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?
4 "Stakeholder" Assemblies

Form of participatory democracy

Students, teachers, staff from 9 HMEI
(Dublin, Malmö, Krakow, Zagreb, Manheim, Rome, San Sebastián, Graz, Kharkiv)

Expertise and documentation

Discussion and debate

Formulation of recommendations
Assembly Topics

- Understanding power relations and hierarchies and their role within higher music education
- Gender and sexual orientation
- Socio-economic backgrounds and disabilities
- Artistic standards
What do Assemblies Make Possible?

“Safe Space(s)”

Awareness and understanding

Toolbox (language, concepts)

Language of shared values
For Participants, a Transformative Process

- Given agency, become communicators & agents of change
- Engage as initiators of similar processes in home institutions
- Empowered to stimulate ongoing dialogue
- Become advocates for “networks of care”
Final Recommendations Voted for Assembly 1

<table>
<thead>
<tr>
<th>Create</th>
<th>• networks of care</th>
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<tbody>
<tr>
<td>Foster</td>
<td>• dialogue through creation of safe spaces</td>
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<tr>
<td>Develop</td>
<td>• a glossary</td>
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<tr>
<td>Engage</td>
<td>• conversations on power relations</td>
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<td>Empower</td>
<td>• students, teachers, and staff through information and training</td>
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Final
Recommendations Voted for
Assembly 2

<table>
<thead>
<tr>
<th>Strive</th>
<th>• gender balance in recruitment</th>
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<tbody>
<tr>
<td>Raise</td>
<td>• awareness &amp; implement training</td>
</tr>
<tr>
<td>Create</td>
<td>• safe teaching and learning environments</td>
</tr>
<tr>
<td>Develop</td>
<td>• comprehensive policies and procedures</td>
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<td>• COMMUNICATE!</td>
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Final Recommendations Voted for Assembly 3

<table>
<thead>
<tr>
<th>Create</th>
<th>Make</th>
<th>Consult or Employ</th>
<th>Develop</th>
<th>Accomodate</th>
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<tbody>
<tr>
<td>• safe spaces for students with disabilities</td>
<td>• Training on disabilities mandatory</td>
<td>• Trained diversity officer</td>
<td>• Sustainable financial support for students in need</td>
<td>• And support staff, prospective/current students with disabilities</td>
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</tbody>
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Final Recommendations Voted for Assembly 4

- **Create**
  - clear, transparent system of assessment criteria

- **Implement**
  - Systematic examination approach with documented feedback

- **Establish**
  - Institutional forum dedicated to assessment

- **Ensure**
  - External examiners are qualified both as performers and pedagogues

- **Initiate**
  - Performance classes to enable cross-faculty feedback
Types of Power

Robert Chambers: “The Elephant in the Room”
Robert Chambers on Types of Power

- Power over
- Power to, agency (ability to decide what you want to do, then do)
- Power with – collective power
- Power within – feeling within oneself the capacity to do things
- Power to empower, or *convening power*
Thank you!

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