



## 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.

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

## Kauno Kolegija Took the Lead in a New Phase of the Project

Kauno Kolegija, a public higher education institution in Lithuania, has taken the lead in a new phase of the Futures Designed project, marking a significant milestone in the international partnership's efforts to advance sustainable transformation in art and design education.

Known for its strong academic foundation and practical, skills-based training, Kauno Kolegija brings broad expertise across technology, health, humanities, social sciences and the arts. This makes the institution a key contributor to the project's ongoing development, ensuring that its outcomes remain relevant to contemporary educational and professional needs.

The Kauno Kolegija Academy of Arts, with its emphasis on active learning, creative collaboration and conceptual thinking, continues to provide essential insights and support. Its contributions reinforce the project's vision for innovative, future-oriented design education grounded in sustainability.

This phase highlights the strong need for cooperation and the shared commitment of all project partners to jointly develop future-oriented and sustainable educational practices across Europe.





## Transnational Partner Meeting in Kaunas

On 18–19 March 2025, the FuturesDesignedED partners met at Kauno kolegija in Kaunas, Lithuania, for a productive two-day meeting. Partners reviewed the results of the pilot courses and workshops, discussed participant feedback and assessed the consolidated findings that will contribute to the final project report.

A significant part of the meeting focused on the quality and functionality of the e-learning platform and the Educator Toolkit. Partners evaluated the necessary improvements to ensure both tools meet the highest standards and serve the needs of learners and educators across Europe. The team also planned the upcoming educator training activities and finalised the dates and structure of the project's closing event in Brussels.

The Kaunas meeting strengthened collaboration among partners and allowed them to align on the final project milestones. Sincere thanks go to all partners for their dedication, enthusiasm and valuable contributions.



## OUR NEWLY PUBLISHED OUTPUTS

### Consolidated Report: Recommendations for Alternative Spaces of Learning in Art & Design Education

The consolidated report has been published, providing an in-depth evaluation of the use of alternative spaces of learning within Art & Design education. It explores how SDG principles, NEB values and the European Green Deal can be embedded into Higher Education programmes through innovative spatial approaches.

The report includes case studies from [Cyprus](#), [Greece](#), [Lithuania](#) and [Italy](#), illustrating how non-traditional learning environments—such as green areas, cultural spaces, public settings and hybrid digital spaces—can enhance creativity, accessibility and learner



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engagement. It also offers recommendations for educators and institutions looking to reimagine teaching spaces in sustainable and inclusive ways.

It also 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.

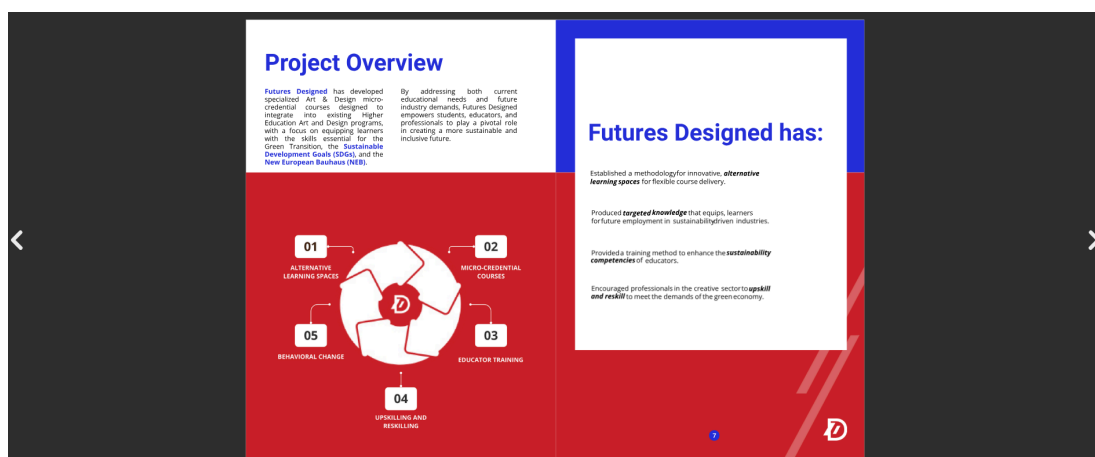
**Recommendations:** Strategies for developing inclusive, sustainable, and innovative educational environments. Emphasis on fostering collaboration among educators, policymakers, and cultural institutions.

To access the full report, [download the pdf file.](#)

## Futures Designed Educator Toolkit

The Educator Toolkit has been released and is now accessible online. It provides a comprehensive set of materials designed to support educators in implementing the project's micro-credential courses and integrating sustainability into creative education.

The toolkit includes findings from the project's needs analysis, guidance on alternative learning spaces, full course materials, workshop instructions, educator and user guidelines, as well as case studies and additional resources. It is designed to be practical, adaptable and ready for implementation across different educational contexts.



The toolkit is available in two versions: a [PDF file format](#) and an [interactive format](#)

## The Alternative Space of Learning – Assessment Tool

The Spatial Analysis Tool has also been completed. Developed to help educators and organisations evaluate the suitability of alternative learning spaces, the tool focuses on five





key criteria: [physical environment](#), [educational resources and performance](#), [environmental sustainability](#), [pedagogical considerations](#) and [community engagement](#).

Users assess each space through a structured scoring system, with a total score of 60 or above indicating that the space meets the standards for sustainable, inclusive and effective learning. The tool applies to physical, digital and hybrid learning environments, allowing flexibility in designing diverse educational experiences.

To use the tool, [download the file](#).

## OTHER NEWS

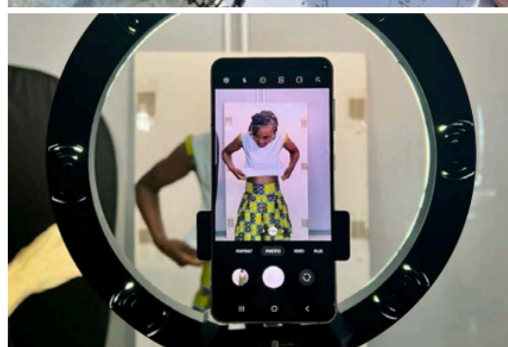
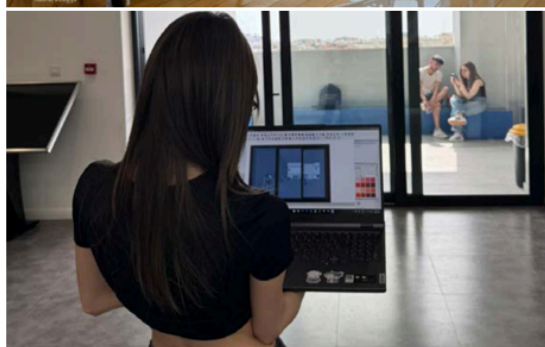
### Pilot Courses and Workshops

Across partner countries, participants—including students and creative professionals—engaged in the pilot phase of the micro-credential courses. They first completed asynchronous online learning and then took part in 16-hour co-creative workshops held in alternative learning spaces chosen to match NEB-inspired themes.

The workshops encouraged hands-on engagement with sustainable design challenges and industry-inspired projects. Participant feedback has been highly positive, highlighting increased understanding of sustainable design principles, appreciation for alternative learning environments and high levels of motivation to further develop sustainability-related skills.



The visual documentation and insights gathered from these activities were compiled into a final consolidated report, which is presented among the publication news.





## Final Project Report – Coming Soon

The final reporting phase has now begun. National reports from each partner country are being consolidated into a comprehensive final report that will include insights from participant feedback, analysis of pilot outcomes and recommendations for further development and implementation.

The final report will also outline suggested improvements to course materials and workshop delivery, and will serve as a basis for continued collaboration among partners as we explore opportunities for further development and future initiatives.

