



About the project

The objective of the **FuturesDesignED** project is to develop and integrate **Art & Design micro-credential courses** into existing Higher Education (HE) programmes focusing on skills deemed necessary for the **Green Transition, Sustainable Development Goals (SDGs) and the New European Bauhaus (NEB)**. To do this, the project will bring together actors from formal and non-formal education settings, businesses, civil society and the public sector who will participate in all stages of the project.

“The shift towards sustainability creates new demand in Art & Design Education. Our students and future graduates will be the ones to facilitate change by valorizing diversity, equality, accessibility and affordability as synonyms to good quality design, by combining global and local dimensions, guided by climate goals, circularity, zero pollution and biodiversity”

Dr Anna Louise Merry, Assistant Professor at Frederick University’s Department of Arts and Communication (FuturesDesignED Project Coordinator)

Let’s have a look at the projects’ most recent news and outputs!

Working with our target groups

Across our partner countries (Cyprus, Lithuania, Italy, Belgium and Greece) a series of focus groups and workshops have been conducted involving professional designers, educators and students.



Focus Group and Interactive Industry Workshops (Frederick University, Cyprus)



Our Needs Analysis is Published:



Exploring Green Futures: Integrating the New European Bauhaus into Art and Design Education

An Evaluation Report:

Identifying the Educational and Training needs across Students, Educators and Working Creative Professionals.



Key areas covered include:

Current Integration: Assessment of the Sustainable Development Goals (SDGs), New European Bauhaus (NEB) principles, and the European Green Deal in Art & Design education.

Needs Analysis: Surveys and focus groups identify gaps in knowledge, course structures, and professional training. Insights into the demand for upskilling in climate neutrality and sustainable design.

Micro-Credential Recommendations: Development of targeted courses that address sustainability, interdisciplinary collaboration, and practical design challenges.

Practical Applications: Suggestions for embedding theoretical concepts into hands-on learning experiences in both traditional and alternative spaces, aligning with NEB values.

Future Directions: Strategies to integrate NEB ideals into education and training, ensuring accessibility, inclusivity, and alignment with global sustainability goals.

This report serves as a roadmap for enhancing Art & Design education, preparing creative professionals to lead in sustainable and innovative practices.

To access the full report, [visit our website](#).



Our Spatial Analysis Tool is Published:

A structured tool for assessing alternative learning spaces based on physical environment, sustainability, pedagogical approaches, and community engagement. Scoring system to guide the creation and evaluation of learning spaces aligned with NEB principles.





Photo Courtesy of Urban Gorillas, NGO. Pathway to the Bubble, Fuskopolis, Bank of Cyprus Cultural Foundation, Nicosia, Cyprus, 2014

Our Recommendations for Alternative Spaces of Learning in Art & Design Education is nearly ready!

The Consolidated Report will provide a detailed evaluation of the integration of the Sustainable Development Goals (SDGs), New European Bauhaus (NEB) values, and the European Green Deal within Higher Education Art & Design studies across the European Union. It includes:

Educational Needs Assessment: Identification of gaps in knowledge, skills, and training within Art & Design Education. Insights into the current integration of sustainability principles in course structures.

Best Practices and Case Studies: Documentation of alternative learning spaces, including green, public, cultural, and digital environments, and their impact on education. Case studies highlighting innovative implementations across Greece, Cyprus, Lithuania, and Italy.

Recommendations: Strategies for developing inclusive, sustainable, and innovative educational environments. Emphasis on fostering collaboration among educators, policymakers, and cultural institutions.

Stay tuned for its release!

Highlights from our Transnational Partner Meeting in Matera

The meeting took place in Matera, Italy on the 12th - 13th June 2024. The meeting was organized by Materahub Italy and was held at the Materahub offices. Partners discussed the development of the Microcredential courses to be produced through the project, reflected on the work delivered so far and planned all next steps.

When in Matera, the FuturesDesignedED partnership had the chance to visit the urban Community Garden, which was awarded the NEB prize 'Rising Stars' - Reconnecting with



nature' in 2023. There they also met ANDRECO, an Italian artist sensitizing about climate change through art, thanks to his Climate Art Project.

With his colleagues and local inhabitants, he was building an 'AulaVerde', an open-air classroom which perfectly matches the concept of 'Alternative Space Of Learning' encouraged by our project, 'Futures Design Education'. This was also a chance to meet the curators of this participatory design process: Marea Art Project, who confirmed the crucial role of the arts and spatial design in bringing people closer to nature. This was also a tangible example of Multi Level Engagement (one of the pillars of the New European Bauhaus), as this space of learning was funded by Matera 2019 and made possible by an active citizenship initiative.



Highlights from our Transnational Partner Meeting in Athens

The meeting took place in Athens, Greece on the 16th October 2024. The meeting was organised by Artit Greece and was held at the Artit offices. Partners discussed the final stages of the Microcredencial courses, the transfer to the E-Learning platform and Educational Toolkit to be produced through the project. Additionally, partners reflected on the work delivered so far and planned all next steps.

