



## **Call for Papers ENO Yearbook 4**

### ***Youth, Citizenship, and Arts and Cultural Education***

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The *ENO Yearbook* is published by Springer:

<https://www.springer.com/series/16221>.

In 2024, a record number of people worldwide will have the opportunity to vote for their national government. However, this coincides with a global questioning of democracy due to rising populism and extreme-right political movements. The concept of citizenship is at the center of this debate (Thomson et al. 2019), with some viewing it as inclusive and emphasizing equal rights, while others see it as synonymous with patriotism and border control. As a result, several governments and stakeholders suggest intertwining citizenship education and arts and cultural education.

At the same time, there's a shift from the individualistic citizen model to more collective, digitally connected forms of citizenship, posing challenges for both present and future generations. The overlap between youth, citizenship, and arts and cultural education in public and academic discourse requires further exploration. There is an ongoing discussion between the democratization of cultural activities (ensuring everyone has access) and cultural democracy (representation and participation for all) (Evrard 1997; Gross & Wilson 2020). This debate raises questions about whom our cultural curriculum includes or excludes and who is represented.

The ENO Yearbook explores how arts and cultural education responds to this crisis of citizenship, addressing issues of diversity, inclusion, democracy, cultural rights, access, representation, and trust. Citizenship, as a universal(istic) concept, understood as global citizenship (in alignment with the Kantian „Weltbürger“, Kant 1995, p.19), falls under the scrutiny of post- and decolonial criticism of western-centric definitions of universal values (also western-centric ideas of universalism itself). It also proposes to examine critical concepts of citizenship, such as Gayatri Spivak's (2012) call to reimagine the planet by suggesting “planetary entanglements” instead of global citizenship.

The aim of this ENO Yearbook is to understand the shifting dynamics of the tensions and developments addressed above. This may be done in traditional scholarly papers, but we also encourage utopian perspectives in papers that go beyond imagination, asking whether we, through arts education, may be able to envision other futures.

We welcome contributions that ask questions such as:

- How does arts and cultural education challenge and redefine the concept of citizenship for youth?
- Who is included and excluded in arts and cultural education?
- What is needed to ensure that arts and cultural education respects and addresses the diverse needs of young citizens?
- How can intergenerational collaboration and co-creation in arts and cultural education contribute to sustainable citizenship?
- How can arts and cultural education empower youth to engage in democratic processes, societal reflection, and community building?
- How can policies for and practices of arts and cultural education foster cultural democracy?
- How do non-western perspectives enrich the understanding of arts, education, and citizenship for youth?
- What are the boundaries and potentials of arts and cultural education in nurturing active citizenship among today's interconnected youth?
- Which perspectives/chances does arts and cultural education provide for (post-) digital Global Citizenship Education?
- What is the role of utopian thinking in arts education and citizenship education?

Contributions from arts and cultural education, social sciences, the humanities, and artistic research are welcomed. Cross-disciplinary collaborations are encouraged. We welcome empirical, theoretical, and practice-led contributions on arts and cultural education in any discipline. All contributions must be original research that has not been published elsewhere. We encourage academic and professional researchers as well as artistic practitioners to respond.

### **Deadlines**

Please submit your proposal before 31 August 2024 to: [ENO@ru.nl](mailto:ENO@ru.nl), following these guidelines:

- 300 words, ex. references;
- write your summary in English;
- include your name, contact information, and affiliation.
- APA7 style for references

Notification of accepted abstracts will be given by 30 September.

Accepted full chapters must be submitted by 1 January 2025. Guidelines for full-length chapters will be provided upon acceptance of abstract.

All contributions will be reviewed by the editors and by external reviewers. There are no processing charges for authors. We expect publication of the *ENO Yearbook 4* in December 2025. For questions on the yearbook, please send an email to [ENO@ru.nl](mailto:ENO@ru.nl)!

## ENO

The European Network of Observatories in the Field of Arts and Cultural Education (ENO) connects knowledge centres in European countries. It aims to facilitate the exchange of research findings and innovative practice, to stimulate new research in arts and cultural education and to support the development of arts education within the framework of global UNESCO-policies and guidelines for education, culture and sustainable development. For more information, please visit <https://www.eno-net.eu/>.



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