



“Sustainable development is the pathway to the future we want for all. It offers a framework to generate economic growth, achieve social justice, exercise environmental stewardship and strengthen governance.”  
– Ban Ki-Moon

[www.segoesgreen.eu](http://www.segoesgreen.eu)

November 2024 - Issue 04

## 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’ 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.



Substantial research has been conducted for the past months as part of WP3 and WP4: online mapping to explore existing competence-based curricula on Nature-Based Solutions (NBS). As well as an online survey to assess the needs and preferences of social economy students across all partner countries. We are pleased to share with you the results of the SE student survey, which particularly reveal that while most students are not familiar with NBS, the majority believe it is important to include awareness of NBS as part of their education.



Co-funded by  
the European Union



The research aimed to explore students' needs, knowledge gaps and preferences about skills-based curriculum programs in NBS and the integration of NBS into HE study programs in the project partner countries: Poland, Greece, Cyprus, Portugal and Croatia .

More than 120 undergraduate students from SE faculties participated in the testing phase A.

Over 50% were between the ages of 20-21, and more than 70% were female.

## Over 60% of students think it is important, or even very important, to be aware of the existence of NBS.

When asked about the most important benefits they will gain from being trained and involved in NBS educational activities, over 50 % responded:

- **Improve my knowledge on NBS as a useful tool for future green job expertise.**
- **Develop new green skills in NBS-driven practices.**

When asked about what they would need to improve their knowledge or be further trained on NBS as part of they SE studies, 48% responded:

- **Introductory materials to the theory, application and benefits of NBS.**
- **Practical guidance through competence-based resources.**



- Based on the findings of the research about the experience, familiarity and knowledge gaps about Nature-based Solutions (NBS) and their application in SE HE curricula, only 9% of respondents mentioned that they are familiar or very familiar with Nature-based Solutions (NBS).
- Over 60% of students have never participated in a training or education-related activity focused on NBS.
- Only 11% of students responding in the survey, perceive that NBS is integrated in their Social Economy (SE) studies to a considerable extent or totally.
- However, the majority of students, at least 66%, believe that it is either important or very important for a SE student to be aware of NBS and their benefits for developing green skills and competencies in the field of sustainability and in line with SE principles.



The overall findings of the survey will be consolidated and utilized to guide the development of the GREEN SE curriculum as a key component of the project.



# Hackathon - Integrating NBS in higher education

## Krakow, Poland

From September 16-18, 2024, the SEgoesGreen Hackathon focused on integrating Nature-Based Solutions (NBS) and Eco-citizenship into Social Economy courses.

Day 1 - featured training based on the WP2 results and the NBS Educator's Manual.

Days 2 and 3 - were dedicated to co-creation sessions, where educators developed teaching scenarios using NBS as a powerful tool in SE studies.

Participants from UKEN, UoM, UNIZG, ZERO, RRDA and STIMULI collaborated to create impactful and innovative strategies. Stay tuned for updates on how these efforts will shape the future of SE education!



## Krakow Meeting

On 19-20 September 2024, project partners met at the University of the National Education Commission in Krakow.

We discussed key updates, shared results from the MOOC and training programme, and reviewed the LTTA outcomes. Planning for the Green SE curriculum and future activities was a major focus. A special session highlighted green initiatives, followed by a Q&A to wrap up.



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National Agency(NA). Neither the European Union nor NA can be held responsible for them.



Co-funded by the European Union