

PRIhME –
Power
Relations in
Higher
Music
Education

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PRIhME – Overall Objectives

Recommendations for the Higher Music Education sector:

- How can we improve the HMEI environment by suggesting ways to deal with power relations within our institutions?
- What standards are realistic to set to achieve a safer and more supportive environment for all stakeholders, be they students, teachers, or administrative staff?

PRIhME – Organization

3 Working Groups

Editorial Board, Assembly Working Group, Steering Committee

Stakeholder Assembly

Stakeholder Assembly President (external)

9 Partner Institutions

Ireland, Germany, Austria, Spain, Italy, Croatia, Poland, Sweden, Belgium (AEC)

1 associate partner (Ukraine)

Funding:

European Commission *Erasmus + Programme*

PRIhME – 4 “stakeholder” assemblies

Form of participatory democracy
inspired by Irish model

50-60 students, teachers, and
administrative personnel

Expertise and documentation

Discussion and debate

Formulation of recommendations

PRIhME – Assembly Topics

09/2021: What do we understand **power relations** to mean in the context of higher music education?

02/2022: How does a stakeholder's **gender** and **sexual orientation** affect their access to, and experience of, conservatoires?

06/2022: How does a student's **socio-economic** or **geographical** background as well as **special needs** affect their access to, and experience of, conservatoires?

02/2023: How can conservatoires balance the need to aspire to high **artistic standards** with overcoming **power imbalances**? What is the blueprint for the conservatoire of the future?

PRIhME – Outcomes



Available briefs:

- 👉 Power relations and hierarchies in higher music education institutions
- 👉 Gender in Higher Music Education

Planned outcomes:

- 👉 Briefs for assembly 3 and 4
- 👉 Academic publication
- 👉 Recommendations for AEC

For more information and material:

- 👉 <https://aec-music.eu/project/prihme-2020-2023-erasmus-strategic-partnership/>