



## B-Green-Ed

### Boosting the Green Future via University Micro-Credentials

Project № 2022-1-BG01-KA220-HED-000085821

**KA220-HED - Cooperation partnerships in higher education**

#### **B-Green-ED Interim Report Received Full Endorsement from Bulgarian National Agency**

*We are pleased to announce that the Bulgarian National Agency has favourably evaluated the current outcomes and deliverables of the B-Green-ED project.*

*The Agency's assessment confirmed the project's adherence to its predetermined objectives and work plan.*

*The interim report, which provides a comprehensive overview of the project's progress and accomplishments, has been fully endorsed by the Agency.*

#### **Summarized and Translated Standards**

As part of the B-Green-Ed project activities, 46 international standards have been adapted for training purposes by Bulgarian (BDS) and Romanian (ASRO) standardisation institutes. The partner universities (Free University of Bulgaria, Universitat Politecnica De Valencia, Mykolas Romeris University and Universitatea De Stiintele Vietii "Regele Mihail I Al Romania" Din Timisoara, Romania) have selected the most relevant and appropriate standards for the development of each micro-credential course (approximately 3-4 standards per micro-credential). The selected standards were translated into the national languages for use in the pilot and further trainings.

#### **Upcoming Activities**

##### **August 26-27**

Third Transnational Partner meeting in Burgas (Bulgaria)

29-30 January, 2024 the transnational partner meeting took place at University of Life Sciences „King Mihai I“ from Timisoara (Romania).



The meeting discussed the project implementation activities and their quality, agreed on the dissemination of the activities and the organization of pilot trainings in all partner countries.



## Piloted Microcredential Courses

The RESULTS of the 4th WP activities go far beyond the expectations. All the developed micro-credentials were approved, registered, and piloted following the strategy developed by Partners.

They are available in an [online platform](#) and have been piloted with the involvement of more than 45 students from each university:

BFU - 77 participants involved in piloting,

MRU - 72 participants involved in piloting,

USVT - 84 participants involved in piloting,

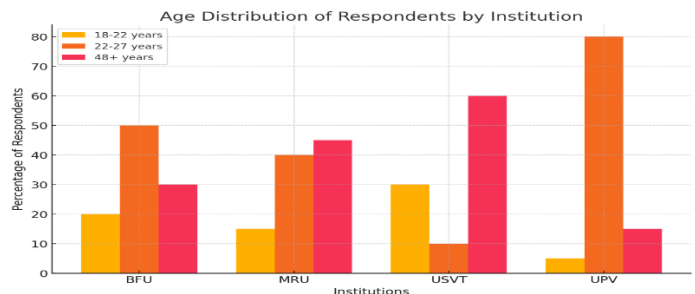
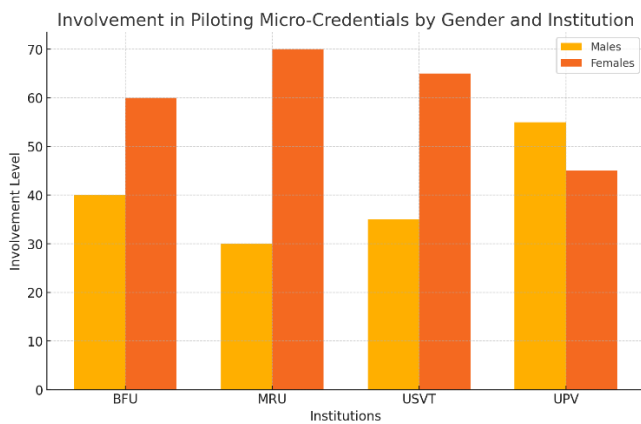
UPV – 106 participants involved in piloting.

The total number of students involved in piloting the MC methodology in each university is more than the expected number of students: 45 per University.

The total number of planned students was 180. We have 339, which is nearly two times more than expected.

Partners	MCs	Participants	Hours
BFU	Circular Economy, Business Models and Green Standards	23	75
	Electronics and Communication of Renewable Energy Sources	23	75
	Engineering and Exploitation of Energy Systems	31	75
MRU	Andragogical technologies and safe environment	54	27
	Social responsibility and career management	18	27
	Social responsibility in family work	12	27
USVT	Risk Management in Bioeconomy course	114	27
	Carbon footprint assessment	59	100
	Biomass and Good Practices in the Management of Degraded Lands and Desertification	55	100
UPV	Quality Management Systems standards	29	25
	Environmental Management Systems standards	26	25
	Waste Management and Industrial Pollution Control Standards	41	25

## Feedback in the Microcredential Courses



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The MCCs have been piloted via an online platform, and the satisfaction of the participants (students) has been measured using a survey that included topics about the design, structure, feasibility, relevance, viability, overall satisfaction, suitability, efficacy, and quality, and identified aspects for improvements.

The piloting has been gathered into National and International Reports that summarize the recommendations of the participants in the pilot training activity, indicating the aspects for further improvement.

The participants (students, and trainees) in the MCCs provided highly positive feedback, expressing a high level of satisfaction with this program. They also offered several constructive suggestions for improvement, highlighting where the courses could be improved. The data shows that the content is being received positively, with a significant majority finding it effective. The overall educational experience and inclusivity for all future participants could be enhanced by addressing the concerns of minority groups. While the MCC format is generally well-liked, it could be improved for a few students. It would be beneficial to understand their perspective on the effectiveness of the format in conveying the material.

## **RECOMMENDATIONS**

- ✓ **Adapting the content to meet the needs of students:** While the course design was well received, a small percentage of students expressed that the content did not directly address their specific needs. To bridge this gap, it is important to consider the following items.
- ✓ **Enhancing the selection of topics:** As per the survey, some students found the chosen topics to be less relevant to their interests or lack the depth they desired. To tackle this.
- ✓ **Boosting the sustainability of micro-credentials:** While the micro-credential format was generally well-received, a small portion of students expressed concerns about its effectiveness.
- ✓ **Enhancing practical application:** The course provided a solid foundation of knowledge, but some students expressed a need for more practical information or a better way to communicate existing practical elements.

