Project Acronym: SEgoesGreen
Project number: 2022-1-PL01-KA220-HED-000087149

Integrating Nature-Based Solutions into Higher Education towards exploiting the transformative potential of Social Economy for a green and inclusive future

WP4 - Development of the Green SE curriculum

Joining forces of SE and NBS stakeholders: common characteristics, assets and transformative potential towards green transition

Responsible partner: University of the National Education Commission, Krakow

June 2025

Co-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 Foundation for the Development of the Education System (FRSE). Neither the European Union nor FRSE can be held responsible for them.

Co-funded by the European Union

Table of contents:

Co-funded by the European Union

List of abbreviations:

NBS	Nature-based solutions
SE	Social Economy
(BMC)	Business Model Canvas

List of figures:

Co-funded by the European Union

1. Abstract & keywords

The development of this curriculum module stems from the growing recognition of the critical role that **Social Economy (SE)** and **Nature-Based Solutions (NBS)** play in driving the green transition. The connection of these fields offers transformative potential for addressing pressing environmental and societal challenges, such as climate change, biodiversity loss, and social inequality. However, there is a need for structured, interdisciplinary educational resources that equip students and professionals with the knowledge, tools, and skills to harness the synergies between SE and NBS effectively.

This module is designed to bridge this gap by fostering collaboration between stakeholders in these domains. Its primary aim is to enable learners to explore the shared principles and goals of SE and NBS, such as sustainability, innovation, and community impact, while equipping them with the practical competencies needed to implement sustainable solutions in real-world contexts.

The module adopts a **competence-based and experiential learning approach**, integrating theoretical insights with hands-on activities. Key methodologies include case studies, real-life examples, and good practices from successful SE-NBS collaborations, such as care farms and urban ecosystem revitalization projects. Additionally, learners will engage with practical tools such as the **Business Model Canvas (BMC)** for designing sustainable business strategies and the **power-interest matrix** for effective stakeholder engagement.

Expected outcomes of the module include a deeper understanding of the SE-NBS intersection, enhanced ability to foster cross-sectoral partnerships, and practical skills in strategic planning, stakeholder management, and innovation. By the end of the module, students will be equipped to contribute meaningfully to the green transition, leveraging interdisciplinary approaches to tackle complex sustainability challenges.

Keywords

Social Entrepreneurship, Nature-Based Solutions, Green Transition, Sustainable Development, Interdisciplinary Collaboration, Stakeholder Management, Business Model Canvas, Experiential Learning, Environmental Innovation

Co-funded by the European Union

2. Introduction to the module & its objectives

The aim of this module is to explore and facilitate the collaboration between stakeholders in the fields of Social Entrepreneurship (SE) and Nature-Based Solutions (NBS) to advance sustainable, transformative efforts for a green transition. It aims to highlight the commonalities, assets, and synergies between these two domains and demonstrate their collective potential in driving the green transition, addressing environmental challenges, and promoting social innovation for sustainable development.

The module is designed with several **key objectives** to guide students through the complexities of the green transition process, emphasizing the intersection of social entrepreneurship and nature-based solutions. These objectives are as follows:

- To identify common characteristics between SE and NBS - explore and analyze the shared values, goals, and principles of social entrepreneurship and nature-based solutions, such as sustainability, community impact, and innovation; examine how both SE and NBS aim to address societal and environmental challenges through integrated, scalable, and locally relevant solutions. To support this exploration, the curriculum integrates real-life examples, including case studies and good practices from organizations like Żywa Pracownia and Pracownia K., and initiatives like the INTERLACE Project by The Sendzimir Foundation.
- To understand the assets of SE and NBS stakeholders - identify the unique resources, skills, and capacities that both social entrepreneurs and NBS practitioners bring to the table in driving sustainable change; discuss the importance of social capital, knowledge exchange, and community engagement in enhancing the effectiveness of both sectors in achieving green transition goals. The module highlights practical applications of these assets through competence-based activities and lesson plans, such as creating a power-interest matrix to analyze stakeholder needs and expectations.
- To examine the synergy and transformative potential of SE and NBS - analyze case studies and examples where SE and NBS have worked together to bring about significant environmental and social transformation; understand the collaborative potential of these two fields in addressing complex sustainability challenges, such as climate change, biodiversity loss, and social inequalities. Examples such as care farms and nature-based enterprises (NBEs) are included to demonstrate how cross-sectoral collaboration can achieve tangible outcomes.
- To develop a strategic framework for collaborative action - provide tools and methodologies for fostering cross-sectoral partnerships between social entrepreneurs, NBS stakeholders, policymakers, and local communities; explore mechanisms for scaling up and sustaining collaborative efforts towards a green transition, through joint ventures, policy advocacy, and co-innovation. Hands-on activities, such as Business Model Canvas development for NBS implementation, offer students practical skills in designing and scaling sustainable initiatives.
- To enhance stakeholder engagement and capacity building - equip students with knowledge and practical skills to engage effectively with diverse stakeholders from both the SE and NBS sectors; provide insights into leadership and advocacy strategies for influencing positive change in policy, business models, and community-level practices that support the green transition. Competence-based lesson plans emphasize skills such as stakeholder management and collaborative problem-solving to prepare students for real-world challenges.
- To foster a holistic and interdisciplinary approach to green transition - encourage a systems-thinking mindset that considers both social and environmental dimensions in the green transition process; promote the integration of ecological, social, and economic aspects of

Co-funded by the European Union

sustainability, ensuring that solutions are not only environmentally sound but also socially equitable and economically viable. To reinforce this, the module includes further resources, lists of teaching materials, and ready-to-use lesson plans for practical application in diverse contexts.

3. Learning outcomes & target groups (beneficiaries)

Expected outcomes:

By the end of the module, students should be able to:

- recognize the key features that link social entrepreneurship and nature-based solutions - students will gain a deep understanding of the shared values, principles, and objectives of SE and NBS, such as innovation, community impact, and sustainability. They will learn to identify how these fields complement each other in addressing complex environmental and societal challenges;
- understand the value of cross-sectoral collaboration in fostering sustainable, transformative change - students will develop insights into the importance of partnerships between SE and NBS stakeholders, with a focus on building mutual trust, leveraging diverse expertise, and fostering co-innovation. Using tools such as the power-interest matrix, students will acquire practical skills in mapping and analyzing stakeholder relationships, enabling them to navigate and enhance cross-sectoral dialogue effectively;
- develop strategies to bring together stakeholders from SE and NBS fields to create joint impact for the green transition - through case studies, students will analyze successful collaborations between social entrepreneurs and NBS practitioners, identifying strategies for scaling up impact. Activities like designing a Business Model Canvas (BMC) for NBS initiatives will equip students with the tools to create strategic frameworks that align environmental goals with viable business models, ensuring long-term sustainability and stakeholder buy-in;
- apply knowledge gained to real-world projects and initiatives aimed at achieving sustainability goals - equipped with theoretical insights and practical tools, students will be prepared to contribute meaningfully to sustainability projects. They will practice hands-on methodologies, such as the power-interest matrix and business model development, enabling them to address real-world challenges with innovative and interdisciplinary solutions.

This module is designed to provide both theoretical insights and practical tools for those looking to engage in, or further develop, interdisciplinary approaches towards the green transition, with a focus on the intersection of social entrepreneurship and nature-based solutions.

The module is designed to address a diverse range of **target groups** that are engaged or interested in the fields of social entrepreneurship (SE), nature-based solutions (NBS), and sustainable development. These groups include individuals, organizations, and communities that are working towards the green transition and addressing complex environmental and social challenges. However, the main target audience are students and early-career professionals pursuing studies or careers in fields such as sustainability, environmental science, social entrepreneurship, and urban planning. This group will be introduced to interdisciplinary approaches and gain practical knowledge of how these fields intersect, helping them prepare for future roles in driving the green transition through innovation, research, and collaboration. By engaging with tools such as the Business Model Canvas and the power-interest matrix, they will develop competencies to design innovative solutions, lead collaborative projects, and drive transformative change in their future roles.

Co-funded by the European Union

4. Case studies / good practices / real-life examples

Social economy business models and practices make them particularly well suited to creating local and collective initiatives that generate both environmental and social benefits. Social economy businesses often prioritize sustainability by minimizing their environmental footprint. By focusing on environmental sustainability, they not only support local ecosystems but also promote a more responsible and ethical approach to consumption and production.

Many social enterprises are built around collaborative principles. Rather than focusing solely on individual success, these businesses emphasize shared goals, collective ownership, and mutual support. This collaborative spirit extends to the supply chains and cross-sectoral cooperation. There are also many examples of cooperation between social economy actors and NBS experts. This section presents some examples of such activities.

4.1. Żywa Pracownia, Krakow

One example is a social enterprise called Żywa Pracownia (eng. Living Workshop) from Krakow. The team is made up of artisans, craftspeople, designers, naturalists, environmental educators and cultural animators, including people experiencing social exclusion for various reasons. The company provides cultural education and social inclusion, organises craft and ecological workshops and traditionally inspired visual and performing arts activities. Żywa Pracownia designs and creates natural spaces for children, urban gardens, elements of living architecture made of wicker. In particular, the company makes use of the wonderful properties of willow - its flexibility, adaptability and incredible longevity, ease of rooting and enormous regrowth power. Structures created from willow branches planted in the ground (arbours, pavilions, benches, tunnels, fences or sculptures) come to life in the very first season, sprouting leaves and branches, creating green outdoor objects of extremely interesting form and texture.

For over 13 years, Żywa Pracownia has been active in Krakow, where it initiates and implements various socio-cultural projects, to the co-creation of which it invites specialists, volunteers, the local community and people from marginalised groups. It cooperates with non-governmental organisations, cultural institutions, educational and therapeutic facilities, local authorities, business and the local community. One of the implemented initiatives is a heather and wicker installation on an office building in Krakow (vertical garden), made as part of the 'Nature enters the office' campaign.

Figure 1. Living architecture - an example

Source: Żywa Pracownia, https://zywapracownia.pl/zywa-wiklina/

Co-funded by the European Union

4.2. Nature-based enterprises

It is worth mentioning the concept of a nature-based enterprise. Nature-based enterprises (NBE) are not a new phenomenon and yet there is still little recognition of such a concept. In simple terms NBE are businesses and organisations working with and for nature in the delivery of nature-based solutions to address climate change and biodiversity challenges.

They can have different forms, including social enterprises, as they are often driven by both an environmental and a social mission. For example they can deliver green care activities such as nature therapy, social and therapeutic horticulture, care farming.

Meet the NBE example from Poland: Pracownia K. - a company that designs spaces for children, mainly natural playgrounds.

Figure 2. Natural playgrounds

Source:Pracownia K., https://nieplaczabaw.pl/category/portfolio

4.3. Care farms

An interesting example of an activity with a social purpose and using nature-based solutions is a care farm. The care farm is an example of social farming initiative. The care service integrates with a farm running agricultural activity customized to their needs and abilities. It's based on the farm's infrastructure and resources, enabling agro therapy. Opportunities are being sought especially for care farms to provide services for the elderly people.

Care farming experiences from European countries have shown that economic participation helps vulnerable people (e.g. people with intellectual or physical disabilities, elderly people, etc.) integrate back into society. It does this by providing them with new skills and by rewarding them with a feeling of utility and self-appreciation.

Co-funded by
the European Union

Figure 3. Care farm

Source: https://farmtime.cn

4.4. The Sendzimir Foundation

The Sendzimir Foundation is a non-governmental organisation that actively supports and implements nature-based solutions for sustainable development and environmental protection. Its mission is based on building partnerships between different sectors of society, including scientific institutions, public administration, non-governmental organisations and business, in order to effectively achieve goals related to ecology and social responsibility.

Among the foundation's many statutory objectives, one can find those that directly relate to the area of nature-based solutions (NBS), which include:

- **Building partnerships** - The foundation seeks to integrate the academic, administrative and business communities, building lasting relationships based on the common goal of protecting the environment and promoting sustainable development.
- **Environmental education** - The Foundation develops an environmentally-conscious civil society with an emphasis on education and the spread of environmental knowledge.
- **Environmental protection** - Focuses on improving the natural environment and promoting a responsible approach to its resources.
- **Sustainable economy** - Promotes economic models that are environmentally friendly and socially responsible.

Its activities also include intervening in administrative proceedings concerning environmental interference, making it an important voice in defence of natural resources. Through its comprehensive activities, the Foundation contributes to building a sustainable society that draws inspiration from nature to create a better world.

One of the activities related to nature-based solutions for urbanised areas is the INTERLACE Project, running from 2020 to 2024 and funded by Horizon 2020, aimed at helping cities from Europe and Latin America to effectively protect and revitalise urban ecosystems, especially in suburbs and other vulnerable areas.

The INTERLACE project has raised awareness of the importance of blue-green infrastructure, promoted nature-based solutions and strengthened international cooperation in urban ecosystem conservation and revitalisation.

Co-funded by the European Union

Check the short video about the project:

Source: Introduction to the INTERLACE project, INTERLACE Project, https://www.youtube.com/embed/t1hS983VoGQ?start=131&feature=oembed

5. Competence-based activities & ready-to-use lesson plans

For the activities a specific template is suggested that can be used as well as lesson plans.

This is particularly important for modules 1,2,3 and 6 which in any case will include practical-oriented activities.

For modules 4 (***Joining forces of SE and NBS stakeholders***) and 6 (***Methodologies for organizing NBS bootcamps to hack local problems at campuses and public spaces***) we can keep this section with hands-on activities, but it is better that the activities be transferable and applicable to multiple contexts (both to the university campus and to the urban spaces)

1st Example of a lesson-plan or competence-based, hands-on activity:

Title: Stakeholder management of an organisation implementing nature-based solutions **Activity title: Creation of a power interest matrix**	
Objectives, Competencies and Learning Outcome	Taking classes on how to identify and manage the stakeholders of organisations working towards nature-based solutions, students will gain skills in identifying key stakeholders and analysing their needs, influences and expectations. They will master competences in building collaborative relationships and cross-sectoral dialogue, which will enable them to effectively engage diverse interest groups in environmental and sustainability projects. They will also learn the power interest matrix method, for developing stakeholder management strategies. As a result, they will be able to support organisations in the effective implementation

Co-funded by the European Union

Title: Stakeholder management of an organisation implementing nature-based solutions Activity title: Creation of a power interest matrix	
	of nature-based solutions, taking into account a diversity of perspectives and building sustainable partnerships.
NBS topic(s) – if applicable	N/A
Recommended age of students (specify the range of students who can take part in this activity)	There is no age limit. The group should not exceed 35-40 students.
Skills (21st century, green competences) that the activity promotes	Skills (21st century, green competences) that the activity promotes System thinking, Critical thinking, Futures literacy, Adaptability, Collective action, Consult also the GreenComp Framework: https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1/language-en (p.17)
Necessary materials/ resources **(online & offline if it is a physical ctivity)**	If computer-based activities are possible, the use of the Miro platform or similar is recommended. It is also possible to use pre-printed templates (see annex for necessary materials). Classes can be delivered as a a virtual, physical or hybrid activity. Students are advised to bring their computers in advance if the university cannot provide equipment.
Duration (including the preparation and application time)	90 minutes in total: 15 minutes to explain the power interest matrix tool 5 minutes to contribute material (e.g. sending a link to the Miro board) 30 minutes students' own work 30 minutes student presentations 10 minutes summary and comments by the lecturer
Instructions/ How to apply the activity the /lesson plan	The presenter introduces the power interest matrix tool, explaining its elements. Explaining its components and discussing how to place stakeholders in the different parts and what this means for the organisation and the achievement of its goals. The lecturer then presents an example of stakeholder placement on an organisation of his or her choice and discusses the reasons for placement in a particular quadrant of the chart and what this means for the organisation and its objectives.

Co-funded by the European Union

Title: Stakeholder management of an organisation implementing nature-based solutions Activity title: Creation of a power interest matrix	
	Students should be divided into teams (up to three people in each team) select a real or hypothetical organisation and list 6 to 9 stakeholders who the students believe are important to achieve the defined objectives Once finished, each team selects a representative to briefly present the list of stakeholders and their positioning on the chart with a brief explanation of what importance each stakeholder has for the objectives and the organisation. At the end of the class, the lecturer summarises the students' work, pointing out the positive elements of the work, but also any errors.
Reflection moments / assessment method	Suggest a wrap-up and reflective activity for students to summarize what they learned.
Useful Tips	**Are there tips or steps that students and their educators should have in mind before during and as follow-up of the activity?** The tool that facilitates stakeholders' management is The Power Interest Matrix. By dividing the chart into four sectors, one can categorize the stakeholders and consider how to deal with them. The vertical axis shows the power level, which determines the impact on the organization, e.g. legal, financial, opinion-forming. The stakeholder with high power level can support as well as block our activities. On the horizontal axis the level of interest is placed, where we define how the stakeholders may be interested in our actions. It is worth mentioning that among them, there may be those, who can gain great power over the entity. Depending on the level of impact and level of interest, stakeholders are divided into four sectors: KEY SUBJECTS - stakeholders who can be decision makers and have a huge impact on a business. It important to keep close relations with them and manage their expectations, KEEP SATISFIED – stakeholders we need send our actions to. They are not always interested in our outcomes but they can negatively use their power if they feel unsatisfied, KEEP INFORMED – stakeholders who would like to be informed can be very helpful and can advise us if needed, MINIMAL EFFORT – observe those stakeholders, but do not spend a lot of time on them. From time to time send them general information about your activity.

Co-funded by the European Union

2nd Example of a lesson-plan or competence-based, hands-on activity:

Title: Business Model Canvas development in the implementation of nature-based solutions **Activity title: BMC creation for NBS implementation**	
Objectives, Competencies and Learning Outcome	Taking classes on how to prepare Business Model Canvas for an elaborated concept of NBS, students will gain knowledge of the Business Model Canvas framework and its application to organizations promoting NBS or NBEs. They will learn to evaluate and design sustainable commercialization strategies aligning business objectives with environmental and social goals. They will develop critical thinking and collaborative problem-solving skills for dealing with real-world sustainability challenges. They should be able to identify potential customer segments, value propositions, and revenue streams for NBS-based enterprises and will understand how to incorporate environmental and societal benefits into a business strategy, ensuring long-term sustainability and impact.
NBS topic(s) – if applicable	e.g. Climate adaptation and resilience, Urban greening and resilience, Sustainable water management
Recommended age of students (specify the range of students who can take part in this activity)	There is no age limit. The group should not exceed 35-40 students.
Skills (21st century, green competences) that the activity promotes	System thinking, Critical thinking, Adaptability, Collective action, Entrepreneurial thinking, Green business planning. Refer to the GreenComp Framework: https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1/language-en (p.17)
Necessary materials/ resources **(online & offline if it is a physical activity)**	In the online mode of the lessons, the use of the Miro platform or similar is recommended. It is also possible to use pre-printed templates (see: ”Nature-Based Solutions Business Model Canvas Guidebook“, https://connectingnature.eu/sites/default/files/downloads/NBC-BMC-Booklet-Final-%28for-circulation%29.pdf , page 12). Classes can be conducted as a virtual, physical or hybrid activity, depending on the organizers’ possibilities.
Duration (including the preparation and application time)	90 minutes in total: 15 min: introduction to the Business Model Canvas in NBS and explanation of its elements, 10 min: Formation of teams and assignment of tasks,

Co-funded by the European Union

Title: Business Model Canvas development in the implementation of nature-based solutions Activity title: BMC creation for NBS implementation	
	30 min: Teamwork to create a BMC for an organization promoting NBS or NBE, 25 min: Team presentations and feedback, 10 minutes: Summary by the lecturer
Instructions/ How to apply the activity the /lesson plan	At first, the lecturer introduces the Business Model Canvas, explaining its components (e.g., value proposition, customer segments, revenue streams, and key partnerships) and how they can be adapted for social enterprises promoting NBS/NBEs. Then the lecturer presents an example of an NBS-based business (e.g., an urban farming initiative) and demonstrates how its business model can be presented in the BMC framework. Next, the lecturer divides students into teams of 3-5 members. Teams collaborate on creating a BMC for an NBS solution that will be e.g. implemented by an organization promoting NBS or NBE. Then, each team presents its BMC, focusing on the following: 1. How the NBS solution addresses environmental and social challenges. 2. The proposed value proposition and target customer segments. 3. Revenue generation strategies aligned with sustainability goals. Peer teams provide constructive feedback on the presented BMCs. The lecturer summarizes the students' work, pointing out the positive elements of the work, but also any errors.
Involved stakeholders (apart from students/ educators)	e.g. NBS experts, Social Economy representatives, Economists, Architects, Urban specialists
Reflection moments / assessment method	Suggest a wrap-up and reflective activity for students to summarize what they learned.
Useful Tips **- Are there tips or steps that students and their educators should have in mind before during and as follow-up of the activity?**	After the summary you can invite students to organise an exhibition of the posters related to the topic and present them at a conference or a stand/”an NBS-corner” at the university.

Co-funded by the European Union

6. Further resources

A. Social economy and social entrepreneurship concept

- Bornstein D. (2004). *How to change the world: Social entrepreneurs and the power of new ideas*. New York: Oxford University Press.
- Dees J. G. (2001). *The meanings of 'social entrepreneurship'*. Working paper, Stanford University.
- Dees J. G. & Battle Anderson B. (2006). *Framing a theory of social entrepreneurship: Building on two schools of practice and thought*. ARNOVA Occasional Paper Series: Research on Social Entrepreneurship: Understanding and Contributing to an Emerging Field, 1(3).
- Defourny J., Nyssens M. (eds.) (2008). *Social Enterprise in Europe: recent trends and developments*. EMES Working Paper no. 08/01.
- Defourny, J., & Nyssens, M. (2010). *Conceptions of social enterprise and social entrepreneurship in Europe and the United States: Convergences and divergences*. Journal of social entrepreneurship, 1(1), 32-53.
- Pach J., Lupa-Wójcik I., Maciejewski W. (red.), *Ekonomia Społeczna 2021, Przedsiębiorczość społeczna i kapitał społeczny: znaczenie – edukacja – rozwój,* AT Wydawnictwo, Kraków 2022.
- Pol, E., & Ville, S. (2009). *Social innovation: Buzz word or enduring term?.* The Journal of socio-economics, 38(6), 878-885.
- Seelos C. & Mair J. (2005). *Social entrepreneurship: Creating new business models to serve the poor*. Business Horizons 48(3).

B. NBS concept

- Cassin, J. (2021). *History and development of nature-based solutions: concepts and practice*. In Nature-Based Solutions and Water Security (pp. 19-34). Elsevier.
- Lafortezza, R., & Sanesi, G. (2019). *Nature-based solutions: Settling the issue of sustainable urbanization.* Environmental research, 172, 394-398.
- Murzyn, D., Czyżewska, M., Lupa-Wójcik, I., Maciejewski, W., Aleksić Fredotović, A., Barišić, A., ... & Kandefer, D. (2024). *Integrating nature-based solutions in social economy education for enhancing environmental sustainability.*
- Nelson, D. R., Bledsoe, B. P., Ferreira, S., & Nibbelink, N. P. (2020). *Challenges to realizing the potential of nature-based solutions.* Current Opinion in Environmental Sustainability, 45, 49-55.
- Oh, Y. (2022). *All London Green Grid as Nature-Based Solutions for Urban Resilience*. In The Palgrave Handbook of Climate Resilient Societies (pp. 989-1011). Cham: Springer International Publishing.
- Seddon, N., Chausson, A., Berry, P., Girardin, C. A., Smith, A., & Turner, B. (2020). *Understanding the value and limits of nature-based solutions to climate change and other global challenges.* Philosophical Transactions of the Royal Society B, 375(1794), 20190120.
- Woo, H. (2020, November). *Nature-based solutions and similar concepts on water management.* In IOP Conference Series: Earth and Environmental Science (Vol. 599, No. 1, p. 012094). IOP Publishing.
- Zhu, D., Zhang, Y., Kendal, D., Fraser, L., & Flies, E. J. (2023*). Nature-based solutions in Australia: a systematic quantitative literature review of terms, application and policy relevance.* Nature-Based Solutions, 100092.

Co-funded by the European Union

C. The Power-Interest Matrix

- Ginige K. Amaratunga D. Haigh R. (2018), *Mapping stakeholders associated with societal challenges: A Methodological Framework*. Procedia Engineering, Vol. 212, pp. 1195-1202.
- Mendelow, A. (1991*). Stakeholder mapping. Proceedings of the 2nd International Conference on Information Systems*, Cambridge, MA.
- Stakeholder Register & Power Interest Grid - PMP Exam/PMBOK Guide Study, https://www.youtube.com/watch?v=2QhvKlQhleQ

D. Business Model Canvas

- *Business Model Canvas Explained*, https://www.strategyzer.com/canvas/business-model-canvas - 2-minute video explains the essence of Business Model Canvas
- Burkett Knode I., *Using the Business Model Canvas for Social Enterprise Design*, https://issuu.com/ingridburkett2/docs/bmc4se_lr_for_web , p.4,13.
- Osterwalder A., Pigneur Y., *Business Model Generation*, A part of the book is available at: https://www.strategyzer.com/books/business-model-generation

E. Websites of the described organizations and case studies

- Care farm, https://farmtime.cn
- GreenComp Framework: https://op.europa.eu/en/publication-detail/-/publication/bc83061d-74ec-11ec-9136-01aa75ed71a1/language-en (p.17)
- INTERLACE project, https://www.interlace-project.eu/
- Pracownia K, https://nieplaczabaw.pl/
- The Sendzimir Foundation, https://sendzimir.org.pl/en/
- Żywa Pracownia, https://zywapracownia.pl/

F. Videos:

- *A social business model example*, https://www.youtube.com/watch?v=WET0elcMQ78
- *Business Model Canvas Explained*, https://www.youtube.com/watch?v=QoAOzMTLP5s
- *Introduction to the INTERLACE project,* INTERLACE Project, https://www.youtube.com/embed/t1hS983VoGQ?start=131&feature=oembed
- *Overview of the Social Business Model Canvas*, https://www.youtube.com/watch?v=8aPGXqLZCS0
- *Social Business Model and Planning for Social Innovation*, https://www.coursera.org/lecture/social-business-model/introduction-to-module-2-business-model-canvas-of-hueforbi-D7rKX

Co-funded by the European Union

Annex: Frameworks

Picture 1. The Power-interest matrix

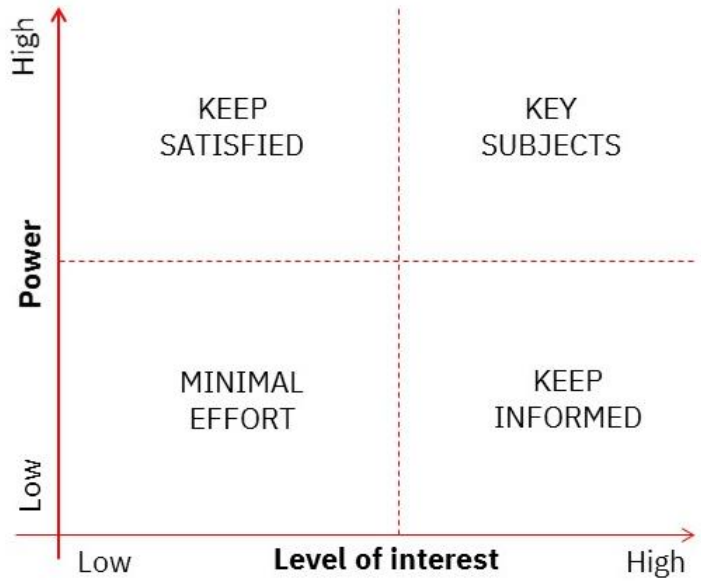

Fig. 2. The Nature-Based Solutions Business Model Canvas (BMC)

Key Activities:	Key Resources	Value proposition	Key Partners	Key Beneficiaries
			Governance	
Cost Structure		Cost Reduction		Capturing Value

Source: Nature-Based Solutions Business Model Canvas Guidebook, https://connectingnature.eu/sites/default/files/downloads/NBC-BMC-Booklet-Final-%28for-circulation%29.pdf, p. 4

Co-funded by the European Union