



Application Form

Arts Educators in Residence

Please download and fill out the application form and send along with your CV, a short biography, letter of intent and portfolio (optional) to camp@documenta.de before **midnight April 21st, 2022**.

Applications should be submitted preferably as a single PDF (up to 15 MB in total) with your first name and surname + ',application'

Please also include the following supporting material in your application:

- Short biography (max. 200 words)
- Curriculum vitae (max. 2 pages)
- A brief letter of intent that describes your practices, your practical, professional background, your position and responsibilities at your home organization and/or your social commitment in your environment. (max. 300 words)
- Furthermore: applicants are asked to select and respond to at least 4-5 questions listed in the application form (on the last pages) that relate to their practice. (max. 450 words)
- *Optional:* Portfolio, documentation samples of projects relating to your educational & collective practice that you believe relevant to your application (no more than 5 samples; max. 16 pages; please limit the data volume, save portfolio as one PDF and name it with your first name and surname + ',Portfolio'. Include all links e.g., to video or audio works in your portfolio).

Please note this is optional, we wish to open up the possibility of multiple forms of expression and media. Please note that this is not mandatory and there is no obligation to provide this information.

Personal Information

Full Name	
Street Address Postal Code and City Country of Residence	
Date of Birth Country of Birth	
Nationality	
E-Mail	
Phone Number (country code / number)	
Website	
Further Links: (vimeo, blog, Soundcloud, instagram, etc.)	
Please indicate from where a travel grant is needed	
How did you learn about the open call? Please indicate the name of the contact person, network, organization, initiative, university or platform.	
Please indicate your Covid-19 vaccination status and which vaccine type: (optional please indicate if you are aiming for vaccination status as this might be mandatory due to ongoing Covid regulations)	

If you have any specific requirements or requests related to accommodation, physical needs, accessibility, materials, space, contacts, etc. or particular needs in relation to language, access, etc. Please feel free to leave a note here:

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Residency period

Please indicate your preferred residency period. Applicants may opt for more than one choice. Mark when you are available to join the residency with an **x** according to your priority

Dates of Residencies:	Priority 1	Priority 2	Priority 3
June / July 2022: 21.06. - 18.07.			
July / August 2022: 25.07. - 21.08			
August / September 2022: 29.08. - 25.09.			

Questions that relate to your practices: please respond to at least 4-5

- How do you come together in your practices – collectively creating sites of unlearning, sharing tools within community-building and environments of gathering that can (possibly) merge into the cultural, social, political, and economic spheres?
- What kind of radical educational practices and experiments are you involved in or inspired by right now?
- How do you reflect and reengage in reclaiming the knowledge systems and cultural imaginations that counter what capitalism and patriarchy have sought to be erased under the conditions of modernity and coloniality?
- Under your respective geopolitical, economic and social conditions how do you work against extractivism, unequal distribution and Right to Land claims, labor relations, productivity and exploitation? How do you implement liberatory, empowering practices and forms of resistance as collective action?
- How do you work through / work with structures, culture, language, class - creating learning environments where different temporalities and voices come together?
- How do socio-historical paths, language politics, aesthetics and sociocultural modalities and forms of institutionalization impact and challenge the work you do?
- Within your working / collective structures, how do you define roles, discuss self-conceptions, critical self-reflections and positionalities?
- How do you negotiate dependency and autonomy within institutional and community-based working environments? How are institutions present in your practices? How do you move beyond the walls of the institution?
- How do activist and political works of communing, refusal and modes of civil disobedience assist you in formulating counter-proposals and alter your practices?
- Does the addressal of institutional racism, structural violence, xenophobia, and uprising of right-wing politics and ideology form the core of your educational practices? If so, in which ways / forms / care do you enact this in your practices?
- How does care / care-work, community-strengthening and emancipatory aims manifest in your practices, valuing the contributions of everyone's presence?

- How do your practices both critique the existing educational systems and cultivate new practices that refuse individual subjectivities?
- How does healing, reconciliation, reconnecting, regenerating, and ancestral knowledge as an ongoing recognition open up in your practices?
- How do you reflect and stimulate interdisciplinary, intersectional, situated and relational approaches in your practices?
- How do you make learning about disability, ableism and access part of your ongoing work? What are the ways in which your practices are disrupting ableism and centering on the complexity of disability culture?
- How do you embrace memory, the collective body or embodied memories, for example living archives in your practices?
- How do you re-consider the role of the body: in its sensory, somatic situatedness, in rethinking corporality, in raising crucial questions about bodies and persons in different spaces, in delinking the "mind-body" split? How does this materialize in your collective practices? Feel welcome to elaborate on theater, performance and dance-related practices?
- How do your practices create and strengthen critical dialogue, action and change in and through music, theater and dance education as a community-building tool?
- How do you address gender-specific, Feminist, Queer, Indigenous perspectives and decolonial emancipatory practices in your work and practices?
- How do you work together with other educators to engage, encourage and create awareness on knowledge hierarchies, authoritarianism and power asymmetries to allow for critical reflections of power?
- How do you address problems of collectivizing the knowledge in its current forms - namely the categorization, hierarchies, accessibility and absences in libraries, archives, faculties and facilities in various educational sources and references?
- What future of education processes do we want to co-create? Which do you want to leave behind? What collective vision do you want to plant and leave behind for art education/education?
- What are the challenges and opportunities of reimagining educational situations in a time of (constant) crisis?
- How do your practices critically explore and deconstruct dominant narratives, formalized knowledge(s), concepts or Western canons & legacies and educational colonial paradigms?
- What forms of ecological, alternative economies, sustainable, cultural and social regeneration do your practices strive to nourish and implement?
- What methods of assembling, translation, research, evaluation and reciprocity do you practice collectively?
- Within which networks, communities or initiatives are your practices located? In which formations do you come together and expand togetherness?
- What shared knowledge(s) and skills are emerging in your collective practices? This can be thought of in multiple ways, media or formats such as festivals, workshops, performances, books and print publishing, films, computational or software development workshops, study groups, walks, gardening projects, radio shows, community events. How do you go about establishing shared community policies, tools and accessibility?
- In opening up space for participation how do you negotiate between self-determination, autonomy, the sharing of experiences and creating resources of solidarity?

Please select and respond to at least 4-5 of the above-mentioned questions.

This clustering of questions is perceived as a guiding structure to open *space of thought* allowing you to specify and further elaborate on your (collective) practices and learning processes. Feel free to formulate/re-formulate and respond individually. It's also possible to interweave questions that you feel are related. (max. 450 words)