Spoken Paper

Music Education in Lamjung, Nepal: a critical reflection on envisioning and co-creating music education in Nepal

Kushal Karki Independent researcher, Nepal

John Shrestha Independent researcher, Nepal

Prem Gurung Independent researcher, Nepal

This paper aims to explore on how an opportunity to study at Sibelius Academy, University of Arts Helsinki, Finland in Nordic Master of Global Music (GLOMAS) program influenced or has impact on envisioning music education in my own home country, Nepal. This opportunity has become very crucial on the process of developing community based music education with vision of establishing formal music education and promoting expertise of local musicians.

'Music Education in Lamjung, Nepal' is a community development project between Laya'le Shikchya and other different schools of Lamjung district in order to establish and develop formal music education in schools. This project aims to facilitate the process of curriculum writing and enhance the pedagogical skills among local musicians from Lamjung district. The process will be facilitated by Laya'le Shikchya which was formed in 2015 by a group of musicians, including myself, who turned into a community music facilitator aiming to promote education through music. Initial idea of 'Music Education in Lamjung, Nepal' had emerged after the first visit of Laya'le Shikchya in Lamjung in 2017. During our first visit, we received lots of positive feedback and strong desire to have music education in school from students, teachers, school administrators and parents as well. This was a key factor in increased motivation and inspiration for further development of this project.
In this research, I make an attempt to give a critical point of view through a self-reflection on process of developing this project. This is then analysed and discussed by questioning to position of self as an insider and outsider regarding my study in Finland and being as Nepali community music facilitator. Mostly, the result and analysis of data is based on my own reflective diary and constant verbal and written feedback from participants during process, through which I tried to look this project with the lens of *self-system* (Hargreaves, Miell and Macdonald, 2002) in relation with my co-facilitator form Laya’le Shikchya and local community. Furthermore, this project accumulates the sense of community building among Nepali society and aspiration to co-create through envisioning music education and practicing it in school context.