدول السابق والتي تعتقد أنها لا تتحقق أو تتحقق بشكل ضئيل (إن وجدت).

أ. ما أثر المنهاج في عدم تحقيقها؟

ب. ما أثر طرق التعليم في عدم تحقيقها؟

ج. هل من عوامل أخرى تؤثر في عدم تحقيق هذه المخرجات؟ نعم، لا، إذا كان الجواب

نعم،

ما هي؟

اشرح

4. كيف يمكن للمدرسة أن تحقق جميع أو معظم مخرجات التعلّم المحددة في الجدول أعلاه بشكل أفضل؟

5. قيم مخرجات التعلّم الآتية حسب أهميتها، أي حسب مدى أهمية أن تكون من خصائص خريج المرحلة الثانوية، وأن يعمل النظام المدرسي على تحقيقها:

مدى أهميته كمخرج تعلّم لخريج المرحلة الثانوية					المخرج
غير هام إطلاقاً	قليل الأهمية	متوسط الأهمية	هام	هام جداً	
					اتخاذ القرارات وتحمل المخاطرة المدروسة والتعامل مع ظروف غامضة
					المبادرة
					الانتباه للفرص واغتنامها
					الثقة بالنفس وبالقدرة الشخصية على أحداث التغيير أو التأثير
					الإصرار والمثابرة
					الابتكار والإبداع في حل المشاكل
					الدافعية القوية لتحقيق الأهداف
					مهارات لغوية أساسية (القراءة والكتابة)
					مهارات رياضية أساسية (الحساب وحل المشكلات الرياضية)
					مهارات الاتصال وتطوير الثقة والعلاقات والتشبيك
					القيام بالأبحاث، بما فيها التفكير الناقد وجمع المعلومات وتحليلها، من أجل حل المشاكل
					القيادة
					مهارات إدارية ومرتبطة بالعمل، كصياغة خطط العمل، والإدارة المالية، والتسويق، وإدارة الموارد البشرية
					الوعي بالمهن المستقبلية الممكنة، وبالريادة كأحد البدائل المتوفرة كعمل مستقبلي
					معرفة بمتطلبات إنشاء عمل مستقل، والدعم المتوفر في المجتمع لإنشاء عمل جديد