
SUMMARY

SOCIAL ENGAGEMENT OF MUSIC ACADEMIES

The need for a paradigm shift with respect to arts education in contemporary society, in the direction of the organization of activities available to the wider community (UNESCO 1998, 2006, 2010), changes and educates future musicians at music academies in relation to *service-based learning*. It is a model of experiential learning that involves cooperation between faculties and the community and cooperation in addressing the needs of society through the contents of the curriculum itself and/or extracurricular activities (Ćulum and Ledić 2010). This kind of learning contributes to the development of the civic mission of the music academy, as students and teachers, by committing to the community, contribute to the advancement of the development of quality of life through transformational and empowering professional, scientific and pedagogical work. Following a review of the general pedagogical science literature (Ćulum and Ledić 2010, 2011; Baketa and Ćulum 2015), in this paper the civic mission of music academies is described as a complex concept that refers to a vast number of activities: organising special courses (community music); widening education and concert practice from schools to hospitals, prisons, homes for children, refugee camps, etc., collaboration of the academy and other schools and academies in the (g)local community, collaborations with NGOs and concert halls, research in the community, opening space for vulnerable groups in society, etc. In this context the term community music, still currently only evident in foreign literature, is described as an open, fluent, constantly changing process which includes many different musical practices with a participatory style, and emphasizes the importance of changing the context of musical activity (Higgins 2012a; Elliott 1995; Silverman 2005). Using a qualitative methodological approach (group interviews conducted at the beginning of the academic year, 2018/2019) the research examines whether music students are seeing their future profession in the context of community engagement and if the academy prepares them formally for this role. The research determines the current and future perspective(s) of developing community music activities at the Academy of Music, University of Zagreb. By presenting several community music programs and students' attitudes towards them, it exemplifies good practice in service-based learning.

Keywords: academy's civic mission, community music, service learning, higher music education