**questions concerning Autonomous Practices**

These points have been formulated by WdKA’s Autonomous Practices teachers as guiding questions for our future curriculum and research. What do you think? Which of the questions below you find important for Autonomous Practices? Which ones do you think are missing?

*[autonomy as a concept]*

- what do we understand as autonomy?

- how do we create autonomy, and for whom?

- how can we experiment with autonomy?

- what is the relation between autonomy and interdependency?

- how is autonomy understood in other disciplines: philosophy, politics, science, technology…?

- which types of autonomy are missing in the following list: artistic autonomy, bodily autonomy, technological autonomy, economic autonomy, political autonomy… ?

*[autonomy in relation to art]*

- should we remove the “art” label from autonomous practices?

- how can we have autonomous practices outside the art system: cooking, educating, doing activism, experimenting with technology; in schools, restaurants, shops, day-care centres...?

*[autonomy and self-organization]*

- how can we learn self-organisation in WdKA’s Autonomous Practices?

- how can we experiment with alternative economies and alternative models of living, working and being together?

- how do autonomous practices relate to activist and social practices?

- how can one develop an autonomous practice and sustainably operate on economic, social and ecological levels?

*[open-endedness]*

- should an autonomous practice work without predefined goals?

- how important is it to work in open-ended rather than focusing on problem-solving?

- how can an autonomous practice negotiate contradictions?

- how can WdKA’s Autonomous Practices include informal, underground settings and new initiatives in their school curriculum?

*[inclusion and exclusion]*

- autonomous practices often depart from personal/intrinsic/group urgencies; how do they relate to larger urgencies outside this group, in larger society?

- should WdKA’s Autonomous Practices emphasize cooperation instead of hyper-individualism?

- which groups are seen, which are being overlooked, in WdKA’s Autonomous Practices?

- how can we practice autonomy in ecologies where everything is connected: people, nature, materials, technologies?

*[about this text]*

- are these questions over-specific? Would it suffice to just say: WdKA’s Autonomous Practices critically investigate autonomy?

- is it an issue that our questions currently does not explicitly address class, gender, intersectionality?

- which other words are missing in this text?

- which hidden (outspoken or implied) normativities exist in this text and in our curriculum?