



MoU for a NEB inspired education network

Memorandum of Understanding

for the creation of educational and training programs inspired by New European Bauhaus principles and visions

Background

This MoU highlights the NEB's principles of sustainability, aesthetic design, and inclusivity, promoting collaboration across various education institutions while using real-world experiences and policy experimentation as educational tools.

Building on the NEB's core principles, this MoU aims to foster a dynamic exchange of knowledge and practices among academic institutions. Emphasis will be placed on integrating sustainability into educational frameworks, encouraging innovative design processes that balance functionality with aesthetic considerations, and advancing inclusivity as a key pillar of community engagement.

To achieve these goals, the undersigned subjects will leverage real-world experiences/experiments by embedding them into curricula and educational programs, enabling students and faculty to address complex societal challenges through hands-on projects. Such experiments will serve as both a research method and a pedagogical approach, guiding the formulation of actionable solutions that align with the NEB's vision. These interventions in formal education will be complemented by community-led initiatives designed to build capacity and support learning among local organizations, citizens and other societal stakeholders.

The network will cultivate multidisciplinary perspectives through collaborative workshops, shared resources and initiatives, and joint research efforts, bridging gaps between architecture, design, arts studies and more technical disciplines. By documenting and sharing insights gained from these activities, the MoU also aims to establish a collection of best practices to ensure the sustainability and scalability of its initiatives, where/when possible.

This MoU sets the framework for collaboration between the undersigned subjects to create educational and/or training programs across Europe. This effort aligns with the objectives of the New European Bauhaus (NEB) initiative, promoting sustainability, inclusivity, and aesthetics through interdisciplinary, real-world educational experiences.

Purpose

This MoU outlines the participants' commitment to fostering collaboration among academic institutions within the NEB academic network. This collaboration aims to:

1. Develop educational and training programs that incorporate NEB values and generate new professionals able to engage in co-creation processes involving CCI;





2. Engage students in multidisciplinary, real-world design experiences through creative residencies, workshops and NEB-related events;
3. Create a networking platform for the continuous exchange of knowledge and best practices in co-creation approaches to the sustainability transition among researchers and diverse societal stakeholders.
4. Establish and strengthen local and transnational cultural hubs as living spaces for experimentation, learning, and collaboration, ensuring the continuity, scalability, and long-term sustainability of educational and training programmes beyond individual projects or funding cycles.

Scope of Collaboration

The collaboration targets the following objectives.

Creation of Educational Programs: develop new curricula, training modules, and academic programs (at bachelor and master level), embedding NEB principles and engaging CCI in their design and implementation;

Strengthening local initiatives (e.g. cultural hubs, living labs) by co-organising courses and educational events informed by the NEB principles and that engage local communities and CCIs;

Experiments in education: adopt real-world settings as experimental spaces for students to work and learn in coherence with NEB principles and reflect on the added value of co-creation process involving CCIs; create an observatory that will assess, report and draw conclusions on the developments and implementations of the performed experiments.

Contribution to policies: approach educational activities as a breeding ground for evidences nurturing NEB-related policy measures in diverse domains from technological to environmental and social;

Special Interest Group (SIG on Sustainable Design Pedagogies): establish a SIG and special sessions at conferences/seminars focused on culture and creativity based services, culture driven sustainability, and NEB themes, facilitating specialised collaboration among the network's participants.

Commitments of the signatories

NEB-related educational networking

- Actively participate in NEB events and inter-university collaboration activities, also promoted by other academic alliances
- Look for resources to organize workshops and disseminate NEB principles and perspectives for educational purposes.
- Participate in calls for proposals to design and test educational programmes on topics relevant to the MoU.
- Facilitate students' involvement and exchange in NEB-related projects.





- Develop and share detailed reports and documentation to enhance the evaluation and understanding of NEB activities, ensuring transparency and accessibility of outcomes.
- Create and disseminate descriptive materials, including visual and textual content, to effectively capture and communicate the processes and impacts of NEB initiatives.

Adopting NEB-driven initiatives in educational activities

- Organize creativity-oriented WSs with students, fostering creative problem-solving by encouraging students to address local or global issues through the lens of sustainability, beauty, and inclusivity and explicitly integrating Human Rights-Based Approaches (HRBA), participation, accountability, non-discrimination, and cultural rights, and disseminating outcomes through academic and inter-university platforms.
- Encourage students to design, conceive and imagine spaces, initiatives, projects, and solutions that balance environmental sustainability with aesthetic values, embedding NEB principles alongside Education for Sustainable Development (ESD) frameworks that address social justice, economic inclusion, cultural diversity, governance, and wellbeing—not limited to climate change.
- Integrate courses with the development of real-world, challenge-based projects connected to communities, cultural institutions, public authorities, and CCIs, addressing global sustainability challenges through NEB-aligned approaches to co-creation, spatial transformation, social innovation, and cultural engagement.
- Experiment with students' accessible, inclusive and equitable practices that benefit all members of society (from people with disabilities to marginalized communities, adopting a feminist, intersectional approach).
- Promote learning environments (such as hackathons) among students to work with sustainable, upcycled, or biodegradable materials and to emphasise aesthetics, function, and environmental impact, while also addressing social cohesion, equality, cultural heritage, education, health, and decent work, and documenting outcomes for dissemination within academic and NEB networks.
- Experiment with accessible, inclusive, and rights-based practices that benefit all members of society, including persons with disabilities, children and youth, older adults, migrants, and marginalised communities, **ensuring meaningful participation and co-creation in line with HRBA and NEB principles.**

Developing NEB-related educational programs

- Initiate, participate in, and lead the development of specialized curricula related to culture and creativity based services and environmental sustainability.
- Organize and host workshops yearly and ensure multidisciplinary collaboration among students and faculty.
- Collaborate in hybrid testing and policy experimentation activities outlined in programs adopting NEB principles.
- Coordinate the integration of findings from NEB activities into reports, providing a comprehensive analysis of outcomes and recommendations for educational frameworks.





- Participate in the production of a shared repository of descriptive and analytical materials, ensuring these resources support multidisciplinary collaboration and contribute to disseminating educational programs among NEB networked academies.
- ...Develop, document, and validate best practices, case studies, and methodological frameworks, including toolkits and guidelines, that can be replicated and adapted across different cultural, educational, and territorial contexts

Non-Binding Nature

This MoU is not legally binding but reflects the parties' commitment to cooperation in achieving the shared goals of the NEB academic network. It is a framework to foster collaboration, exchange knowledge, and implement initiatives that promote sustainability, inclusivity, and innovative educational practices. By formalizing these intentions, the document provides a structured yet flexible foundation for the participating institutions to work together effectively and adapt to emerging challenges and opportunities within the network.

List of participants

GRAZIA CONCILIO, Politecnico di Milano - on behalf of PALIMPSEST project

MARINE MASSON, Scienze for change (ES) - on behalf of PULSE-ART project

STYLIANOS KARATZAS, University of the Aegean (GR) - on behalf of HeritACT project

ROSSANA GALDINI, Università della Sapienza (IT) - on behalf of Start Up project

Rachele Antonini, University of Bologna (IT) - on behalf of ALPHABETICA project

Henrika Pihlajaniemi, University of Oulu (FI) - on behalf of Art of Darkness project

Barbara Kieslinger, Zentrum für Soziale Innovation (AT) - on behalf of make-a-thek project

MARIA CERRETA, Università degli studi di Napoli Federico II (IT)

PIERPAOLO PONTRANDOLFO, Politecnico di Bari (IT)

LUCIANO DEBONIS, Università Tecnica del Molise (IT)

JOSÉ CARLOS MOTA, Universidade de Aveiro (PT)

ANNA DE LIDDO, KMI Open University Milton Keynes (EN)

GIOVANNI ALLEGRETTI, CSS University of Coimbra (PT)

Sanna Lehtinen, Aalto University (FI)

Rocío Arregui Pradas, Facultad de Bellas Artes de la Universidad de Sevilla (ES)

Ferdinando Trapani, Università degli Studi di Palermo (IT)





PALIMPSEST

Pau rausell köster, Università di Valencia (ES)

MARIA TARTARI, on behalf of Pretext in Emergency (IT)

GIAMBATTISTA ZACCARIOTTO, Oslo School of Architecture and Design (NO)

MASSIMO VENTURI FERRIOLO, Politecnico di Milano (IT)

María Máñez Costa , Climate Service Center - HEREON (GE)

Alessandra Rinaldi, Università di Firenze (IT)

Mari Suoheimo, Oslo School of Architecture and Design (NO)

Enza Lissandrello, Aalborg University (DE)

Salvatore Di Dio, Università di Palermo, (IT)

FEDERICO DI COSMO, Politecnico di Milano (IT)

Carla Cipolla, Universidade Federal do Rio de Janeiro (BRA)

Maria Antonietta Sbordone, Università degli studi della Campania “Luigi Vanvitelli” (IT)

Alessandra Cirafici, Università degli studi della Campania “Luigi Vanvitelli” (IT)

Lorenzo Imbesi, Università di Roma (IT)

Luz Fernández-Valderrama Aparicio, Escuela Técnica Superior de Arquitectura de la Universidad de Sevilla (ES)

Mariangela Lavanga, Erasmus University Rotterdam (NL)

Christiane Luible-Bär, University of the Arts Linz (AT)



Funded by
the European Union