



"True wealth is not of the pocket, but of the heart and of the mind. A sustainable economy and a sustainable environment go hand in hand." – Kevin Watkins

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SEgoesGreen

The SEgoesGreen project stands at the link of environmental action and educational innovation. Rooted firmly in the priority of "Environment and fight against climate change", this initiative is centered on creating an advanced educational framework specifically tailored for university educators in Social Economy (SE). The aspiration of the project is to embed environmental education deeply within SE university courses, advocating for NBS's incorporation as a staple component. With the growing role of SE in climate change mitigation and the pivotal part played by Social Economy Entities (SEEs) in pioneering green transformations, the SEgoesGreen project emerges as a timely and critical intervention to bridge existing educational gaps and catalyze a sustainable future



We are excited to announce the conclusion of the "Integration NBS (Natural Based Solutions) in SE (Social Economy) study" as a significant step towards a sustainable future. This report aspires to offer a plan to improve the course of social economy education. Discover how nature and the economy are intertwined and how their cooperation might influence the future of education.



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The importance of the study

Traditional educational programs have primarily centred on theoretical concepts of environmental sustainability and climate change, often postponing practical and experiential learning opportunities. With the increasing potential of Nature-Based Solutions (NBS) in addressing sustainability challenges, it's crucial to shift from merely "learning about" green transition to "learning for" it. NBS's educational value remains largely unexploited, and this study's mission is to bridge this knowledge gap, especially within the Social Economy departments of European Higher Education Institutions (HEIs).

The study provides:

- Real-world examples showcasing the significance of integrating sustainability education driven by NBS into SE faculties.
- A holistic educational philosophy detailing pedagogical approaches for NBS integration in HEIs.
- A thorough exploration of the opportunities and challenges associated with adopting NBS learning in HEIs.
- Suggestions to overcome the challenges, thereby enabling a more systemic NBS integration into existing SE HEI curricula.

The study is available on the project's [website](#).

Consultation Workshops

In the context of the SEgoesGreen project, three Consultation Workshops were organized at different universities to explore the integration of Nature-Based Solutions (NBS) in higher education:

1. University of the National Education Commission, Kraków, Poland:

A hybrid workshop format was utilized, with 9 participants attending in person and online, primarily consisted of lecturers in social sciences, with a notable familiarity with NBS. The workshop effectively conveyed NBS concepts and received unanimous praise for its clarity and the quality of case studies presented.

During the workshop participants shared examples of integrating NBS-related content into their courses, highlighting its practical relevance. In general, the workshop emphasized the importance of educating economics students about NBS and its relevance to future employment. Overall, participants found the workshop and associated study highly valuable, providing new knowledge and clear guidance.



Consultation Workshops

2. University of Macedonia, Thessaloniki, Greece:

The workshop took place in person, with 8 educators participating, all from social sciences backgrounds. While half of the participants were initially unfamiliar with NBS, they unanimously found the workshop helpful in understanding its value in social economy studies. The workshop was commended for its clarity in explaining NBS concepts, pedagogical approaches, and interdisciplinary challenges. Overall, participants appreciated the diverse approaches presented to overcome these challenges and the quality of the case studies. In conclusion, discussions emphasized the need for increased support at the campus level for successful NBS integration.



3. University of Zagreb, Zagreb, Croatia:

This workshop had a hybrid format, with 21 educators participating, both online and on-site, all from the University of Zagreb's social sciences domain. A significant portion of participants was initially unfamiliar with NBS, but they unanimously recognized the workshop's value in understanding NBS integration. Additionally, the workshop effectively elaborated on NBS concepts, pedagogical approaches, and interdisciplinary challenges, earning high praise. In final analysis, educators expressed enthusiasm for creating collaborative courses with other faculties to facilitate NBS implementation and interdisciplinary learning among students.

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