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

Futures Designed Educational Toolkit

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Project Overview

Futures Designed has developed specialized Art & Design micro-credential courses designed to integrate into existing Higher Education Art and Design programs, with a focus on equipping learners with the skills essential for the Green Transition, the **Sustainable Development Goals (SDGs)**, and the **New European Bauhaus** **(NEB)**. By addressing both current educational needs and future industry demands, Futures Designed empowers students, educators, and professionals to play a pivotal role in creating a more sustainable and inclusive future.

Futures Designed has:

Established a methodology for innovative, **alternative learning spaces** for flexible course delivery.

Produced **targeted knowledge** that equips learners for future employment in sustainability-driven industries.

Provided a training method to enhance the **sustainability competencies** of educators.

Encouraged professionals in the creative sector to **upskill and reskill** to meet the demands of the green economy.

Why It Matters: Addressing Critical Gaps for the Green Transition in Art & Design Education

The European Green Deal and the New European Bauhaus (NEB) aim to reshape our living spaces and lifestyles to be sustainable, inclusive, and aesthetically enriching. This profound societal transformation demands new skills, particularly in Art & Design, which are essential for shaping sustainable products, places, and ways of living.

However, current educational structures and professional practices are not fully equipped to meet the growing need for sustainability-focused competencies. The shift towards green and digital transitions has created a pressing need for upskilling and reskilling both current professionals and students within the creative industries. Without this, graduates and professionals risk falling behind as the industry adapts to new environmental standards and practices.

Moreover, the COVID-19 pandemic accelerated the adoption of hybrid and online learning models, showing that the traditional design studio is no longer the sole space for learning. This highlights the need to integrate alternative learning environments, such as green spaces, transdisciplinary settings, and digital platforms, into Art & Design education. These spaces offer flexible, accessible learning opportunities that support the NEB's vision and are crucial for co-design and multidisciplinary projects.

The introduction of micro-credential courses in Art & Design education is a pivotal solution to these challenges. These smaller, more focused courses allow students and professionals to quickly acquire relevant skills in sustainability, while still complementing traditional degree programs. This model not only enhances employability but also promotes behavioral change towards the ideals of the green transition. The integration of micro-credentials and hybrid learning spaces is essential for equipping the creative sector with the tools needed to lead in the fight against climate change, fostering a new generation of professionals who can drive both innovation and sustainability.

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Toolkit Overview

This toolkit provides a comprehensive, open-access collection of resources aimed at enhancing teaching effectiveness and learner engagement. It is specifically curated for educators working in creative disciplines who wish to incorporate sustainability into their curricula and classroom practices through the method of micro-credentials. The toolkit is a versatile, adaptable resource for educators across different educational levels, offering both foundational knowledge and practical tools to advance sustainable practices in creative fields. It will help bridge the gap between policy initiatives, like the European Green Deal, and practical educational outcomes, equipping students with the skills needed to address contemporary global challenges through art and design.

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Key Components of the Toolkit:

The toolkit is a versatile, adaptable resource for educators across different educational levels, offering both foundational knowledge and practical tools to advance sustainable practices in creative fields. It will help bridge the gap between policy initiatives, like the European Green Deal, and practical educational outcomes, equipping students with the skills needed to address contemporary global challenges through art and design.

Needs Analysis Findings

Summaries of the latest research on the need to integrate themes of SDGs, the NEB and the European Green Deal will be included, helping educators implement key sustainability initiatives.

Educator and User Instructions

Clear guides will help educators implement the materials in a variety of classroom settings, ensuring smooth integration into existing curricula.

Course Materials

All instructional content developed under the project's work will be included, offering educators ready-to-use modules that align with SDGs and sustainable design principles.

Alternative Learning Spaces

A report on alternative spaces for learning within Art & Design education will guide educators in choosing the optimal environments for workshop delivery, fostering creativity and innovation.

Workshop Materials

Step-by-step instructions for conducting practical workshops are provided, helping educators create engaging, hands-on learning experiences.

Case Studies and Futher Resources

Real-world examples and additional resources will offer practical insights and deeper understanding of sustainability topics within Art & Design education.

Futures Designed Needs Analysis

Understanding and addressing the educational and professional needs for sustainable development in the design industry is crucial. The futures designed teams analysis across partner countries and the wider EU, focuses on the existing knowledge across key groups—students, graduates, educators, and professionals—on sustainability frameworks such as the UN Sustainable Development Goals (SDGs), the European Green Deal, and the New European Bauhaus (NEB). Awareness and familiarity vary significantly among these groups, with surveys, desk research, and focus group discussions exposing key areas where education and training initiatives must intervene.

Existing Knowledge and Awareness of Sustainability Initiatives

Awareness of sustainability initiatives like the SDGs, the European Green Deal, and the NEB is uneven. While educators and creative professionals show a somewhat higher familiarity, students often report limited knowledge, with many rating their familiarity with SDGs as low. This highlights a need for embedding SDG principles into curricula to foster deeper understanding and integration.

Awareness of the European Green Deal and NEB is particularly limited across all groups, indicating the necessity of targeted educational campaigns to disseminate these concepts more broadly and effectively.

Focus group discussions confirm these findings, revealing minimal in-depth knowledge across participants. This underscores the need for systematic educational interventions that make sustainability frameworks accessible and relevant to diverse audiences.

The Role of Designers in Addressing Climate Change

Climate change concern is universally high among surveyed groups, with over 64% expressing strong concern. However, confidence in society's ability to tackle climate change remains low. Importantly, more than 300 respondents identified future designers as key players in combating environmental challenges. This belief underscores the transformative potential of the design industry, particularly when armed with the necessary sustainability knowledge and skills.

"A form of teaching and learning is required that makes students aware of their agency and responsibility" Students should be given the tools for the transition to sustainable futures, a transition which "requires changes in the material world as well as it requires an enormous mindshift."

David Reitenbach, Student,
Berlin University of the Arts,
(ELIA, 2022)

Integrating SDGs into Higher Education and Professional Practices

Higher education institutions, particularly those focusing on art and design, play a pivotal role in aligning curricula with the SDGs. While many European design schools have incorporated modules on sustainable practices, the pace of integration needs to quicken. Current course structures vary in their incorporation of sustainability topics, with a notable disparity between practical applications (such as sustainable materials and products) and broader themes like policy engagement and climate neutrality.

Survey results reveal that students often perceive limited integration of SDGs into their education, with 122 respondents unsure about their inclusion. Educators report higher integration levels but acknowledge inconsistencies across institutions. Among creative professionals, many incorporate SDG principles into their practice, though significant gaps remain. Certain SDGs, such as those focusing on sustainable cities and quality education, are more commonly addressed, while others, like biodiversity and zero hunger, are often neglected.

Addressing Gaps in Sustainability Education

Significant knowledge gaps exist, particularly regarding climate neutrality, life cycle assessment, and policy engagement. These themes remain underrepresented across education and professional training programs, despite their critical importance. Practical topics like sustainable materials and design innovation receive more attention but fail to address the systemic challenges of sustainability comprehensively.

Interdisciplinary collaboration and co-creation, while gaining traction, remain underutilized. Low awareness of initiatives like the NEB highlights missed opportunities to align design education with emerging European sustainability frameworks. Conversely, ethical design practices are relatively well-integrated, reflecting growing recognition of their importance in socially responsible decision-making.

By prioritizing these strategies, educational institutions and industry stakeholders can empower individuals to create meaningful change in their fields. This effort will build a workforce equipped to address sustainability challenges, driving innovation and ethical practices within the design industry and beyond.

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On a scale of 1-5 (1 being not at all and 5 being very much) how concerned are you about climate change?
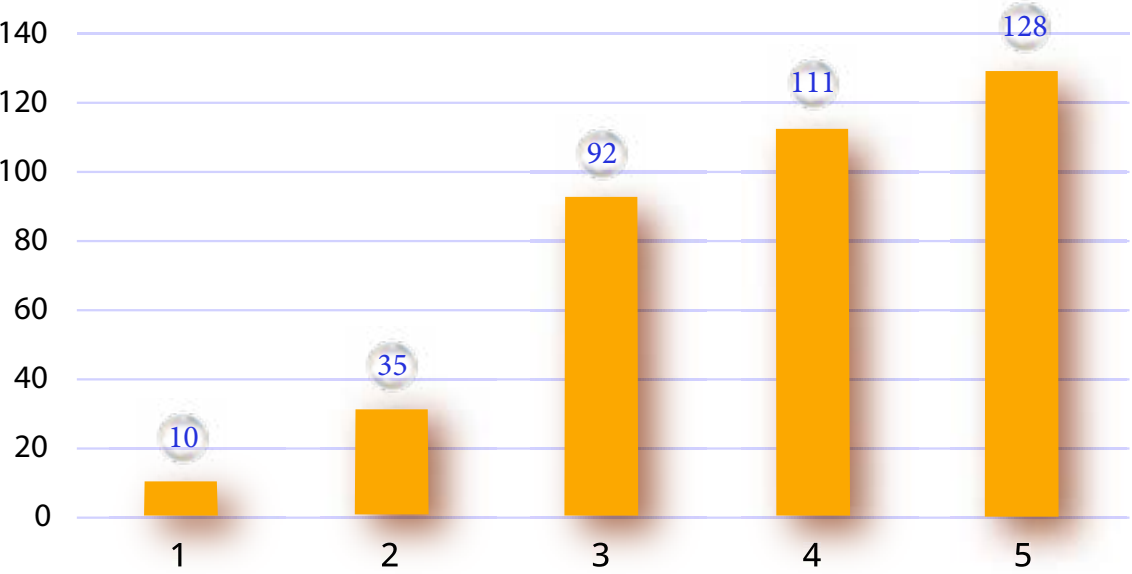
Climate Change Concern across all target groups (n=376)

Bosco Verticale Press Office

Why Micro-Credentials Should Be Embraced in Higher Education Art and Design Studies

Micro-credentials are transforming the educational landscape by bridging the gap between traditional degree programs and the evolving demands of the modern workforce. These short, targeted learning experiences are affordable, flexible, and industry-relevant, making them an essential complement to traditional education. In art and design studies, where adaptability and specialized skills are critical, micro-credentials provide practical expertise without sacrificing the conceptual rigor of degree programs. They also align with the principles of lifelong learning, empowering individuals to continuously acquire new skills and adapt to emerging technologies or sustainability practices.

By breaking down barriers between higher education institutions, vocational training providers, and industry, micro-credentials foster seamless transitions between academic and professional spheres.

Universally recognized frameworks ensure these credentials are transferable and valued across sectors, enabling learners to build skills that meet real-world demands. This approach promotes ongoing collaboration between educators and employers, advancing workforce readiness while encouraging innovation. Initiatives like incorporating ECTS credits into degree programs further strengthen this integration.

To fully realize the potential of micro-credentials, it is essential to raise awareness, strengthen partnerships among educational and industry stakeholders, and standardize frameworks for consistent quality. Expanding innovative learning environments will also foster creativity and collaboration, making education more inclusive and responsive to global workforce needs. By embracing these steps, micro-credentials can revolutionize art and design education, ensuring learners remain competitive and adaptable in an ever-changing world.

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"Education and lifelong learning are central to equipping current and future citizens with a deep understanding of the issues, critical thinking and skills necessary to bring about change."
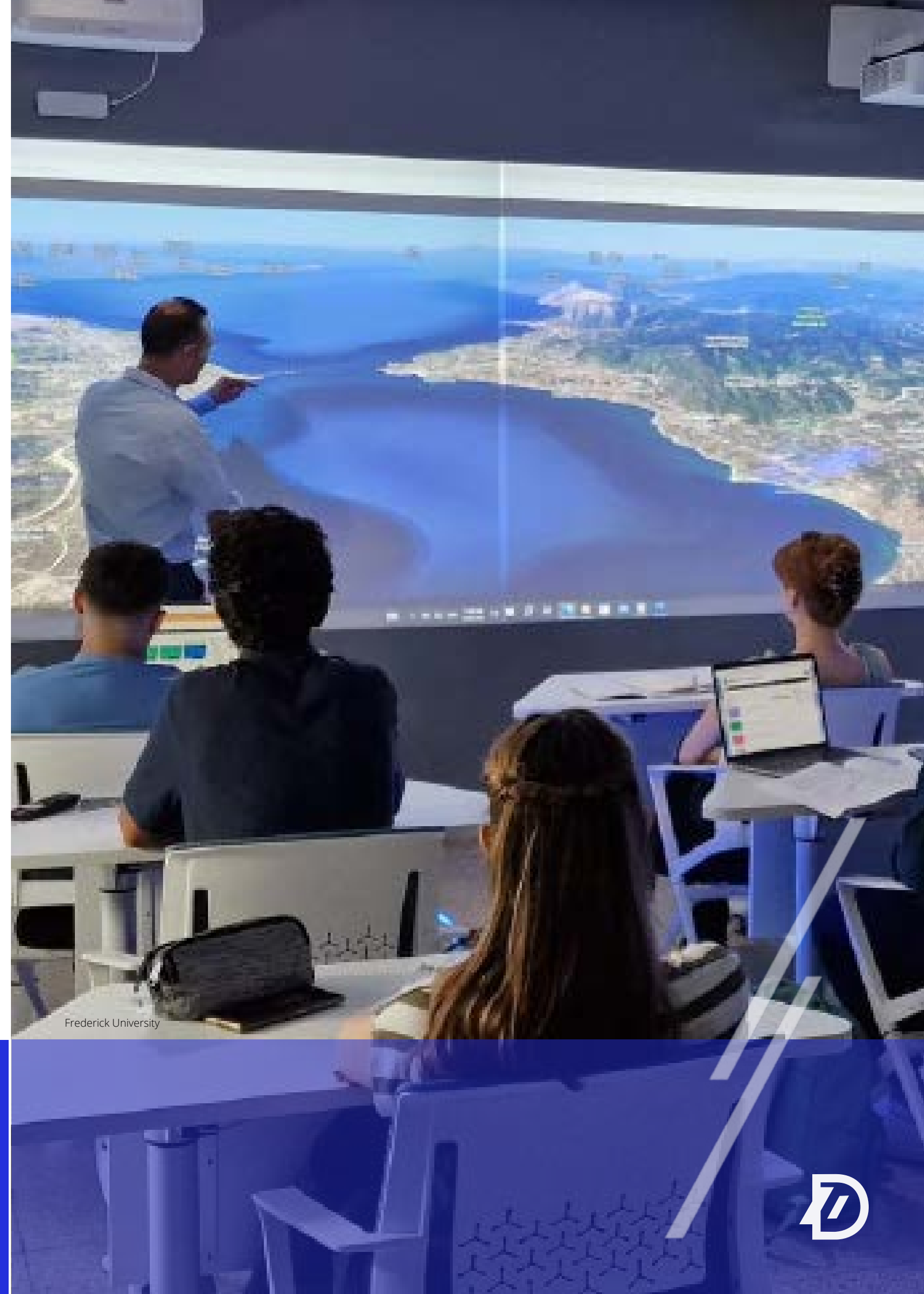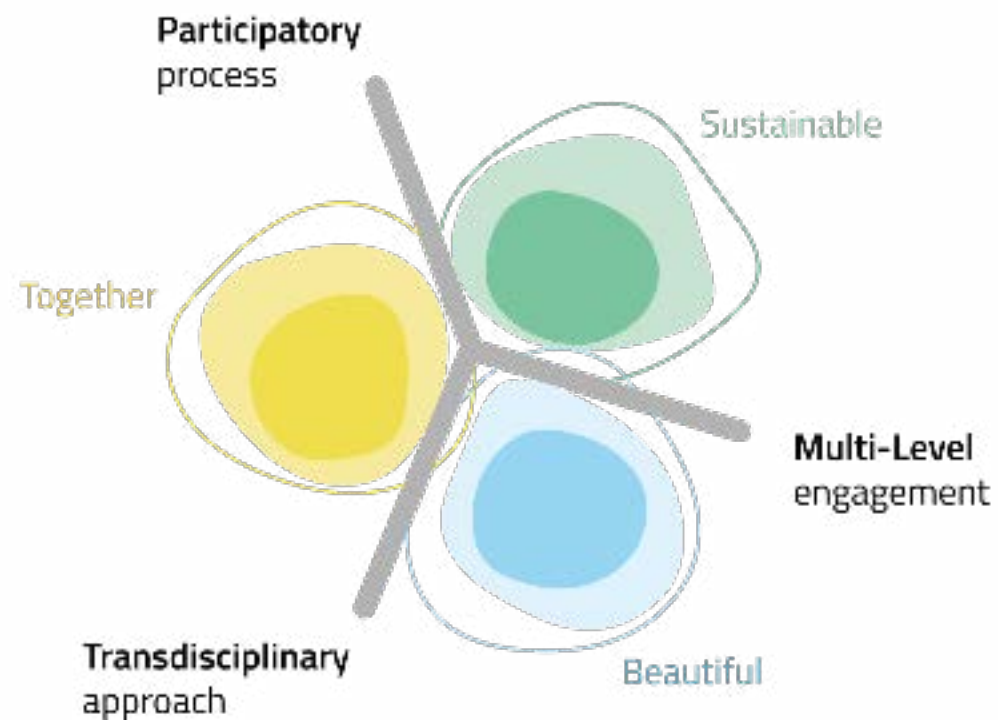
Futures Designed Courses

New European Bauhaus and Principles of Sustainability in Design

This course provides a foundational understanding of the Bauhaus movement, focusing on functionality and simplicity. It covers New European Bauhaus (NEB) principles and sustainability. Participants will learn to apply NEB principles to projects, understanding the environmental and social impacts of design. The course fosters appreciation for functional, aesthetically pleasing, and sustainable design.

Digital tools Course: Digital Alternative Spaces of Learning

This course provides students with the intersection of digital art, sustainability, and inclusive education through the lens of the New European Bauhaus (NEB) principles. Students will research NEB principles and sustainable design, delve into various digital art tools and techniques, and investigate virtual gallery platforms with a focus on accessibility. Tutorials in VR/AR development will provide practical skills for creating immersive art experiences. Through case studies, students will analyse inclusive digital spaces in art education.

https://new-european-bauhaus.europa.eu/tools-and-resources/use-compass_en

Unsplash

Sustainable Fashion Design

This course is designed to provide students and design professionals with in-depth knowledge of sustainable fashion principles, with a strong focus on circular economy practices. The Sustainable Fashion Design course aligns with the three pillars of the New European Bauhaus—Sustainability, Aesthetics, and Inclusion. By integrating the Futures

Designed needs analysis with the vision of the New European Bauhaus, this course equips students with the knowledge and skills to innovate in sustainable fashion and drive meaningful change in the industry.

Digital Sustainability

This course is designed to equip students and digital design professionals with comprehensive knowledge and practical skills to create sustainable digital advertising campaigns tailored for screens. The Sustainable Digital Advertising course emphasises climate neutrality, resource efficiency, and eliminating printed materials. The curriculum aligns with contemporary ecological

priorities and focuses on sustainable product promotion, zero-pollution strategies, and innovative design techniques. By integrating forward-thinking approaches and fostering creativity, this course prepares participants to pioneer transformative practices in the field of digital advertising.

Jorge Fernández Salas on Unsplash

Christos Andreou

Re-use and Re-design of Outdated Industrial Objects

This course delves into sustainable and innovative approaches to re-purposing industrial structures and objects. Integrating principles of sustainability, aesthetics, and inclusion, it aligns with the New European Bauhaus vision and addresses gaps identified in the Futures Designed project. Students will explore adaptive reuse concepts, circular economy practices, and green infrastructure integration to transform outdated industrial elements into vibrant, multifunctional spaces.
Through theoretical insights and practical applications, the course fosters eco-conscious design thinking while preserving heritage, preparing students to create sustainable urban environments that meet contemporary societal and ecological needs.

Inclusive and Accessible design. Friendly public spaces.

This course provides an introduction to the key principles of accessibility, offering a foundation for further exploration of accessibility and inclusive design. Learners will explore major types of disabilities, along with the assistive technologies and adaptive strategies that support them. The course also covers important legal frameworks and core principles guiding universal design and accessible content creation. Additionally, guest videos will offer firsthand insights into disability, addressing topics such as disability etiquette, universal design, universal design for learning, accommodations in higher education, campus accessibility policies and corporate accessibility practices.

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Alternative Spaces of Learning

The aim of the Alternative Spaces of Learning report is to serve as a comprehensive guide for the development and implementation of alternative learning spaces in Art & Design Education, firmly aligned with the principles of the New European Bauhaus (NEB). Through detailed recommendations and the documentation of current practices, the report outlines sustainable, inclusive, and innovative educational environments, drawing on insights from Greece, Lithuania, Italy, and Cyprus. The findings reinforce the importance of incorporating green spaces, public areas, cultural hubs, and, critically, digital spaces into the broader educational landscape. The transition to digital platforms presents a sustainable, inclusive, and scalable solution for education. It allows learners to engage in flexible and accessible environments, whether from home or in shared community spaces, underscoring the need to further explore digital platforms in the future of learning.

One of the key takeaways is the growing role of alternative learning environments in supporting both students and professionals seeking opportunities for upskilling and re-skilling. These spaces offer flexibility and accessibility, making them ideal for continuous professional development. In addition, the report emphasises the importance of fostering collaboration among educators, institutions, and policymakers to ensure that knowledge is effectively shared and applied.

A prominent aspect of this report is the introduction of the Alternative Space of Learning – Assessment Tool. Based on data from across the European Union and case studies collected by FuturesDesigned partners, this tool offers a comprehensive method for assessing alternative learning spaces. The tool evaluates spaces across five criteria: Physical Environment, Educational Resources & Performance, Environmental Sustainability, Pedagogical Considerations, and Community & Social Aspects. It provides users with a structured way to score each space and ensure it meets the inclusive, innovative, and sustainable goals of the NEB.

Martynas Plepys | Kaunas2022

Spatial Analysis Tool

Based upon the current data across the European Union as well as the case studies collected by the Futures-Designed partners, the need for a comprehensive spatial analysis tool was recognised.

The Spatial Analysis Tool is designed to serve as a comprehensive guide for individuals, educational organisations, and cultural institutions looking to create and implement alternative learning spaces in Arts & Design Education, in alignment with the values of the New European Bauhaus (NEB). It evaluates these spaces using five key criteria to ensure they are effective, inclusive, and forward-thinking.

When assessing an alternative learning space, it is crucial for users to have a clear understanding of the type of learning activity they plan to conduct. While the criteria provided by the Spatial Analysis Tool address fundamental aspects, especially those aligned with New European Bauhaus (NEB) values, users must consider the nature of the space in relation to their objectives. For instance, choosing a forest for teaching digital tools might not be ideal. The space can come in a physical, digital or hybrid format and should align with the learning goals, ensuring both the overall learning environment and the intended activities are compatible.

The tool operates using a scoring system based on five criteria, which are:

Physical Environment

Educational Resources & Performance

Environmental Sustainability

Pedagogical Considerations And, Community & Social Aspects.

For each criterion, users are asked to evaluate specific features of the learning space, such as accessibility, engagement, and sustainability. Responses are typically rated on a scale, where each aspect is scored according to its effectiveness or presence. The total score provides an overall assessment of how well the space aligns with the goals of creating an inclusive, innovative, and sustainable learning environment. Spaces are considered adequate if they score 60 or above.

Workshops

Digital Sustainability: Crafting Eco-Friendly Ad Campaigns

This workshop provides a hands-on introduction to sustainable advertising practices by guiding participants through the process of transforming conventional advertising campaigns into eco-friendly, digital formats. Students will explore the environmental impacts of traditional and digital advertising, redesign campaigns for screen-based media, and create professional mock-ups that highlight sustainability principles. Through interactive exercises, peer feedback sessions, and final presentations, students will develop critical and creative skills for crafting impactful, sustainable advertising campaigns.

Fashion in Pieces - Building a Modular Collection

This practical course offers an in-depth exploration of modular fashion as a sustainable and innovative design strategy. Students will examine the principles of modularity in clothing through project work, focusing on creating versatile garments with interchangeable components that support functionality, adaptability, and sustainability. Through a practical application, the workshop will cover the methods for designing and constructing modular garments as well as sustainability and circular economy principles as they apply to modular fashion.

By the end of the workshop, students will have developed a portfolio of modular designs and a critical understanding of how modular fashion can address contemporary challenges in the fashion industry, including overproduction, waste, and resource inefficiency. Students will also construct a garment using interchangeable components.

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Digital Tools Workshop: Creating a Digital Exhibition

This workshop guides participants in creating virtual galleries aligned with the New European Bauhaus (NEB) principles of sustainability, aesthetics, and inclusivity. Through a mix of research, exploration of digital tools like KunstMatrix, and virtual gallery platform analysis, participants gain practical skills and a deeper understanding of NEB-aligned

digital design. Collaborative feedback sessions allow for refining concepts, culminating in the development and presentation of a polished virtual exhibition that integrates NEB principles and innovative digital art tools.

Sustainable Product Redesign Workshop: Integrating NEB and Bauhaus Principles

This workshop focuses on analysing and redesigning a household product using sustainability principles inspired by the New European Bauhaus and Bauhaus movements. Participants begin by researching the product's lifecycle, evaluating its environmental and social impacts, and compiling findings into a comprehensive report.

Through peer feedback, they refine their analyses before proposing a sustainable redesign that balances functionality, aesthetics, and reduced impact. The process includes creating visual models or sketches of the redesigned product, culminating in a final presentation of the redesign and findings for critique and evaluation.

"Equal in Dignity & Rights" Artit Digital Exhibition

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**Inclusive and Accessible Design.
Friendly public spaces.**

This workshop will introduce the basic principles of accessibility and provide a basis for further research on accessibility and inclusive design. Learners will be exposed to situations where the main issues and challenges of people with disabilities will be revealed. The workshop will also discuss the key principles guiding the development of universal design and accessible content. Participants will start by conducting a survey, assessing needs and writing up the findings in a comprehensive report.

Based on their experiences, they will improve the environment and propose design solutions that combine functionality, aesthetics and accessibility. The process will lead to visual sketches and proposals for the redesigned environment, culminating in a final presentation of the redesigned environment's findings and conclusions for critique and evaluation.

**Re-use and Re-design of
Outdated Industrial Objects**

This workshop will explore sustainable and innovative ways of repurposing industrial structures and sites. Integrating the principles of sustainability, aesthetics and inclusivity, students will explore concepts of adaptive reuse, international practices and the integration of green infrastructure to transform obsolete industrial elements into viable, multifunctional spaces.

Through practical application, the course will encourage ecologically conscious design thinking, while preserving heritage and maintaining attention to contemporary societal and ecological needs. The process will involve the creation of visual sketches and proposals for the redesigned environment, culminating in a final presentation of the results and conclusions of the redesigned environment for critique and evaluation.

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Educational Instructions

Accessing and understanding the course materials

To help educators navigate the platform efficiently, we provide a step-by-step guide:

- Go to the Futures DesignED platform: **course link**
- Select the course you need from the list
- View the course modules, including required and additional readings and videos, quizzes.
- Review all external links, references and resources provided in the course.
- Ensure that all URLs are working and up to date. If a link is broken:
  - Find alternative sources with similar or better content.
  - Notify the platform administrators if official resources need updating.
- Download available materials (PDFs, PPT slides).
- Set learning objectives for each module and make sure they fit your teaching strategy.
  - If needed, supplement the material with examples, case studies or personal experiences to make learning more interesting.

If you face technical issues with the platform or course materials, contact **support** or check the platform's FAQ.

For original PDFs or additional resources, request them via [email or platform contact form].

- Adapt the content of the lectures to include regional policies or local laws or situations.
- If needed add extra downloadable resources, such as worksheets or assignments.

- Use the asynchronous learning model, allowing students to access materials at their own pace.
  - Students can use the material at their own pace without scheduled live sessions.
  - If needed educators should specify clear deadlines for assignments and assignments.
  - Encourage students to participate in online discussions to increase their engagement.
  - Use platform tools (tests, assignments and reflections) to monitor students' progress.
  - Use forums, surveys or feedback forms to understand what works and what doesn't.
  - Encourage students to suggest real problems they would like to investigate and find solutions
  - Adapt future activities in the light of feedback and new developments in design.
  - Stay up-to-date on the latest course content policies, trends and best practices.

If you want to integrate multimedia elements (videos, interactive tools), ensure they are accessible (e.g., with subtitles and screen reader compatibility).

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Case Studies

Introduction to the New European Bauhaus. Workshop case study.

Transforming University Spaces: A Design Sprint Using New European Bauhaus Principles

As part of a two-day design sprint, students explored and reimagined spaces around the university campus through the lens of New European Bauhaus (NEB) principles—sustainability, inclusivity, and aesthetics. The workshop aimed to critically analyze how spaces function and identify opportunities for improvement. Through observation, sketching, and rapid prototyping, participants developed redesign proposals that enhanced accessibility, atmosphere, and environmental impact. The process combined in-person collaboration with independent work at home, allowing for deeper reflection and refinement of ideas.

Day 1: Exploration and Ideation
On the first day, students began by selecting a university space that had potential for improvement. Among the spaces chosen were a garden area, a rooftop, a newly added public space that lacked furniture, and a co-working area within the cafeteria. These locations presented different challenges related to comfort, accessibility, and functionality.

Once the spaces were selected, students conducted on-site observations, documenting who used the space, what aspects worked well, and what elements needed improvement. They analyzed the availability of seating, the quality of lighting, and overall accessibility. Additionally, they assessed sustainability factors, such as the materials used, energy efficiency, and presence of greenery. An inclusivity check was also performed to determine if the space was welcoming and accessible to diverse users.

Using photographs, sketches, and notes, each team compiled their observations and identified key problem areas. This initial research phase provided the foundation for the next step: brainstorming potential improvements. Groups generated quick-fix ideas, considering changes in materials, spatial organization, lighting, and overall atmosphere. They explored ways to introduce sustainable materials, enhance accessibility, and create a more inviting ambiance.

With these ideas in mind, teams moved on to sketching their initial redesign concepts. Each group created at least two rough proposals, labeling key features and illustrating how their improvements would transform the space. Before-and-after visuals were used to highlight the impact of their suggestions. At the end of the day, students continued their work independently at home, refining their sketches, researching materials, and preparing for the second stage of the workshop.

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Day 2: Refinement and Presentation
On the second day, students reconvened to develop their final design concepts. They selected their strongest ideas and refined them into a cohesive proposal. Each team worked on a presentation, which included detailed visualisations, a written explanation of the problem being addressed, and a breakdown of how their redesign incorporated NEB principles. The goal was to create a clear and compelling visual representation of their ideas.

Later in the day, teams presented their concepts, explaining their design choices and how their proposals aligned with the values of sustainability, inclusivity, and beauty. Peer and instructor feedback provided valuable insights, allowing students to refine their concepts further. The session encouraged critical discussion on the impact of small yet thoughtful design changes in transforming everyday spaces.

To conclude the sprint, students spent additional time independently incorporating feedback and finalizing their proposals. Their submissions included polished visualizations, detailed descriptions, and a clear articulation of how their designs could improve the chosen spaces.

Outcomes and Reflections

By the end of the workshop, students had produced well-developed conceptual redesigns that demonstrated innovative yet practical ways to enhance campus spaces. The exercise highlighted the importance of observation, rapid prototyping, and interdisciplinary thinking in design. It also reinforced how small-scale, thoughtful interventions could significantly impact the functionality, sustainability, and inclusivity of shared environments.

This hands-on sprint not only developed students' design and critical thinking skills but also deepened their understanding of the New European Bauhaus framework. The final proposals served as a testament to the potential for creative, people-centered **solutions in everyday spaces**.

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**Sustainable Fashion Design.
Workshop case study.**

Face Forward into My Journey – A
Sustainable Fashion Workshop

In collaboration with the Face Forward…
into my home project, the workshop was
developed using insights from the Fu-
tures Designed needs analysis and princi-
ples from the Sustainable Fashion Design
course. This initiative aimed to address
industry gaps in sustainable materials, cir-
cular design, and ethical production while
reinforcing the New European Bauhaus
(NEB) values of Sustainability, Aesthetics,
and Inclusion.

The workshop provided a practical,
hands-on approach to sustainable fash-
ion design, guiding participants through a
structured five-part process. Over multi-
ple sessions, students and design profes-
sionals engaged with themes of modular
fashion, brand development, and digital
promotion, ensuring they gained both
creative and entrepreneurial skills essen-
tial for the future of fashion.

Preparation & Inspiration

Before the first in-person session, partic-
ipants received inspiration materials, ref-
erences, and project requirements. These
resources introduced the concept of
modular fashion—a design approach that
emphasizes adaptability, longevity, and
reduced waste—encouraging participants
to explore versatile garment construction
techniques.

**Fashion in Pieces – Building a
Modular Collection**

The workshop officially began with a prac-
tical session focused on the principles
of modular fashion. Participants started
by deconstructing an existing garment
and reimagining it with interchangeable
components that could enhance its
functionality and lifespan. They explored
how circular economy principles could be
integrated into their designs, focusing on
material efficiency, ethical sourcing, and
sustainable construction techniques.

By the end of this session, participants
had developed initial concepts for their
modular garments, which they would
refine and complete. This independent
phase allowed them to experiment, test
materials, and iterate on their designs,
ensuring that their final pieces aligned
with sustainability and innovation goals.

**Fashion Promotion & Entrepreneur-
ship – Building a Successful Brand**

Participants transitioned from design to
brand strategy, exploring how to effec-
tively position their work in the fashion
industry. This session covered brand
identity development, social media mar-
keting, influencer collaborations, and
retail strategies. Discussions emphasized
the importance of aligning branding with
ethical production practices and sustain-
able values, ensuring that their business-
es reflected the principles of Responsible
Consumption and Production (SDG 12)
and Decent Work & Economic Growth
(SDG 8).

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Following this session, participants had two weeks to reflect on their learnings, apply branding strategies to their modular designs, and prepare for the final presentation phase.

Introduction to Brand Photography

After completing their modular pieces, participants reconvened for a hands-on photography workshop, focused on visual storytelling in fashion. As digital presence plays a crucial role in contemporary fashion marketing, this session provided an introduction to photographic composition, lighting techniques, and creative mobile photography. Participants learned to capture their garments in ways that emphasized their design details, sustainability features, and brand aesthetics.

Bits and Pieces Coming Together – Visual Identity & Social Media

The final session delved into image editing and social media strategy, guiding participants through basic photo editing techniques, color grading, and visual branding. Using their modular pieces as the focal point, they developed cohesive visual content tailored for digital platforms. The session emphasized the importance of a strong, sustainable brand presence, equipping participants with the tools to effectively communicate their work to a global audience.

Outcomes & Reflections

By the end of the workshop, participants had:

● Designed and created a modular fashion piece that embodied circular economy principles.
● Developed a strategic brand identity that aligned with ethical and sustainable fashion practices.
● Gained technical photography and digital marketing skills to enhance their brand visibility.

The Face Forward into My Journey workshop successfully bridged the gap between sustainable fashion design, branding, and digital promotion, providing participants with a holistic understanding of the modern fashion industry. By integrating Futures Designed research with the New European Bauhaus framework, this initiative empowered designers to create fashion that is environmentally responsible, aesthetically compelling, and socially inclusive—ensuring that they are well-equipped to lead the industry's green transition.

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**Inclusive and Accessible design.
Workshop case study.**

Workshop "Exploring the future of the "Pelėdų Kalnas" creativity campus"

In March 2025, a two-day interdisciplinary workshop took place in an alternative learning space - the art gallery "Pelėdų kalno galerija"- where students explored the possibilities of accessibility and activation of the "Pelėdų Kalnas" territory, the current student campus of Kauno Kolegija Academy of Arts. The workshop was part of a larger initiative „Menų akademijos Pelėdų kalnas", which aims to revitalise this historically and culturally important site in Žaliakalnis, Kaunas.

Context

Although Pelėdų Kalnas has great symbolic value as an art and cultural space, this potential remains largely unused. The environment does not meet modern expectations of accessibility, sustainability and community involvement.

Methodology

The workshop used a Design Thinking methodology that promotes collaborative, user-centred problem solving. The workshop was attended by students of architecture, interior design, graphic design and object art. They worked together with three architectural and design professionals, carried out surveys of the surrounding population and the staff of the Academy of Arts, researched the environment and evaluated the possibilities for the development of the heritage area.

Activities and objectives:

● Improve the accessibility and inclusion of the area;
● Increase the visibility and integration of existing galleries;
● Promote a more attractive and open space for students, residents and visitors;
● Create creative and exhibition spaces that reflect the identity and needs of the academic and local community.

The aim for students was to develop pilot ideas and preliminary concepts that would serve as a basis for the long-term planning of the development of the Academy of Arts creative campus. The workshop encouraged interdisciplinary collaboration and highlighted the value of co-design in the process of cultural revitalisation of the area.

Workshop outcomes

● Conceptual proposals and visualisations [moodboards];
● Student discussions and a shared vision of how to make Pelėdų kalnas a vibrant, accessible, inclusive and creative hub for the Academy of Arts;
● Selection of promising ideas for further development in collaboration with academic and professional partners.

Kauno kolegija

Impact for project

In this initiative it is important to introduce students to the Futures DesignED course "Inclusive and Accessible design. Friendly public spaces", the basic principles of accessibility, the main types of disabilities, assistive technologies and adaptation strategies. The knowledge and insights on disability gained during the workshop encourages the student to understand the importance of accessibility, sustainability, creativity and inclusion for the environment and quality of life already during their studies.

The pilot workshop provided an opportunity to evaluate the relevance and effectiveness of the course material and to test how students apply the knowledge and methodologies in practice. This helps to identify strengths and areas for improvement in the educational process to ensure a higher quality of microcredential method teaching in the future.

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