

Institution: Buckinghamshire New University		
Unit of Assessment: 23 Education		
Title of case study: International Capacity Building in Higher Education-Entrepreneurial Education		
Period when the underpinning research was undertaken: 2014-2020		
Details of staff conducting the underpinning research from the submitting unit:		
Name(s):	Role(s) (e.g. job title):	Period(s) employed by submitting HEI:
Dorin Festeu	Senior lecturer	13/3/2000 to current
Period when the claimed impact occurred: 2014-2020		
Is this case study continued from a case study submitted in 2014? N		
1. Summary of the impact (indicative maximum 100 words)		
<p>Research conducted at Buckinghamshire New University (BNU) has resulted in the delivery of innovative education services and enhanced student learning and participation in Eastern Europe. Specifically, this research has led to the development of Entrepreneurship Education programmes tailored to particular needs in Belarus, Moldova and Ukraine, has led to creating an organisational framework for the involvement of students in EE programmes, and has led to the validation and implementation of the EE programmes in five Eastern European universities.</p>		
2. Underpinning research (indicative maximum 500 words)		
<p>Entrepreneurship Education (EE) at higher education institutions has gained significant importance and has become a global phenomenon. Policy makers regard entrepreneurial Education as a tool to solving complex societal problems. In its attempt to assist Eastern Neighbouring countries with their social and economic development, the EU has funded a plethora of projects aimed at developing the capacity of higher education. BNU has led, alongside other universities and companies from the EU, the development, implementation and testing of EE programmes in Belarus, Moldova and Ukraine.</p> <p>A plethora of approaches has been used to measure the impact of EE programmes throughout the world. Very few studies have been conducted to assess student's opinions regarding the relevance of the EE in Eastern Europe. Research led by Dorin Festeu has concluded that students understand the importance of the theory but prefer involvement in real life activities under the guidance of real entrepreneurs. This research has led to structuring the implementation of an EE programme within an EU funded project during 2014-2015. [1]</p> <p>The research that led to the development of a delivery framework of EE programme in Eastern European neighbouring countries constituted the basis for the implementation of a successful €1.3 Mil project within the TEMPUS programme of the European Commission. [2]</p> <p>Although there is a strong research base that led to structuring EE programmes in the western world there is very little research to inform the structure and content of such programmes in Eastern Europe. Research led by Dr Dorin Festeu [2] has led to the identification of the structure of an EE programme tailored to universities in the region. The research has been used as a theoretical framework for a bid for funding within the TEMPUS programme of the European Commission.</p>		

The research assessing learners' opinions on the structure, content and mode of delivery of EE programmes has led to the development of a successful application for funding, €570,000, within the Erasmus Plus programme of the European Commission.

Research that underpinned the publication of the articles "Entrepreneurship Education Programme -students' opinions" [1] and "Entrepreneurship Education programme tailored to Eastern European neighbouring countries" [2] was conducted in 2014-2015 and 2017-2018 respectively. Dorin Festeu of BNU was the academic coordinator of the Erasmus SUCSID project and led the development of the EE programme. SUCSID project was co-led by Montpellier University and Buckinghamshire New University represented by Dorin Festeu. Montpellier University was the financial coordinator and BNU was the academic coordinator. Dorin Festeu has designed the data collection method and led the collection and the analysis of the data for the two articles. The co-authors of the published articles translated the text for participants in Moldavian and Russian and contributed to the identification of country specific literature sources.

3. References to the research (indicative maximum of six references)

[1]. Festeu, D. and Turlakova, N. (2020) Entrepreneurship education programme-students' opinions. Bulletin of the Transylvania University of Brasov, Series V:Economic Sciences, Vol 13(62) No 2-2020 <https://doi.org/10.31926/but.es.202013.62.2.19>

[2]. Festeu, D., Turlakova, N., Crudu, R., (2020) Entrepreneurship education programme tailored to Eastern European neighbouring countries. Eastern Journal of European Studies, Vol 11, Issue, 2, December 2020 https://ejes.uaic.ro/articles/EJES2020_1102_FES.pdf

4. Details of the impact (indicative maximum 750 words)

The Entrepreneurship Education (EE) programme was developed based on the research conducted in Eastern European universities [2] and was the central piece that supported the establishment of eight Start-up Centres in universities in: Belarus National Technical University; The Academy of Economic Science of Moldova; Komrat State University-Moldova; Kharkiv National University of Civil Engineering and Architecture-Ukraine; Ternopil National Technical University-Ukraine; Sumy State University-Ukraine; Kharkiv National University of Economics-Ukraine; National University for Municipal Economy in Kharkiv-Ukraine. [5.A and 5.D].

The research [1] was disseminated through a series of 52 dissemination events in Belarus, Moldova and Ukraine [5.D p.1] and the results supported the validation of an Entrepreneurship Education Masters level programme in five top universities: Belarus National Technical University; Komrat State University-Moldova; Kharkiv National University of Civil Engineering and Architecture-Ukraine; Sumy State University-Ukraine; National University for Municipal Economy in Kharkiv-Ukraine. Validation approval documents issued by each of the above mentioned universities are presented in [5.B]. The modules that were recommended in the research led by BNU [2] were those that were validated. The five universities have validated the EE programme containing the following modules: Innovation management; Entrepreneurship; Start-up projects business planning; Leadership and start-up team management and intellectual property law. [5.B]. The validated EE programme encourages students to learn how to set-up and run a business and triggers the enrollment of over 200 students per year, [5.D]

The establishment of the start-up centres and the validation of the EE programme has had a positive impact on universities' ability to deliver learning experiences that helped students meet their educational needs, were relevant to their future career and equipped students with appropriate skills. Evidence to support this claim is reflected in the evaluation conducted with those students who participated in the EE programme (The EE programme was titled: Innovation Development and Promotion Programme-(IDP). "*The course has met my educational needs-to a high level*"-87% of the 319 participants; "*The modules were highly relevant*"-78%; "*The modules*

have equipped me with the appropriate skills and knowledge to enhance my practice.”-85% [5.C p.32-37; p.66; p.93; p.134; p.159; p.184; p.211; p.239].

The modules, developed to encourage entrepreneurial activities, were delivered outside the classroom offering students the opportunity to experience a ‘learning by doing’ approach which is innovative in these countries where most of the learning is exclusively theoretical (Bondarchuk et.al., 2019; Pogorevici, 2019). Research is currently underway to assess the long-term impact of these programmes on the number of students who do go on to establish their own business.

The documents submitted as sources to corroborate the impact were selected from the Final Report submitted to the Executive Agency of the European Commission (EACEA). The reports were assessed by EACEA evaluators and the SUCSID project has been rated as “good”. Narrative evaluation was also provided. Quotes from the EACEA evaluation letter [5.D] (p1) states that: *“In particular we estimate that the project registered a good achievement level and impact, as confirmed by the field monitoring visits carried out in Moldova, Belarus and Ukraine by the National Erasmus+ Offices.”* Another quote from the EACEA evaluation letter concludes: *“Regarding sustainability, we acknowledge that dedicated admin staff has been appointed to support the start-up centres, and that over 50 institutional partnerships & cooperation agreements have been signed with local and national enterprises. This will certainly contribute to the long-term sustainability of the centres and will guarantee commercial opportunities for the entrepreneurial ideas of the students. Furthermore, we are pleased to learn that some 200 students have enrolled to the newly-developed courses and that enterprises are now aware that universities could provide services and could be a credible partner for the training of their staff. Some enterprises even became active members of the start-up centres. This will also add to the project’s long-lasting impact.”* [5.D].

Obtaining funding that led to the development of the start-up centres, validation of the EE programme tailored to Eastern European universities and implementation of the EE programme was the direct result of the research led by BNU.

5. Sources to corroborate the impact (indicative maximum of 10 references)

- A. Start-up centres established in Belarus, Moldova and Ukraine
- B. Validation of EE in universities in Belarus, Moldova and Ukraine
- C. Feedback from students enrolled in EE in Belarus, Moldova and Ukraine
- D. Evaluation of the project by the EACEA