

<p>International Society for Music Education</p> 	<p>New Delhi Statement on Music Education and Engagement</p>
	<p>December 10, 2015, New Delhi, India</p>
	<p><i>sempre:</i></p> <p>Society for Education, Music and Psychology Research</p> 

New Delhi Statement on Music Education and Engagement Context

The New Delhi Statement was developed through the ISME and SEMPRES hosted Expert Seminar on Music Education and Engagement held in New Delhi, India December 8, 9, 10, 2015. The seminar brought together key musicians and music educators from across India and International presenters and researchers to identify the pressing issues for the promotion, development and sustainability of music education and engagement in India for all people. Institutional partners to the event included:

- **Indira Gandhi National Centre for the Arts (IGNCA)** (Representative: Mr. Chinmaya Gharekhan (President), Smt. Veena Joshi (Joint Secretary), Smt. Mangalam Swaminathan (Program Officer) and Mr. P. Jha (Director, CIL)
- Dr. Sonal Mansingh, eminent artist and cultural ambassador
- Mr. Shubhendra Rao, Ms. Saskia Rao-de-Haas and Mr. Sounak Chattopadhyay, renowned Indian classical musicians.
- **Centre for Cultural Resources and Training (CCRT)**, Government of India (Representative: Mr. Girish Joshi (Director)
- **ISME** (Representative: Professor Margaret Barrett, Immediate Past President (2014 – 2016)
- **KM Music Conservatory**, Chennai (Representative: Dr Adam Greig)
- **SEMPRE** (Representatives: Professor Graham Welch, Chair, Profs Ian Cross and Adam Ockelford, Trustees).
- **The University of Queensland** (Representatives Professor Margaret Barrett, Dr. Robert Davidson)
- **National Centre for Performing Arts (NCPA)**, Mumbai (Representative: Dr. Suvarnalata Rao)
- Director of **Delhi State Council of Education and Research (SCERT)** and Smt. Poonam Virmani of SCERT.
- **Gandharva Mahavidyalaya** and **NCERT** (Representative: Smt. Rita Bokil)
- **Symbiosis International University** (Representative: Mr. Vikram Sampath)
- **SOAS, London** (Representative: Prof. Richard Widdess)
- Representatives from NGOs working with children and children with special needs: Ms. Syamala G of **AADI**, Mr. Anurag of **Manzil** and Ms. Bidisha Das of **Create Net**.

The event was endorsed by **Dr. Mahesh Sharma**, Honourable Minister for Culture, Government of India and **Mr. Manish Sisodia**, Honourable Deputy Chief Minister & Minister for Education, Government of Delhi.

An immediate outcome of the event has been the establishment of the Indian Alliance for Music.

ISME will host a regional conference in India in 2017, the first event of its kind to be held in the country.

UNESCO Context

This statement builds on the work of the UNESCO 2nd International Conference on Arts Education held in Seoul, South Korea, May 2010. At that conference the UNESCO “Seoul Agenda for Arts Education” established the Goals for the Development of Arts Education. Specifically, the Seoul Agenda:

“calls upon UNESCO Member States, civil society, professional organisations and communities to recognise its governing goals, to employ the proposed strategies, and to implement the action items in a concerted effort to realize the full potential of high quality arts education to positively renew educational systems, to achieve crucial social and cultural objectives, and ultimately to benefit children, youth and life-long learners of all ages” (Preamble, Seoul Agenda, 2010, 2)

The Seoul Agenda was accepted as policy at the 36th meeting of the UNESCO General Council (October 2011). In subsequent work UNESCO established International Arts Education Week as the fourth week of May annually. The first International Arts Education week took place in 2012.

The UNESCO Developmental Goals for Arts Education

1. Ensure that arts education is accessible as a fundamental and sustainable component of a high quality renewal of education

- Affirm arts education as the foundation for balanced creative, cognitive, emotional, aesthetic and social development of children, youth and life-long learners
- Foster the constructive transformation of educational systems and structures through arts education
- Establish systems of lifelong and intergenerational learning in, about, and through arts education
- Build capacities for arts education leadership, advocacy and policy development

2. Assure that arts education activities and programmes are of a high quality in conception and delivery

- Develop agreed high standards for arts education that are responsive to local needs, infrastructure and cultural contexts
- Ensure that sustainable training in arts education is available to educators, artists and communities
- Stimulate exchange between research and practice in arts education
- Facilitate collaboration between educators and artists in schools and in out-of-school programmes
- Initiate arts education partnerships among stakeholders and sectors

3. Apply arts education principles and practices to contribute to resolving the social and cultural challenges facing today's world

- Apply arts education to enhance the creative and innovative capacity of society
- Recognise and develop the social and cultural well-being dimensions of arts education
- Support and enhance the role of arts education in the promotion of social responsibility, social cohesion, cultural diversity and intercultural dialogue
- Foster the capacity to respond to major global challenges, from peace to sustainability through arts education

New Delhi Statement on Music Education and Engagement:

The members of the New Delhi Expert Seminar on Music recognise that:

- India is one of the longest continuous musical cultures in the world
- India is the largest democracy in the world
- India has the largest young (under 25) population in the world

We endorse the UNESCO goals for Arts Education (2011) and agree that:

- The *unique* impacts of music education and engagement on the life and learning outcomes of individuals and communities be recognised
- All parties engaged in the music education and engagement of individuals and communities in India work collaboratively to ensure that quality and sustained music education and engagement are key components of all educational curricula, national and state
- In a nation such as India which has such a well-preserved music tradition and a large population of young people, music is not only crucial in preserving its past but also in showing the way forward for young people and their communities
- Music education and engagement plays a vital role in the sustainable preservation of cultural heritage through digitisation, the use of technology and the digital humanities
- Music education and engagement that promotes productive interaction between Indian musicians and colleagues nationally and internationally benefits the nation through the generation of Cultural Capital and Cultural Diplomacy
- Music education and engagement plays a vital role in the development of a creative economy that supports the economic growth of the nation
- Music education and engagement opportunities recognise the diversity of populations in Schools and Communities in relation to gender, special educational needs, ethnicity, race, religion, and culture
- All forms of music education and engagement, recognising local, regional and global traditions be supported
- Music pedagogical processes and practices suitable to multiple music sites and developmentally appropriate practices be supported

In recognition of the above we endorse the following four programs of development and research.

India Music Education and Engagement Development Programs

1. Music programmes for children, young people and adults with SEN (Special Education Needs).

This project seeks to implement music education programmes that target children, young people and adults with SEN and evaluate the life and learning outcomes of such education.

- Raise awareness of the potential of music for children, young people and adults with disabilities - among everyone, parents, teachers, managers, policy makers (with the ultimate aim of having a cultural policy that respects diversity and in which music education is valued as much as other 'academic' areas of study and is freely available for all).
- Find examples of good practice, and documentation that are already available, and disseminate information about them
- Produce and disseminate guidance, resources (including instruments and ICT) and curricula (adapted or devised anew as necessary) for teachers and teacher educators, and children/young people/adults (online)
- Devise and introduce training programmes for teachers, community service providers (for example, community music schools) and orientation and sensitisation programmes for parents.

2. Music programmes for neuro-typical children in schools and communities.

This project seeks to identify pedagogical models for implementing music education in schools and communities and evaluating the life and learning outcomes of such education

- Mapping music education provision in schools and communities across India to identify good practice and gaps
- Development of music resources and materials (films, recordings, song collections, cards etc.) for children, teachers and community musicians that are quality, engaging and representative of a broad range of musical genres
- Implementation of Pre and In-service teacher education in music education for generalist and specialist teachers, and support for community musicians
- Advocacy with School Principals and Management and Community leaders to promote broad understanding of the benefits of music education and engagement in life and learning outcomes
 - Delhi specific – establishment of a Department of Arts Education to promote, support and resource the Arts including music in Education.

3. Digital Humanities in music.

This project seeks to capture India's rich musical heritage in continuing digital archiving and providing access for practitioners and scholars internationally to this wealth of resources.

- Prioritisation of (a) digitising and archiving and (b) creation of online learning and teaching resources
- Creation of a national audiovisual archive (in collaboration with, or through, global information corporation)
- Creation of online teaching resources and delivery mechanisms for students and teachers
- Development and exploitation of interactive learning technologies.

4. Creative performance collaborations in and through music.

This project seeks to support collaborative projects that bring together Musicians (composers and performers) in creative practice that crosses traditional boundaries of music genre and activity.

- Cross-institutional projects (Initially The University of Queensland and KM Music Conservatory Pvt Ltd.) that link students and staff in creative performance practice and peer learning
- Cross-cultural collaborative projects that link Indian Classical Musicians with musicians of other genres in and beyond India
- Country exchanges for musicians and music educators.

For further information on the Statement and these projects please contact:

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