

Resolution on addressing Power Relations in Higher Music Education (Assembly 1)

The PRIhME Stakeholder Assembly came together on 10 and 11 September to discuss Power Relations in the context of Higher Music Education for the first time. We now want to share our conclusions and recommendations to the wider sector. We, the participants, have taken note of the expert information presented, compared our personal and institutional experiences, and focused on understanding power, the impact of power and empowerment in the context of HME.

As stakeholders of the PRIhME Assembly,

- **We believe that addressing power relations can strengthen higher music education institutions**, as doing so creates more transparency around personal and professional relations in the music sector. People can then use their power to empower others, thereby leading to safer and more supportive learning environments.
- **We think language and tools should be developed to address power relations clearly and successfully.** This involves providing vocabulary and an understanding of key concepts so that all actors can recognise the realities of power relations within the institution. Workshops, dialogue and knowledge sharing facilitate raised awareness about power relations, and all students, teachers, staff and high-level management need to be involved to ensure their understanding and support.
- **We often experience processes and spaces related to power relations currently available in institutions as inadequate, and believe they could be improved.** Depending on the context, these could be made more explicit, provide better care for those in positions of lesser power, be better communicated to students and staff, or ensure better follow-up once a process has been initiated (e.g. on a complaint), thereby ensuring greater efficiency and impact.

Therefore,

1. We strongly recommend HMEI create networks of care to provide students, teachers, and staff with support for their physical and mental wellbeing.
2. We urge institutions to explore ways of fostering dialogue by creating safer spaces where issues related to power relations can be discussed openly, without fear or prejudice.
3. We propose the creation of a glossary related to power relations and empowerment, and annual (workshop) sessions to address the issue.
4. We urge institutions to engage more conversations on the topic of power relations, for example through the development of specific learning modules.
5. We urge institutions to empower students, teachers, and administrative staff through implementation of obligatory workshops and training to understand and recognize positive and negative aspects of power relations.

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If you are curious as to how we came to these conclusions, you can [watch how we've discussed these topics](#), and can access the expert information that we've received:

- [1st Assembly information brief](#) including Anna Bull's expert paper "Power relations and hierarchies in higher music education institutions"
- [Recording of Anna Bull's presentation](#) of the topic