

Manifesto:

Empowering New Generation of Changemakers



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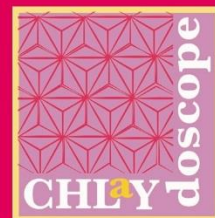


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1. Introduction

Empowering youths to become agents of positive change and social inclusion is paramount in today's world as they possess the potential to drive meaningful transformations and address pressing local and global challenges. The CHLaYdoscope project is offering a versatile methodology that transcends traditional boundaries and empowers the new generation of changemakers to drive impactful initiatives in their communities. The methodology, initially designed by creative hub leaders for project-specific activities, is suggested as a model for fostering innovation in youth policies and community development. By empowering youth with the most innovative and useful skills, amplifying their voices, engaging policymakers, and fostering collaborative learning environments, CHLaYdoscope sets a precedent for inclusive youth engagement and activation. This document delves into the core principles and practices of CHLaYdoscope methodology, highlighting its role in shaping a more just, equitable, and resilient society through innovative approaches to learning and strategic partnerships.

The outcomes and feedback from the CHLaYdoscope European Youth Academy and Local Labs in five countries are intended to serve as policy recommendations for implementing CHLaYdoscope methodologies in diverse environments and influencing decision-makers at local and global levels.

This Manifesto (Project Result 4) was developed by European Creative Hubs Network (Greece) in the scope of CHLaYdoscope project that is led by Materahub (Italy) in cooperation with DYPALL Network, Generazione Lucana (Italy), Warehouse Hub (Italy), PiNA (Slovenia) and the Artist and the Others (The Netherlands). It is funded by the European Union within the framework of the Erasmus+ programme: Cooperation partnerships in youth with the support of the Italian National Agency.

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2. CHLaYdoscope project

The CHLaYdoscope project identifies the critical role of Youth Community Leaders (YCLs) who possess the skills and awareness to drive collective action and stimulate creativity within their communities. By providing a structured framework, comprehensive training resources, and practical guidance, the project aims to cultivate a new generation of Youth Community Leaders who are equipped to tackle the current and future challenges and drive meaningful progress within their communities through co-creation, collective action and collaboration.

The project pursues entail to promote greater youths' participation in local communities activating them to tackle concrete local challenges, community projects, entrepreneurial and youth-led initiatives and to develop the “kaleidoscope” of knowledge and skills youths need to actively engage, supporting them through a specific Mentorship and Training program (PR2) which was co-designed by Creative Hub Leaders (CHLs) and tested with 60 youths and their communities of peers. The project also aimed to design a competency profile for new “youth community leaders” (PR1), where leadership is intended as creative leadership and entails the capacity to use creativity as engine for innovation, and to gather at EU level successful experiences on youth-led innovation (PR3), and more, to engage local and global decision-makers, to teach how to address the challenges through bottom-up processes and how to ensure that young people are taken into account and their voices heard, designing new policies and recommendations (PR4) and finally to invite institutions to stimulate meaningful civic, social, cultural participation of youths.

Competency Profile of Youth Community Leader (PR1):

The Competence Profile for Youth Community Leaders serves as a foundational framework designed to identify the essential skills and attributes required to lead and drive positive change within their communities. Developed by DYPALL Network through a collaborative process involving research, partner expertise, and insights from youth participants, the profile provides a roadmap for personal and professional development. It encompasses a wide range of competencies, knowledge and approaches, reflecting the multifaceted nature of community-based leadership and incorporating personal and cultural values into its framework.

Follow the [link](#) to download the Competency Profile of Youth Community Leader.

Training Package for Youth Community Leaders (PR2):

The Training Package for Youth Community Leaders, designed by Warehouse Hub with the consortium of partners is a comprehensive resource developed to provide youth leaders with the necessary skills and knowledge to drive innovation and positive change within their communities. Structured into modules and activities, the package focuses on nurturing key competencies outlined in the Competence Profile for Youth Community Leaders. Through a combination of theoretical knowledge, practical exercises, and real-world applications, the training package aims to support youth with the expertise and confidence to take on leadership roles and address the challenges facing their communities.

The participatory methodologies and tools suggested in the Training Package are grounded in Design Thinking and other design approaches developed by the European Creative Hubs Leaders with their communities and tested with the community of project participants during the second year of the CHLaYdoscope, in the occasion of:

- six online workshops held with the youth beneficiaries of the project
- one intensive Training of Trainers Week, which took place in Slovenia, with the participation of 12 trainers from CHLaYdoscope Partner Organisations
- one intensive International Youths Academy Week, which took place in Portugal, with the participation of 18 prospective youth community leaders selected among a wider group of participants.

The contents were then revised for the final version, embracing the feedback provided by the participants after each training session.

Follow the [link](#) to download the Training Package for Youth Community Leaders.

Transmedia Handbook (PR3):

The Transmedia Handbook is a practical guide for organising diverse workshops, laboratories, and training activities within local communities. Designed by Materahub to complement the Training Package with applications of the suggested methodologies in concrete local challenges and contexts, the handbook adopts a collaborative approach involving community stakeholders, integrating diverse resources to enhance user experience and community engagement. Continuously evolving, the handbook serves as a dynamic resource that inspires and facilitates leadership within communities, accessible through the project [website](#).

This policy recommendation underscores the importance of empowering the new generation of changemakers through innovative methodologies, community engagement, and strategic partnerships and of investing in youth leadership development as a catalyst for positive social transformation and sustainable development. By following these recommendations, stakeholders can create inclusive learning environments, engage youth in decision-making processes, empower them to drive positive change and equip them with the skills and competencies needed to thrive in the 21st century.

3. General provision to replicate the methodology in various environments

The following provisions for replicating the methodologies and tools in different contexts and for different local challenges are indicated based on the insights gathered by the Youth Community Leaders participating in the pilot during the intensive challenge-based learning week in Portugal (the European YL Academy), project consortium expertise and feedback from various stakeholders, collected after the transdisciplinary Local Lab sessions.

Share practices that remove barriers and reduce stigma for young people seeking support. Amplify youth voices and strengthen their roles as key decision makers in community development initiatives. Develop and deepen opportunities for young people to create a more just and equitable society.

“It is also a good example of social inclusion, especially for young people. There are not a lot of opportunities where our voices and ideas are being heard. Since we felt we were being heard we were also motivated to hear others and the needs of the local community.”

Establish young people and their creative youth programs as key leaders in discovering and developing opportunities to their communities’ livability and economic viability.

Engage local policymakers to prioritise youth involvement and support in regional and national dialogues for project proposal development and decision-making processes.

Make learning for youth leadership, social innovation and creative entrepreneurship one of the priorities in education and training policies and programmes. Connect creative

youth development programs with local community development initiatives to improve community outcomes.

“Public policies can have a particular role here by establishing support programmes, but also by providing incentives to formal educational institutions, youth centres, creative hubs and referenced knowledge production centres to establish new partnerships and implement mutual youth initiatives.”

Provide all learners with opportunities to use CHLaYdoscope methodologies in both formal education (e.g. schools and higher education) and non-formal education (such as extra-curricular activities and youth work). Support educators in developing their knowledge and skills to teach more advanced methodologies for youth leadership, social innovation and creative entrepreneurship. Motivate teachers to collaborate with students in youth-oriented topics and real-life challenges.

Mobilise national and EU funds to invest more in creative youth programs with learning resources and infrastructure. Design robust evaluation mechanisms to assess the impact and effectiveness of funded projects.

‘These tools can help to avoid wasting energy in planning activities and events by focusing on youth needs and solutions. The methodologies are applicable at every level in all communities that share the same struggles.’

Create supportive learning environments for youth activation that span all operations by an educational institution and enable teaching and learning that is hands-on, interdisciplinary and relevant to local contexts.

“Participants envision creating community spaces using methods and tools (for example restorative justice methodologies) to nurture conscious youth capable of critically discussing local and broader issues. They aspire to foster a culture where civic engagement is seen as a right and a shared space for constructive

expression, extending debates beyond institutional settings to informal gatherings.”

Involve students and staff, local authorities, youth organisations and the research and innovation community in learning for social innovation and creative entrepreneurship. Engagement of the local policy makers can keep the topic of youth involvement and support on the local agenda.

Create a dedicated Massive Open Online Course (MOOC), offering a comprehensive guide delineating each step of the methodology allows educators, mentors, and practitioners to effectively apply and replicate the tools in their environments.

Establish platforms for sharing success stories, best practices, and lessons learned from the co-creative activities.

Establishing the certification of the completion and proficiency in CHLaYdoscope training courses would make implementation of methodology more attractive for trainers/facilitators and youngsters, serving as a formal recognition of gained competencies.

Use Local Lab format as a platform for participatory dialogue, challenge-based learning, co-designing innovative approaches, prototyping and testing various solutions with the community, stakeholders, and decision-makers.

3.1 Formal educational system

The project aims to offer interesting insights and highly effective methodologies to support teachers and facilitators of the formal education system in their daily work with young people, suggesting the inclusion of non-formal approaches for the development of key transversal competences important for young people to proactively make their way in the complexity of the present.

Explore ways to provide effective and responsible support to young people through holistic program practices and social services while maintaining a focus on youth leadership, creative practice and social innovation.

“Formal educational institutions can use this methodology for the different reasons:

- modernise their teaching approaches*
- supplement their curriculum*
- extend their social impact by engaging and reaching out to youth who are not students.*

These tools can be applied to a wide range of disciplines so many students can take advantage of them.”

Advocate for the integration of CHLaYdoscope methodology into educational curriculum standards, ensuring that every young person has access to leadership development opportunities. Cultivate a new culture of behaviours of youth leadership and creative entrepreneurship and cutting-edge skills for youth to meet 21st-century challenges.

Provide comprehensive training and support for educators to effectively implement CHLaYdoscope methodology in their classrooms, fostering a culture of student leadership and engagement.

Forge partnerships with community organisations, youth groups, and non-profit entities to expand the reach of CHLaYdoscope initiatives and create opportunities for youth

leadership development beyond the classroom.

Provide a physically and emotionally safe place for youth. Enable clear self-expression for participants by providing an inspiring and safe space for discussion.

“A common space is an effective way to establish positive relationships and engage with the local youth community. It creates an open area that brings together both local and foreign interests. Opening up the project space to locals is also vital in mapping the local initiatives, providing an opportunity for them to interact with the project and provide valuable feedback on how it can better meet their needs. This fosters a sense of ownership and belonging among the community representatives, which is crucial for the project’s long-term success.”

Positive relationships with adult mentors and peers foster a sense of belonging and acceptance.

“Public stakeholders are getting in touch with concepts and tools, coworking members are exploring the ways to expand their activities and all participants experience an interactive training on framework design while highlighting informal or institutional ways for the local youth to discover the innovative aspects of the collaborative spaces as the potential bridge between youth communities and other actors and a platform for change.”

The training content has to be context-based to achieve better results on the local level.

“This methodology helps us contextualise the problem, as elaborating on the issue is the first step to tackle it. Also, it sets a pretty clear path for us to follow when thinking of possible

solutions, so as to not stay too far away from the issue at hand. With some contextual refinement (more location-based) this methodology could be incorporated in leadership + management training for creative hub + community managers, educators, NGO officers and other similar professions, making connections with youth + creative communities.

Also, it is a very good example for social development and brainstorming processes. However, on this level, more guidance regarding the specifics of various localities would also be beneficial (e.g. local rules and context) "Be prepared to learn and adapt to change and new ideas to progress creative practice and thinking across the formal and non-formal educational system. To innovate, try new approaches, take risks and expand the learning framework.

"Because it includes & connects different methodologies that can help you see the challenge from different perspectives, it is useful in practice (not just on paper). It can help you with critical thinking, thinking outside of the box, being creative etc."

3.2 Youth organisations

The non-formal methodologies suggested by the CHLaYdoscope project to develop community-based leadership in youths are varied, participatory and learner-centred and challenge-based; they include a mix of individual and group learning and encourage people to learn from each other.

Youth organisations are encouraged to explore them to develop social, civic and intercultural competences to ensure social inclusion among youth, motivation and engagement for local changes.

Explore how to reach more young people with high quality programs through partnerships with community centres, libraries, museums, and other places interested in creativity-based programs and social activism. Promote collaboration with visiting scholars and establish agreements for study visits and field school programs with local and international universities.

“All the young people mentioned their difficulty in getting political decision-makers’ attention. They want to have a more active voice and be involved in creating solutions capable of improving the life of their community, but they feel that they are not heard or that no one takes them seriously.”

Introduce innovative and unconventional training programs that blend online and in-person classes, emphasise learning-by-doing practices, and utilise open schooling methods.

Youth organisations may provide funding for social action and/or mentor participants as part of their existing work as well as advice on other potential sources of funding.

Prioritise youth involvement in regional and national dialogues for project proposals development, just as young people are already initiating programs and sharing decisions with adults acting individually. Follow-up and connection between youngsters and the organisations help to provide the necessary infrastructure in terms of logistics, materials and necessary contacts.

“After the brainstorming moment, the solution found to try to ensure the involvement of young people goes through the creation of a contest for proposals for youth, in which a part of the budget is intended to implement the winning proposals (proposed and voted by young people, according to their needs and challenges).”

Develop initiatives aimed at enhancing youth awareness regarding local governance procedures and decision-making processes.

Application of methodology in Youth centres as the set of innovative tools for program planning and project implementation.

“In youth organisations the programme can be used to train youth workers and volunteers as it helps participants understand how to structure ideas and eliminate the main shortcomings in planning.”

The mapping and co-creation of challenges with potential stakeholders in a Local Lab format ensures that the participating organisations will be attracted and benefited by the experience. Keep building trust after the session for a solid partnership between the municipality and the local stakeholders, creating networks of local actors.

3.3 Creative HUBs and NGO's

The handbooks produced by the CHLaYdoscope project contains inspiring practices and tools, that showcase how youth leader and non-formal learning can enhance young people's creativity and innovation in communities, through their experimental nature, participatory approaches, and peer-learning, and how this can help them to find their place in society and in life.

This is why we recommend the following provisions to youth leaders in creative hubs and NGOs, environments where young people are kept together and gather around common interests and purposes.

Ensure to reach as many young people as possible, especially those in disadvantaged areas and those seldom heard. Promote the culture of participation through social networking. Exploring different tools, time and strategies of communication allows to boost participation and attendance in the Local Labs and online workshops.

“Youth training at the creative hubs can be a focal point not only for methodology dissemination but also as a way of youth engagement and activation. Training for youth will be more efficient if it is augmented with the small grant or institutional support for hands-on “learning by doing” activities and real-life project implementation.”

Establish internship programs. Remember that people who graduate from the training course will remain alumni forever; therefore, maintaining relationships with other training participants in a light-touch way can give a way of researching and gaining feedback on new ideas and can encourage them for bottom-up policy creation, services, and actions, to implement new projects and share activities with their extended networks.

Address knowledge gaps with the active input of practitioners and youth. People who work with young people every day are best able to illuminate.

“The methodology will help to dissect ideas or problems to be able to find the core (why, how, what, impact, consequences etc) and potentially resolve and develop them.

The programme is excellent in skills development and gaining new competencies. It is structured in a way that there is no need to learn every person’s background and experience. Even though we had different experiences it did not feel like you do not belong in the programme - very well designed.”

Mobilise the potential to provide cash or contributions-in-kind, for example venue, trainers or other potential sources of funding, developing funding opportunities, mentorship programs and networking events.

Engage strategically international stakeholders to create a network of support for both youth participants and the programs. Creating alliances with diverse stakeholders can help to improve knowledge sharing. Looking for common interests among the local Youth Communities helps to foster a greater willingness among participants to exchange knowledge, ideas and resources.

Youth leadership may also be enhanced through mobility programs, which facilitate peer-to-peer exchanges and online/offline activities, fostering collaboration among diverse youth initiatives internationally. These programs will empower young leaders by sharing knowledge and experiences, contributing to both local communities and international networks. Despite challenges, such as COVID-19 disruptions, efforts are made to ensure inclusive mobility through enhanced coordination and digital solutions. Mobility programs serve as a gateway to connect youth leaders globally, emphasising open-source culture and sustainable skill development for future collaborations.

“With common techniques it will be easy to share ideas, to ask for help/compare about a project. We learned that the backgrounds of the countries involved are very similar, so it could be possible to share different solutions for a common problem.”

4. Local Labs

CHLaYdoscope methodology culminates in a format of public events with real audiences, making the youth think and co-create together, increasing coherency and a sense of community. The project suggests the Local Lab in a one-day workshop format as the multi-stakeholder platform for participatory dialogue, challenge-based learning, and innovative solution prototyping, fostering creativity and activating the dialogue between various stakeholders. The Local Lab involves introducing innovative tools and methods to enhance participants' capacity to collaborate on community opportunities, ideas, and needs, fostering an entrepreneurial attitude. It focuses on improving community action impact by engaging stakeholders, identifying challenges, and developing specific projects, services, or policies through collaborative efforts, while also drawing inspiration from success stories of youth leaders effecting tangible change in their communities.

For more detailed information about the Local Lab methodology, we recommend reading Module 7 of the [Training Package](#).

The details and the outcomes from the Local Labs implemented during the second year of the project can be found [here](#).

Key insights, findings and recommendations from the Local Labs in five countries:

Planning and Organization:

Plan and organise the workshop well in advance, involving motivated and creative individuals to ensure successful execution.

Prepare necessary materials and resources in advance, including whiteboards, pens, paper, and post-it notes, to facilitate productive group activities.

Use CHLaYdoscope tools not only for training activities, they are very helpful in designing and organisation of the Local Lab too.

Community Analysis and Tailored Approach:

Start with conducting a thorough analysis of the community to understand its strengths and weaknesses, ensuring a tailored approach to addressing local challenges.

Expertise:

Seek guidance from those experienced in organising similar events and leverage their expertise to optimise workshop outcomes.

Tailor the training content to the specific context of the community to achieve optimal results at the local level.

Involve experienced facilitators to enhance group dynamics and ensure effective workshop outcomes.

Focus and Efficiency:

Clearly define the challenge being addressed to ensure focused and realistic outcomes.

Allocate time for each agenda item and ensure efficient time management throughout the workshop.

Inclusivity and Engagement:

Prioritise reaching out to marginalised youth in disadvantaged areas to ensure inclusivity and diversity in participation.

Engage a wide range of stakeholders to gain diverse perspectives and foster comprehensive solutions to community challenges.

Partnerships and Persistence:

Forge partnerships with local youth associations if policymakers seem unresponsive, leveraging their support to amplify your voice and advocacy efforts.

Maintain persistence and resilience, even in the face of initial setbacks or low turnout, as consistency is key to driving meaningful change over time.

Creating a Supportive Environment:

Provide a physically and emotionally safe environment for the Local Lab participants to foster open dialogue and collaboration.

Establish empathetic connections with the local community to build trust and enhance engagement in the workshop process.

Create a safe and supportive space during the workshop where all participants feel comfortable sharing their ideas and experiences.

Effective Promotion:

Use various promotional channels, such as social media and messaging apps, to effectively engage various participants in the Local Lab.

Facilitating:

Facilitate interactive sessions and group activities to encourage active participation and collaboration among stakeholders.

Encourage small group discussions to foster deeper engagement and diverse perspectives on the identified challenges.

Concluding with Feedback:

Conclude the event with a feedback session where each group has the opportunity to share their insights and proposed solutions. It is also the perfect environment for the dialogue activation between youth and other stakeholders.

Making a proper documentation of the event (photo, video, participants feedback) for the event post-promotion will help to engage more stakeholders for the next events.

5. Conclusions

Nowadays, dynamic processes encompass diverse knowledge forms, emerging skills, and unexpected experiences, complemented by innovative methodologies like blended learning and hands-on practices. These approaches bridge gaps between traditional education and evolving learning environments, fostering cutting-edge skills to meet 21st-century challenges.

This policy recommendation emphasises the importance of empowering the new generation of changemakers through innovative methodologies, community engagement, and strategic partnerships, highlighting the need for investment in youth leadership development as a catalyst for sustainable development. CHLaYdoscope methodology, based on the experience of bottom-up initiatives implemented by creative hubs, serve not only as practical and flexible tools for social innovation, project management and creative entrepreneurship, but also cultivate the strong culture of behaviours and attitudes among the young people that are described in the CHLaYdoscope competency profile.

By replicating the CHLaYdoscope methodology in various environments, stakeholders can create inclusive learning environments, engage youth in decision-making processes, and equip them with the skills needed to thrive in our challenging world. Through collaboration and collective action, these leaders have the potential to create a more inclusive, sustainable, and resilient future for all.

6. Acknowledgements

The success of this project is a collective endeavour and our gratitude extends to those who have dedicated their time, expertise and resources to bring this vision to life.

Special thanks to the passionate Youth Community Leaders, who embraced the project with enthusiasm, who followed the [online Academy](#), to those who successfully got selected further demonstrated their commitment during the intensive [European Youth Leaders Academy](#) in presence, a whole training week in Portugal, and promptly applied the tools acquired within their Youth Local Labs, their feedback serves as a valuable contribution to the methodology testing and improvement and as a basis for this Manifesto.

This project owes its existence to the mentors and supporters of the Youth Community Leaders, as well as the seven partners, each contributing unique strengths. Their collective expertise ensures a comprehensive approach, addressing various challenges within Youth Community Leaders' communities.

Materahub (Italy)

Materahub is dedicated to supporting cultural and creative industries through innovation and inclusion, fostering a fresh entrepreneurial vision. Engaging in international projects, Materahub facilitates skill exchanges among local and global experts, entrepreneurs, and policymakers with support from programs like Erasmus+, Cosme, Interreg, and Horizon 2020. Since 2010, Materahub has served as the intermediary for the European Erasmus for Young Entrepreneurs program and, since 2014, hosted the Creative Business Cup—an international competition for cultural and creative industries. Joining the EIT KIC Culture and Creativity initiative in 2022.

Project contributors from Materahub: Elisa Rocchetti, Paolo Montemurro, Angela Di Benedetto

DYPALL Network (Portugal)

DYPALL (Developing Youth Participation at Local Level) is a European platform of over 80 civil society organisations and local authorities from more than 30 countries, that aims to involve young people in decision-making processes at local level, and thus enable municipal and regional authorities to address the needs and interests of youth, engage young people as active actors of problem-solving and increase the level of ownership, commitment and involvement of an important part of our communities.

Project contributors from DYPALL Network: Antea Pamuković, Bruno Antonio, Susana Godinho

Warehouse Hub (Italy)

Warehouse Hub (Wh) is a dynamic Coworking and Creative Hub fostering collaboration among freelancers, professionals, and creatives from the Marche Region, in Italy. Recognized as an "Innovative Start-up with a Social Vocation," Wh pioneers innovative services and projects, creating a significant social impact over the past 10 years. Through training programs and international experiences, Wh supports youth integration into the job market, breaking the isolation for freelancers and entrepreneurs.

Project contributors from Warehouse Hub: Laura Sgreccia, Ronnie Garattoni

European Creative Hubs Network Association (Greece)

The European Creative Hubs Network (ECHN) is a peer-led network with a mission to enhance the creative, economic and social impact of creative hubs. With 400+ members from 25 countries, ECHN fosters innovation, entrepreneurship, and learning, playing a vital role in shaping EU cultural and creative sector policies. Acknowledged in various EU policy documents, ECHN is a driving force for the creative economy, promoting creative hubs as innovative models for economic and social impact.

Project contributors from European Creative Hubs Network: Andrii Sichkovskyy

KULTURNO IZOBRAZEVALNO DRUSTVO PiNA (Slovenia)

KULTURNO IZOBRAZEVALNO DRUSTVO PiNA, a leading cultural and educational association based in Koper aims to build connections. It is a recognized NGO actively contributing to regional, national, and international development. With a robust track record in coordinating diverse international projects and a big global network, PiNA focuses on strengthening the NGO sector, fostering a critical and responsible society, and engaging in impactful international cooperation. The association's expertise spans non-formal education, active citizenship, youth employment, and socially responsible entrepreneurship.

Project contributors from PiNA: Ana Markežič, Valentina Novak, Taja Kavčič, Urška Vezovnik

Generazione Lucana (Italy)

Founded in 2018, Generazione Lucana pioneers a new era of youth policies in Basilicata, Italy, aiming to shape a brighter future for youths. By empowering young individuals to recognize their responsibilities, they aspire to drive reforms in youth policies and investments. Key actions include organising the first youth gathering event, drafting a dossier on the youth situation, and contributing to the guidelines for youth policies 2019-2027 in Brussels. Through these efforts, Generazione Lucana has influenced the region to approve a law on youth policies and plan future investments.

Project contributors from Generazione Lucana: Margherita Dilucca, Miriam Matteo, Giulio Traietta, Egidio Lacanna, Simone Caruso

The Artist and the Others (Netherlands)

Founded in 2013, The Artist and the Others, a non-profit foundation in Maastricht and Munich, supports young artists and cultural professionals internationally. Focused on bridging gaps between education and the professional world, their initiatives provide knowledge, skills and connections crucial for emerging artists. Through workshops, coaching, and cross-border connections, they advocate fair and sustainable art practices. By initiating projects that address current needs, collaborating with local and international professionals and fostering connections, the foundation creates high-quality, sustainable solutions for artists, emphasising fair pay and a supportive ecosystem.

Project contributors from The Artist and the Others: Jessica Capra, Charlene Arsasemita, Emmanuel Merkus

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