

REVIEW

by a member of the scientific jury, determined by Order No 1184/29.10. 2024 of the Rector of the D. A. Tsenov Academy of Economics, Svishtov on dissertation work for the acquisition of the educational and scientific degree "Doctor" (Doctor of Philosophy)

Reviewer: Prof. Dr. Lyuben Dimitrov Kirev, Field of Study in Higher Education 3. Social, economic and legal sciences, Professional field 3.8. Economics

Author of the dissertation: Snezhana Veselinova Naydenova, Doctoral Program in Economics and Management (Industry)

Topic of the dissertation: Innovations within the education system in the context of the entrepreneurial model of training

I. General presentation of the dissertation work

1. Subject

The subject of research in the dissertation work is "the possibilities for improving the educational system through the introduction/use of innovations based on the entrepreneurial model of training", and the object of research is the innovations in the educational system of the Republic of Bulgaria. The set goal is "studying the possibilities for improving the educational system through the introduction/use of innovations based on the entrepreneurial training model". For the realization of the intended goal, five more important scientific tasks corresponding to the structure and content of the dissertation have been identified. The thesis is defended that "the integration of the entrepreneurial learning model as a set of educational innovations at the school, regional and national levels provides real benefits from the formation and use of the entrepreneurial vision in the spirit of entrepreneurial thinking and behaviour of the Bulgarian education system. The formulated goals of the interdisciplinary research with the integration of economic and pedagogical issues have been successfully achieved, the specified research methods have been successfully used, which has led to a reasoned defense of the maintained research thesis.

2. Volume

The dissertation has a volume of 227 standard pages, and the research is visualized with 65 figures and 13 tables.

3. Structure

Compositionally, the dissertation work is well balanced and consists of an introduction, a main text that covers three chapters, a conclusion, a list of used literary sources, two questionnaires (questionnaire 1 and 2), four appendices and a declaration of originality and authenticity. The structure is logical and covers the indicated aim and tasks of the research and contributes to the development of the problem and reasoned defense of the research thesis.

Introduction. The introduction contains all the necessary structural elements for an introductory part. The relevance and significance of the research, the object and the subject of research, the purpose and tasks of the research, the precisely formulated research thesis, the used logical-theoretical and empirical-theoretical research methods, the elaboration of the topic, the restrictive conditions regarding the subject, the object and the research period, the approval of the dissertation study are brought out.

Chapter One has a theoretical character and is dedicated to the nature, specificity and integration of innovations in the educational system. With it, the PhD student demonstrates serious knowledge of the functions and structure of the educational system in our country, discloses in-depth the specifics of innovations in the education system, analyses the ways of introducing and implementing educational innovations at the various levels of the educational system - national, regional and school level.

In **Second Chapter**, the attention is directed to the trends and practices for imposing an entrepreneurial vision in education. The educational services in the context of the modern entrepreneurial vision, the factors affecting the development of an entrepreneurial spirit in the educational sphere, the trends and practices for imposing an entrepreneurial vision have been comprehensively researched. Of contributing importance is the precise and detailed presentation of the methodology of the empirical research – object and subject, goals and tasks, the three hypotheses defined, the information provision, the methodology, the methodical toolkit, the stages of the empirical research, the disclosed profile of the respondents.

In **Third Chapter**, the problem areas, expected results and future actions are the subject of the analysis. The problem areas in the application of educational innovations, the expected results of the introduction of innovations in education, the effects of the application of the entrepreneurial training model, future actions

to increase/accelerate the transformations based on innovations and the evaluation of the hypotheses are substantiated.

Conclusion. In the conclusion, the main conclusions of the study are concisely and comprehensively presented. Recommendations have also been made for improving the educational system by imposing the entrepreneurial model of training and implementing innovative practices in education.

4. Literature

The PhD student used 145 literary sources related to the topic of the dissertation work, including 36 in Latin and 119 in Cyrillic, including normative and informational sources, mainly from the Ministry of Education and Science.

5. Applications. Three tables and survey cards 1 and 2 are included in the dissertation.

II. Assessment of the form and content of the dissertation

1. Assessment of the relevance and the development of the researched scientific problem in the dissertation

The relevance of the research is indisputable considering the importance of education both for the individual and for society as a whole. For the individual, it provides knowledge and is a prerequisite for subsequent career development, educates culturally, forms a worldview, builds characters, models adequate behaviour, etc. For society as a whole, it forms human capital as a decisive factor for modern economic development. Therefore, education costs are not just an item in the countries' budgets, but an investment in the future. The costs of introducing innovative practices and the imposition of an entrepreneurial model of training in the educational system are also of such a nature. The dissertation work of Snezhana Naydenova is dedicated to innovations in the educational system, the imposition of an entrepreneurial vision in education, problem areas and expected results, which gives the research exceptional significance and relevance. The dissertation work has an interdisciplinary character with an integration of economic and pedagogical issues. **It is an independent and completed scientific study on a significant and current topic, with a logical structure, successfully realized research goals and objectives, and a protected research thesis.**

2. Opinion on the language, volume and toolkit of the dissertation work

The style of dissertation is scientific, the language is precise and clear. The scientific apparatus is correctly used, the visualization of the issues under consideration using tables and figures is at the required level. The information

base used is rich, a very good knowledge of the literary and informational sources on the problem is demonstrated.

3. Opinion on how accurately and completely the abstract reflects the dissertation work

The abstract reflects the content of the dissertation ethically and punctually. In addition, it contains a Reference for the main points of contribution in the dissertation work, a List of publications on the subject of the dissertation work (three articles and three scientific reports), a Reference for the fulfilment of the minimum national requirements in connection with the procedure for acquiring the ONS “doctor” (total number of collected points 60, with required 30 – twice as many!), List of participations in national and international scientific conferences and forums (5 conferences, 2 doctoral research sessions, 3 trainings and 2 participation in projects on the topic “Professional education and investments”).

III. Scientific and scientific-applied contributions of the dissertation work

The achievements of the PhD student in the nature of scientific and scientific-applied contributions can be systematized in the following way:

First. The essence and characteristic features of educational innovations and their specificity, the role of the innovation process in education are clarified, the vision for innovative education and training is accurately presented. It is justifiably argued that the innovative approach in education and training does not deny, but represents an upgrade over the traditional educational and training model.

Second. The factors that influence the development of an entrepreneurial spirit in the field of education have been identified, classified into two main groups – external and internal. Demographic, economic, educational factors and employment policies from the external factors, and educational reform, forms of education, financing, management and teaching staff from the internal factors were analysed. The trends and practices for imposing an entrepreneurial vision through the development and improvement of key competencies and entrepreneurial training as a result of the acquisition of entrepreneurial knowledge and skills are substantiated.

Third. The problem areas in the implementation of educational innovations with an emphasis on the school as the basis of the educational system have been identified. An in-depth description of innovative teaching methods has been made, good practices in innovative schools in our country have been tracked, the

benefits of entrepreneurial education and the effects of applying entrepreneurial methods in education have been substantiated.

Fourth. The scientific-applied significance of the dissertation work is also of a contributing nature, most vividly demonstrated with the development of § 4 of chapter three, dedicated to future actions to accelerate/increase the transformations based on innovations in education. Two options are proposed as starting positions for the applicability of the top-down and bottom-up entrepreneurial learning model with respective implementation responsibilities. Useful recommendations interpreted as a constructive dialogue are also contained in the conclusion.

Fifth. Conceptually and empirically supported as a generalizing conclusion is the developed conceptual scheme of introduction/implementation/application of the entrepreneurial learning model, reflecting the internal and external factors that influence the educational system, the characteristics of the three levels (national, regional and school) of the system, the goals and the beneficial results of the introduction of the entrepreneurial learning model and innovative educational practices.

Undisputed achievements of the PhD student are the ability to conduct independent empirical research and their interpretation, to make generalizations, the detailed knowledge of pedagogical practice and the ability to make proposals for its improvement. A prerequisite for efficient empirical research is the development of § 1 of Chapter II “Methodology and Scope of Research”.

IV. Critical notes and questions on the dissertation work

⇒ I believe that the dissertation would gain if the small subsection 2.3 of Chapter III “Real benefits of training in an entrepreneurial spirit” (only about 4 pages) was combined with § 3 of the Third Chapter “Effects of the application of the entrepreneurial training model”. The positive effects of implementing the entrepreneurial learning model are also real benefits of entrepreneurial learning.


⇒ There is some discrepancy between the title of § 2.3 of Chapter III and the content of the paragraph from page 175 to 179. The analysis in them is necessary, but located elsewhere, in another paragraph.

The critical notes made are not particularly important, they are more like editorial notes and do not detract from the contributions and qualities of the dissertation work.

V. Summary evaluation of the dissertation work and conclusion

The dissertation work is dedicated to an actual and significant problem for theory and practice and represents a complete, independent and completed scientific research. The development of the dissertation certifies the PhD student as a researcher with solid theoretical and practical training on the problems of innovation in the educational system and the entrepreneurial model of training. The dissertation research contains summaries of the nature of scientific and scientific-applied contributions. It fully complies with the requirements of the Law on the Development of the Academic Staff in the Republic of Bulgaria, its Regulations and the Regulations for the development of the academic staff of the Tsenov Academy of Economics.. In view of all this, I propose to the respected members of the Scientific Jury to award **Snezhana Veselinova Naydenova** the educational and scientific degree “**Doctor**” in the scientific specialty “Economics and Management (Industry)”.

7.11.2024
Sofia

Reviewer: 
(Prof. Lyuben D. Kirev, PhD)