



ENCATC

Call for contributions
is now open!

DEADLINE EXTENDED:
15 April 2020

/encatcSCHOLAR!

Issue #12 on "Diversity and sustainability at work. Policies and practices from culture and education"

[/encatcSCHOLAR](#) was born in 2013 to satisfy the demand of ENCATC members, academics, researchers and students for the **exchange of teaching methodologies and knowledge to use in the classroom**. In addition, the /encatcSCHOLAR is intended to be a useful reference tool for academics, researchers, practitioners and policy makers for education and lifelong learning on cultural management and cultural policies.

With the objective of publishing issue #12 of the /encatcSCHOLAR, we are now launching a call for contributions, which will focus, parallel to the topic of the 2019 edition of the [ENCATC Annual Congress](#) (Dijon, 2-5 October 2019), on "**Diversity and sustainability at work. Policies and practices from culture and education**".

Therefore, this issue of the /encatcSCHOLAR will critically address diversity and sustainability in an operating context, exploring the **practical meanings of diversity** in the cultural and creative sector, investigate how its **different connotations are implemented in practice**, and how they are **contributing to the sustainability discourse** in the field.

Contributions could be related, but not limited to the following topics:

- **Understanding diversity and sustainability as a phenomenon in the cultural and creative sector:** Socio-economic perspectives, evolution in the sustainability debate, developments in managerial and policy approaches
- **Meanings and interpretation of diversity in the cultural and creative field:** What does it mean promoting and protecting diversity in the cultural and creative sector? Which dimensions of diversity are included (e.g. diversity of artists/inclusion of different categories of artists; diversity of business models; diversity of audiences; diversity in creative spaces such as co-working and incubators places; diversity of governance and management models, etc.)?
- **Contribution of diversity to the sustainability discourse:** How is diversity inserted in the framework of the broader sustainability discourse? Which dimensions of sustainability are expressing the need for diversity? Are there peculiarities concerning the cultural and creative sector?
- **Teaching diversity and sustainability:** How are academic and training programmes addressing the themes of diversity and sustainability? What are the emerging pedagogical approaches? What are the innovations in teaching diversity and sustainability? What are the problem-solving approaches on creativity, pedagogy, practice and research?
- **Diversity for sustainable development in cities and regions:** What does it mean promoting and protecting diversity in local sustainable development programmes? How is diversity relating to the implementation of sustainable cultural/creative-driven and cultural/creative-led models? What are interesting case studies and examples?

Contributions will be welcome for the following sections:

- **Angles** section should collect articles on connections of culture to other disciplines, focusing on discussing the challenges and opportunities that could arise from these interconnections, as well as highlighting innovative components that enrich and strengthen practice.
- **Context** includes rather theoretical contributions that provide a general overview or reflection on the topic

or on a specific question related to the topic of the issue.

- **Case Analysis** are made up of case studies presented as a scholarly tool to illustrate situations where cultural managers are facing crossroads, and need to analyze a variety of circumstances to make a well informed decision.
- **Interviews** tries to give a voice to leading people in Europe (managers, politicians, artists, ex commissioners, etc). At the end of the interview, the interviewee raises some questions to the readers to encourage discussion and to activate critical thinking on the topics that have been presented.
- **Teaching-experience** provides an opportunity for teachers to share in first person, practical ideas to meet their educational goals and to improve the teaching practice.
- **Profiles** intends to be a teaching tool for professors, useful for presentation in the classroom of the world's leading thinkers that have made important contributions to the development and professionalization of cultural management, as well as those who have influenced the establishment of public policies (their main conceptual approaches, major publications, biographical references, etc.).

Please note the process to propose a contribution for this issue of the /encatcSCHOLAR:

Send your proposal for contribution (max. 300 words) to i.verdet@encatc.org by **Wednesday 15 April 2020**. Editors of the /encatcSCHOLAR will review the proposals and authors will be notified of the selection by **Monday 20 April 2020**.

Full texts of the contributions (max. 2.000-3.000) are to be sent to i.verdet@encatc.org by **Sunday 31 May 2020**.

The issue will be published in **June 2020**.

Check the basic guidelines for authors at the end of this message.

We will be happy to receive your proposals for contributions! Please contact us at i.verdet@encatc.org if you need any further information.

Thanks and best regards,

GiannaLia Cogliandro Beyens
ENCATC Secretary General

Cristina Ortega Nuere
/encatcSCHOLAR Editor-in-chief

GUIDELINES FOR AUTHORS

The /encatcSCHOLAR is not strictly an academic publication, so you are invited to use a language which makes it easy to share knowledge in the classroom.

We kindly ask you to close your contribution by outlining some questions to spark the discussion in the classroom.

The text must have between 2.000 and 3.000 words.

Please follow this citing style:

Books:

TOFFLER, A. (1970) *Future Shock*. New York: Random House.

Book chapters:

WALSH, P. (2007) Rise and Fall of the Post-Photographic Museum: Technology and the Transformation of Art. In Cameron, F. and Kenderdine, S. (eds.) *Theorizing digital cultural heritage: a critical discourse* (pp. 19–34). Cambridge, Mass: MIT Press.

Journal articles:

DEL BARRIO, M. J.; DEVESA, M. and HERRERO, L. C. (2012) Evaluating intangible cultural heritage: The case of cultural festivals. *City, Culture and Society*, 3 (4), 235-244.



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