

The International Recognition of Qualifications in the Field of Music

Introduction

This document provides an overview of qualifications in the field of music, their titles, meanings, and uses. It presents information concerning:

- Present conditions and the dynamics of change in Europe and the United States regarding the meaning and use of qualifications and credentials.
- Recognition of studies completed successfully by students in exchange programmes.
- Recognition of completed qualifications and credentials such as degrees, diplomas, certificates, or courses of study.
- A nation-by-nation summary of requirements to enter regulated music professions where academic qualifications or credentials are normally specified.

Each of these topics is complex; specific definitions and practices can vary among nations and institutions. Policies and practices change over time. Readers using the information provided here are encouraged to obtain a full understanding of the ways qualifications and credentials work in each specific national or institutional situation in which they are engaged.

The Recognition of Qualifications in the European Union

Recognition of qualifications is one of the conditions for the establishment of a European Union (EU) area for higher education and for the European free market, which is based on the free movement of goods and workers. The European Union has therefore developed far-reaching rules on the recognition of qualifications. A distinction needs to be made between recognition for academic purposes (for the continuing of studies abroad or for a study period abroad as part of the regular studies) and recognition for professional purposes (to be allowed to work in a certain profession).

As regards *academic recognition* of a title or study period abroad, each Member State is responsible for its own educational content and organization. Even though institutions are encouraged to mutually recognise studies in the different educational systems of the European Union, universities are autonomous institutions and their qualifications and certificates are usually only officially recognised by their own national authorities. In the European programmes for student exchanges, each Member State's knowledge and understanding of educational systems and degrees in other Member States has greatly developed. One of the results has been the establishment of the network of National Academic Recognition Information Centres (NARIC), working together closely with its sister organisation: the European Network of Information Centres (ENIC) of the Council of Europe and UNESCO (www.enic-naric.net/). Other important tools in the recognition of study periods abroad is the

European Credit Transfer System (ECTS) (for more information on credit point systems, see '[Guide to Finances, Recognition Issues, and Other Practical Matters](#)') and the Diploma Supplement.

Professional recognition has been dealt with more profoundly by the European Union in two directives. A distinction needs to be made between professions that are regulated from the standpoint of qualifications and *non-regulated professions*. A profession is said to be regulated when it is a *statutory requirement to hold a diploma or other occupational qualification in order to pursue the profession in question*. Since the European Union has committed itself to provide all its citizens with free movement of workers, the freedom to provide services and the freedom to establish oneself in any of the Member States, several directives¹ (legal instruments) have been adopted at the European level concerning the recognition of diplomas, applicable to the *regulated professions*.

The recognition granted by the directives constitutes the right to pursue a specific regulated profession under the same conditions as the holders of national diplomas, but it does not mean that a foreign diploma is regarded as equivalent to a national diploma for other purposes; the directives did not set up a system of automatic equivalence. It is up to the person concerned to submit an individual application to the designated national authority, which can vary from one profession to the other². The NARICs have information regarding regulated professions and deal with the individual applications for professional recognition; an overview of regulated professions in the field of music in the United States and 32 European countries is also included in this document.

The directives are not applicable in the pursuit of a non-regulated profession. In that case, an applicant is subject to the rules of the labour market. Authorities are in any case obliged to take account of an applicant's professional diplomas and qualifications acquired in another Member State. More information regarding the recognition of qualifications in the European Union can be found at www.europa.eu.int/comm/education/policies/rec_qual/recognition/in_en.html.

The Recognition of Qualifications and Credentials in the United States

In most cases, higher education institutions in the United States use commonly accepted degree titles to designate the successful completion of specific bodies of content or curricula. The basic degree designations are Associate, Bachelor, Master, and Doctor. A more complex set of designations are used to indicate the orientation of the degree, and the internal structure of the degree; for example, liberal arts or professional, research-oriented or practice-oriented, general or specific. These common frameworks of title, orientation, content, and expectations of graduates both allow and encourage variations in specific requirements among institutions and programmes. The frameworks themselves are agreed to and articulated by accreditation and other professional organizations.

American institutions may also offer qualifications or certificate programmes that signify completion of a course of study that does not result in a degree. Institutions have great latitude in the development of such programmes.

Academic recognition of qualifications and credentials in the United States is based on reviews of transcript records of credits generated to obtain the degree, diploma, or certificate. The transcript is

¹ Directive 89/48/EEC deals with recognition of higher education diplomas awarded on completion of professional education and training of at least three years' duration. Directive 92/51/EEC covers diplomas, certificates, and other vocational titles at a lower level than those covered by the first Directive.

² As an exception, one group of professions has been regulated in directives, providing for automatic recognition of diplomas, certificates, and other related qualifications: doctor, dentist, nurse, veterinarian, pharmacist, mid-wife, and architect.

expected to show that the degree title and graduation requirements are consistent with each other and that both are consistent with commonly accepted titles and curricula. For example, a Bachelor of Music degree meeting these qualifications is accepted across the nation for all sorts of academic purposes.

Professional recognition is managed in the United States by several systems of reciprocity among states that require a specific credential or licence to practice a music or music-related profession. States may establish their own rules in these matters. National commonality is produced by the work of various private and public professional organizations.

An Evolving Institutional Protocol

At the initiative of the Council of Europe and UNESCO, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region was inaugurated in April 1997 in Lisbon. The agreement produced is known as the ‘Lisbon Recognition Convention’. It has since been ratified by most European countries, the full text and an overview of the signatories and ratifications can be found at <http://conventions.coe.int/>. The United States has signed but not yet ratified the convention.

Among the main points of the Convention are:

- Holders of qualifications issued in one country shall have adequate access to an assessment of these qualifications in another country.
- Each country shall recognise qualifications—whether for access to higher education, for periods of study or for higher education degrees—as similar to the corresponding qualifications in its own system unless it can show that there are substantial differences between its own qualifications and the qualifications for which recognition is sought.
- All countries shall appoint a national information center, one important task of which is to offer advice on the recognition of foreign qualifications to students, graduates, employers, higher education institutions and other interested parties or persons.
- All countries shall encourage their higher education institutions to issue the *Diploma Supplement* to their students in order to facilitate recognition. The Diploma Supplement is a document attached to a higher education diploma that aims to provide a clear description of the nature, level, content, content and status of the studies that were pursued and successfully completed by the holder. The supplement should be free from any value judgments or suggestions about recognitions, and it should enable the reader to make a judgment about the qualification. The reader can be a higher education institution that has to decide whether the diploma is appropriate for admission to or exemption from a study programme, or an employer who needs to judge whether the diploma is a good preparation for a specific job. The supplement can be provided by the institution that awarded the original diploma. The UNESCO adopted a uniform model for the Diploma Supplement in 1988, and a revised model was developed and tested by the European Commission, the Council of Europe and UNESCO in 1997-1998.

For additional information on the Diploma Supplement, see the EU website at http://europa.Europe.int/comm/education/policies/rec_qual/recognition/diploma_en.html.

In the Bologna Process, the European education ministers embraced the diploma supplement. From 2005 onwards every graduate should receive a DS from his/her institution.

Recognition of Studies Completed Successfully in Exchange Programmes

Normally, students in exchange programmes do not obtain a degree or other qualifications or credentials from the host institution. They do obtain academic credit or some other record indicating the completion of specific work or the attainment of a specific proficiency. Recognition of this credit by the home institution is agreed to, in principle, prior to the exchange (see [*Ten Steps on How to Implement Your International Exchange Programme*](#)).

Recognition of Completed Qualifications or Credentials in the United States

Associate Degree

Awarded in the United States for the completion of 60 semester hours (two years) of collegiate-level study beyond high school. Some Associate Degrees are vocational in nature. Others are structured to enable the student to use the credits obtained to transfer to a baccalaureate programme as a third-year student.

Baccalaureate or First Cycle Degree

Awarded in the United States for the completion of at least 120 semester hours (four years) of full-time collegiate-level study beyond high school. In music, the professional baccalaureate degree normally carries the title Bachelor of Music. In most specializations, at least 80 semester hours are in music courses. The liberal arts degree normally carries the title Bachelor of Arts in Music, with 40-50 semester hours normally required in music. All baccalaureate degrees in the United States, either for professional or liberal arts, require general studies in the humanities, sciences, and social sciences.

Master's or Second Cycle Degree

Awarded in the United States for completion of at least 30 hours beyond the baccalaureate. In music, general master's degrees provide a comprehensive programme of studies and usually culminate in the degree 'Master of Arts' or 'Master of Science in Music'. Specific master's degrees provide a focus on a particular area of specialization and normally culminate in the degree 'Master of Music in Performance', 'Master of Music in Composition', or 'Master of Music' in another designated specialization.

Doctoral Degree

Awarded in the United States for advanced study beyond the master's level. Credit and time requirements vary among institutions. In music, the practice-oriented degree is the Doctor of Musical Arts or Doctor of Music. It is normally awarded in performance or composition. The research-oriented degree is the Doctor of Philosophy. It is normally awarded in Music Theory, Musicology, Ethnomusicology, or Music Education.

Recognition of Completed Qualifications or Credentials in Europe

In Europe, all countries operate in different education systems and therefore with different types of qualifications and titles. In order to make higher education in Europe more comparable, transparent and competitive, the 'Bologna Declaration' was signed by the European ministers for education in

1999. It proposed several far-reaching reforms in higher education, such as the implementation of a two-cycle structure (Bachelor/Master), the use of credit points and a European approach to quality assurance, all to be implemented by 2010. Virtually all European countries are now going through a process of change initiated by 'Bologna'. As a result, the higher education structures in Europe will be more comparable to the US system with the implementation of the Bachelor and Master system in each European country. However, this does not mean that the systems will be the same in all European countries. For example, there will be differences in the duration in years of the two cycles, with some countries using 3 + 2 systems and other countries 4 + 2 or 4 + 1 systems. Substantial differences in the actual content of the studies will also remain, although a development has started to develop European-wide descriptions for learning outcomes for the first and second study cycles in music, which could assist institutions in agreeing on the European level what a 'Bachelor of Music' or a 'Master of Music' should lead to in terms of competencies, without having to agree on how these competencies should be reached.

More information about the 'Bologna Process' can be found on the AEC website (<http://www.aecinfo.org/bologna>). For a detailed overview of the system for professional music training in a certain European country, information is available in the 'Overview by Country of Professional Music Training Systems in Europe' (www.aecinfo.org/bologna/gendescription) produced for this project.

Regulated Music Professions in the United States

Individuals must be licensed to teach music in the public (tax-supported) elementary and secondary schools. Each state government maintains requirements for these licences. The requirements are consistent with those for other subjects. Curricular programmes that meet requirements for their licences normally have the title 'Bachelor of Music in Music Education' or 'Bachelor of Music Education' or 'Bachelor of Arts in Music Education'. Most states recognise the licence granted by other states.

Individuals must be certified to practice in the field of Music Therapy. Certification is awarded to individual therapists by a national certification board. Curricular programmes that meet certification requirements normally have the title 'Bachelor of Music in Music Therapy' or 'Bachelor of Music Therapy'.

Regulated Music Professions in Europe

As explained previously, the existing EU directives on the recognition of qualifications only apply to regulated professions. A profession is said to be regulated when it is a *statutory requirement to hold a diploma or other occupational qualification in order to pursue the profession in question*. The Directives are not applicable in the pursuit of a non-regulated profession. In that case, an applicant is subject to the rules of the labour market. Authorities are in any case obliged to take account of an applicant's professional diplomas and qualifications acquired in another Member State.

In order to find out what the EU directives mean for music professions in Europe, the AEC undertook a survey in 2003-2004 with the cooperation of NUFFIC, the Dutch NARIC (National Academic Recognition Information Centre). The questions asked were the following:

1. *Which musical professions are regulated professions in the country?*

2. *If applicable: what is the system of qualifications regarding teaching in different levels of education?*
3. *What is the regulating institution?*
4. *How many questions regarding recognition of musical professions received on a yearly basis?*

Below you will find an overview per European country of regulated professions in the field of music. This overview could be useful for those music professionals interested in working in a European country.

PLEASE NOTE:

Persons interested in detailed information about the recognition of qualifications should also consider the following important points:

- For professionals originating outside the European Union, strict rules exist in relation to working permits: more information should be available at the embassy of the relevant country in the home country (for a list of these embassies, see the following website: <http://www.embassyworld.com/>).
- In addition to the information on regulated music professions listed below, it might be useful or necessary to have information on the national systems for professional music training in general and on national systems for music teacher training in particular. This information has been compiled by the European Association of Conservatoires (AEC) and can be found in the AEC on-line 'Bologna' Handbook (<http://www.aecinfo.org/bologna>). In this handbook relevant information can be found in the documents '*Overview by Country of Professional Music Training Systems in Europe*' and '*Overview by Country of Music Teacher Training Systems in Europe*'
- In the country overview below, only information about regulated music professions is listed. More technical details on recognition procedures are not included. As these procedures will vary from country to country, persons interested in this information are advised to contact the contact person in the relevant country mentioned in the list for further information. More specifically, information should be obtained about:
 - The assessment methodology
 - Processing time and possible delays
 - Rights and possibilities for appeal
 - Requirements regarding information the application must provide
 - Fees for evaluation and/or translation of educational documents
 - Possible requirements regarding translations

More information on these general issues can also be found on the extensive website of the NARIC/ENIC (www.enic-naric.net/).

Austria

The only regulated profession in the field of music in Austria is that of music teacher. This includes both teachers in general education as well as music schools. The Federal Ministry of Education, Science and Culture in its function as ENIC/NARIC Austria gives recommendations on the assessment of foreign qualification to competent authorities in this field such as other Ministries, Professional Chambers, universities, etc. In practice these include mostly music schools, wanting to appoint new teachers from abroad. In this respect, inquiries at the NARIC are quite numerous, approximately 100 per year.

In Austria, a very elaborate scheme exists of teaching qualifications for music. Generally speaking, a degree in ‘Music Education – voice and instruments’ entitles musicians to teach an instrument or voice in all kinds of schools, while for teacher the subject ‘music education’, a teacher training accreditation is compulsory: a diploma from a teacher training college for primary schools or, respectively, the academic degree ‘magister’ in the field of music education for teaching in secondary schools.

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Belgium – Flanders

The only regulated music profession requiring a qualification in Flanders is that of music teacher. Qualified music teachers can work in primary education, secondary education, higher education and part-time arts education. The NARIC-Flanders is the authorised body for academic as well as professional recognition of foreign qualifications in higher education³. NARIC-Flanders has received several applications for equivalence, especially for Dutch music teachers.

Since the Dutch situation is most relevant, special rules have been established for applications from this country. If the Dutch degree has had a duration of four years or less, academic equivalence is not allowed and qualification is not granted, since the Flemish degree has a duration of five years. The Dutch four-year degree from HBO’s (institutions for professional education – the Netherlands) is recognised only as equal tot the Flemish 1-cycle (3 years) ‘Hogenscholendiploma’. Recognition is only possible if the applicant can proof relevant professional experience of one year, or if the applicant graduated in the old system of HBO, when the duration of the training was five years.

³ Based on Directive 89/48/EEC. See the document ‘The Recognition of Studies and Qualifications in Europe – a General Introduction’ (www.aecinfo.org/html) for more information.

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Belgium – Wallonia

The only regulated music profession in Wallonia is that of music teacher at the following levels:

- There are no specific requirements for teaching music in primary education, but training of general teachers for primary education includes music.
- For teaching music in secondary education, one needs to pass a specific examination in front of a jury. These examinations are regulated.
- The same examination applies for music teachers in higher education of the ‘type court’.
- For teaching in institutions for higher artistic education, it is necessary for the applicant to hold an artistic title (a qualification of an institution for higher music education).

The Direction de l’Enseignement artistique de niveau supérieur, part of the Ministry of the French Community, is responsible for qualification equivalence issues.

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Bulgaria

Bulgaria is currently in the process of defining a list of regulated professions. Recognition of qualifications for academic and professional purposes is not yet separated. The competent body for recognition of higher education qualifications awarded abroad is a commission within the Ministry of Education and Science. This commission consists of professors from universities, members of the Bulgarian ENIC/NARIC, and others. Experts from the State Academy of Music are also members.

Holders of recognised qualifications have the right to practice their profession as music teachers in music schools. This qualification also suffices for teaching in general education, provided it meets the general requirements for the teacher profession. Once the academic and professional recognition of qualifications have been separated, the ministry of Education and Science will be the competent body for the recognition of the teacher profession in general, also including music teacher.

The Ministry receives about six or seven applications for music qualifications per year.

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Cyprus

Qualifications in the field of music fall under the jurisdiction of the Ministry of Education and Culture. The competent authority for academic recognition of degrees is KYSATS, Council for Recognition of Higher Education Qualifications, which serves as the NARIC for Cyprus.

The competent department responsible for the professional recognition of qualifications is the Labour Department of the Ministry of Labour and Social Insurance.

Contact

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Czech Republic

The profession of music teacher is the only regulated profession in the field of music in the Czech Republic. In primary and secondary general education, a general teacher qualification is compulsory ('teacher of general educational subject'). This qualification is gained by obtaining a degree at a university, pedagogical faculty. The qualification of teacher in music schools or conservatoires differs, because in this case he/she teaches a professional subject (for example piano). Therefore, a specialisation is preferred.

There are two advisory bodies for recognition of professional qualifications in the Czech Republic: NARIC and NUOV (National Institute for Technical and Vocational Education). The Ministry of Education, Youth and Sport is responsible for recognition of qualifications, but has not received any questions regarding recognition of music professions yet.

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Denmark

Denmark is one of the very few countries in Europe that does not require a specific qualification for teaching music. There is only one regulated profession in the field of music in Denmark, which is organist.

Residing within the Ministry of Education, the CVUU is the national contact point for professional recognition in Denmark. The CVUU receives and transmits applications for professional recognition. The actual assessment is done by the competent authority; in the case of organists this is the Ministry of Ecclesiastical Affairs. The competent bodies report back their decision to CVUU which verifies if they are in accordance the EU-directives.

CVUU receives two or three applications in the field of music annually. Assessment is done by comparing foreign qualifications with Danish music qualifications. To assist CVUU with this task, a board of experts on qualifications in the arts has been established. The board gives recommendations on the standards of assessment within the arts, including music qualifications. Danish music conservatoires are represented in the board.

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Estonia

The only regulated profession in the field of music in Estonia is music teacher. The requirements for music teachers follow the same rules as other teacher qualifications in Estonia. The necessary training leading to qualification is listed here:

- The requirement for teaching music at elementary school level is either:
 - Pedagogical higher or secondary vocational education in music, or
 - Higher or secondary vocational education in the music field and an additional 160 hour course of pedagogy.
- The requirement for teaching music at general secondary school is either:
 - Pedagogical higher education in music, or
 - Higher education in the music field and an additional 160 hour course of pedagogy.
- For teaching music in higher education institutions the requirements for teachers in higher education level apply. This means that for teacher, lecturers and assistants a master's degree is required and for docents and professors a doctoral degree.

Amateur music schools in Estonia are state or municipality owned. The framework curriculum is affirmed by the Ministry of Education and Research. The study programme should ensure that after graduation from the amateur music school, the student is able to continue studies at a higher (professional) level. The requirements for music teachers at the level of amateur music schools are not clearly stated. The owner of the school can decide on the requirements as well as on the competencies of concrete teacher candidates.

Foreign music teachers wishing to work in Estonia need to apply for recognition at the Estonian Ministry of Education, State Examination and Qualification Centre which deals with the teaching profession as a whole – and therefore also music teachers. According to this organisation, there have not yet been any questions or applications concerning recognition of music teacher qualifications. The document Recognition of Foreign Professional Qualifications Act (2000) is available in English at the website: www.socrates.ee/dokumendid/rfpqact.doc.

The Estonian government has signed an agreement with the government of the Russian Federation on mutual recognition and equivalency of qualifications giving access to higher education and higher education qualifications. An agreement on the academic recognition of educational qualification in the Baltic Educational Space was signed in February 2000 with Latvia and Lithuania.

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Finland

In Finland, the only regulated profession in music is the profession of music teacher. The professional structure for teaching in basic education in Finland is divided into class teachers and subject teachers. Class teachers work in grades one to six and a Bachelor's degree from a university or equivalent polytechnic degree⁴ suffices for qualification. For qualification in subject teaching, grades seven to nine, a Master's degree is required in which a substantial share is dedicated to music (55 credits) and pedagogical subjects (35 credits). This is also true for subject (music) teachers in general and vocational upper secondary education.

Decisions on the recognition of foreign qualifications are made by the Finnish National Board of Education. There are two laws on which decisions are based:

- EU/EEA-law governs qualifications taken by EU/EEA citizens in EU/EEA countries. These decisions start with the competence acquired in the country in which the qualification has been completed. Decisions may include the further requirement of work experience, an adaptation period or adaptation tests. In practice, only the further requirement of work experience has been issued.
- UO-law governs all other foreign qualifications. These decisions start with the Finnish eligibility requirements and compare the foreign studies that are stated in the Finnish eligibility requirements. Decisions may include further requirement of studies.

In 2002 (latest completed data record), 24 decisions were issued on qualifications in music per year: five under EU/EEA law, and 13 under UO law (see above).

In 2002, 5 decisions were issued on eligibility to teach in music, either in basic education or general upper secondary schools: two under EU/EEA law, and three under UO law.

The universities or Sibelius Academy is always involved in recognition under UO law in defining the scope and contents of the required subject studies. In decisions under EU/EEA law, consultation is rarely called for.

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⁴ 1st cycle: see also the description of the national system for professional music training in Finland in the document 'Overview by Country of Professional Music Training Systems in Europe' at www.aecinfo.org/bologna.html

France

The only regulated music profession in France is music teacher. There is a system of required qualifications for teaching in different levels and institutions. Qualifications are gained by obtaining the following degrees:

In general education:

- Music teaching in primary schools is done by the general school teacher. Additional music teaching in school is possible by means of a *musician intervenant en milieu scolaire*, who will hold a *Diplôme Universitaire de Musicien Intervenant* (DUMI).
- Teaching in colleges (ages 11-15) is done by a *Professeur d'éducation musicale* who holds a university degree (*licence*, 3 years) and a separate teacher training qualification (*Certificat d'aptitude à l'enseignement secondaire*).
- For teaching in lycées (ages 15-18), a heavier university degree (*maitrise*, 4 years) and a separate teacher training qualification (*Agrégation*) are required.

Outside general education:

- The *Diplôme d'Etat de professeur de musique* enables one to teach in the lower ranges of music schools (amateur education).
- The *Certificat d'Aptitude de professeur* enables one to teach in the higher music school system, the Ecole National de Musique and the regional conservatoires (these institutions do not have higher education status at this moment).

Qualifications for teaching in general education are the responsibility of the Ministry of Education. The Ministry of Culture grants qualifications for teachers and professors in the music schools and conservatoires (both pre-professional education and higher education).

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For general information:

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Germany

Only the profession of music teacher is regulated in Germany. A distinction is made between:

- Music teachers at music schools, teaching outside general education
- Music teachers at general primary and secondary schools, who also have to teach at least one more subject, e.g. music and a language subject

A special advisory body (Zentralstelle für ausländisches Bildungswesen, ZaB) is installed to advise various authorities responsible for recognition of foreign credentials, both academic and professional. Regarding academic qualifications, the German higher education institutions are responsible for recognition of foreign credentials if the holder wants to continue his studies there. To obtain the permit to make use of a foreign academic degree for qualification in this field the holder of the degree must apply to the Ministry of Science of the *Land* where he or she lives. In the case of recognition for professional purposes, a music qualification from another EU/EEA state or Switzerland is recognised on the basis of the relevant EU directives.

The ZaB is also officially appointed by the Government as an information point, and therefore directly involved in the recognition procedure for music teachers who have obtained a qualification abroad. At the time of this inquiry it was not possible to specify the number of applications in the field of music on a yearly basis. The ZaB also consults German higher education institutions in relation to admissibility of candidates with foreign credentials.

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Greece

The only regulated profession in the field of music in Greece is that of music teacher in primary and secondary education. Music teacher in music schools is not a regulated profession. The academic requirement for qualification as music teacher in general education is a degree in Musical studies, awarded by a University. The profession is exceptionally exercised by holders of titles in music awarded by recognised Schools of Music (Conservatories) in case of lack of university degree holders. The competent body for recognition of qualifications is the Ministry of National Education & Religious Affairs, Section of Recognition of Professional Qualifications. This body receives three or four applications on a yearly basis.

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Hungary

Music teacher is the only regulated profession in the field of music in Hungary. This includes teaching in primary, secondary and vocational schools as well as the music school sector. The Hungary ENIC/NARIC is the only authority dealing with professional recognition of musical qualifications. An expert committee including a representative of the Liszt Ferenc University of Music is involved in preparing the decision towards recognition. In 2001 the ENIC/NARIC recognised four applications for music teacher at BA level and sixteen at MA level. In 2002, eleven BA-level and eighteen MA-level applications were recognised.

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Ireland

The profession of music teacher is the only music profession which is regulated in Ireland. With regard to teaching music, the profession is regulated only when it relates to teaching music in general education institutions. To work as a music teacher in a primary school, teachers are required to possess the Primary School Teacher qualification (degree in Education). To qualify for teaching music in a secondary school, teachers must hold a primary degree and a Higher Diploma in Education, which is a postgraduate teaching diploma.

Outside general education, i.e. public music schools, there are no such regulations with regard to qualifications and schools set their own entry requirements for such teaching positions.

The Irish NARIC&NRP Centre is the national qualifications authority. They received only a small amount of queries on musical professions; in 2003 three queries were received. In the case of music teachers, these are referred to the teacher's registration council which is the designated authority with regard to the recognition of foreign teaching qualifications.

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Italy

In Italy only the profession of music teacher is regulated by law. At the moment of this research, the situation concerning required teaching qualifications in the field of music was somewhat fluid. A number of conservatoires (secondary education) are experimenting with new academic curricula and teaching qualifications. The experimental schools include a higher number of hours devoted to music education, resulting in a qualification called *maturità musicale*. A general agreement on new definitive national rules for qualification is to be expected soon.

At the moment, the following applies to necessary training for music teacher qualification:

- No specific musical training is required for teaching music in primary education.
- Teaching music at lower and upper secondary schools requires a *maturità* (school leaving degree) and a 1st level music degree, as well as a specific diploma for teaching music, awarded by a music conservatoire
- Teaching in music conservatoires requires a conservatoire degree, as well as a list of artistic achievements (*meriti artistici*). A teaching license is not required.

The Italian ENIC/NARIC CIMEA is not involved in any type of recognition, but provides information also on professional recognition. In 2003 the centre received about 25 inquiries from holders of foreign music qualifications, both music teachers and other music professionals. Applicants are given the references of the two offices within the Ministry of Education which have the responsibility for either the academic recognition of music qualifications or the professional recognition of music teachers.

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Latvia

The only regulated profession in the field of music is that of music teacher. The Academic Information Centre of Latvia serves as an information centre for regulated professions. Until now no questions related to recognition of qualifications for music professions were received. The responsible organisation for teacher education (including music teachers) is the Ministry of Education and Science.

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Liechtenstein

In Liechtenstein musical professions are not regulated except for music teaching in general education institutions, where a music degree is needed for qualification. The NARIC 'Schulamnt des Fürstentums Liechtenstein' does not receive applications for recognition of music qualifications from abroad, and it does not consult other institutions on recognition matters.

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Lithuania

Music teacher is a regulated profession in Lithuania: regulations for the profession of teacher in general education also apply to music teachers. No legal requirements apply to teaching music outside general education and the employer is responsible for the quality of the education. In practice, applicants with music qualifications do have a preference.

Other professions in the field of music are not regulated. The Lithuanian Centre for Quality Assessment in Higher Education evaluates higher education qualifications for academic and professional recognition. It informs people seeking recognition in all professional and academic fields, and provides them with details of competent authorities. Applications in the field of music are rare. The applications received concern mostly recognition for further studies. The Ministry of Education and Science, responsible for the recognition of qualifications, receives very few applications of foreign teaching qualifications.

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Luxembourg

Insufficient information available at time of research.

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The Netherlands

Music teacher in general education (primary and secondary level as well as vocational training) is a regulated profession in the Netherlands, which requires a music teacher qualification. The focus of individual students' training will be marked on their Bachelor's degree certificate, thus giving schools insight into their main area of expertise.

Instrumental/vocal music teacher in music schools is not a regulated profession. However, most music schools require the applicant to have completed conservatoire training. For teaching it is necessary to apply for an education permit (*onderwijsbevoegdheid*) specifically – this is also true for music teachers from other countries.

Music teachers from other countries who wish to work in the Netherlands need to have their qualification evaluated and recognised through NUFFIC, the Dutch ENIC/NARIC. This organisation does not receive many questions regarding recognition of musical professions, but does evaluate qualifications of applicants who wish to obtain a teacher qualification in the Netherlands. As an estimate, the centre receives a total number of 10 to 20 questions and qualifications to be evaluated each year. In general, the NARIC does not consult any other institutions for recognition issues, but occasionally some of the conservatoires are consulted for specific information on study programmes.

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Norway

There are no formally regulated music professions in Norway. Teacher qualifications are defined according to the level at which teaching will take place. The employer has the responsibility to verify that an applicant fulfils the requirements laid down in the regulations. The minimum requirements for teaching music in general education are as follows:

- To teach music at primary school (grades 1-4) at least a half academic years training is needed (30 Norwegian credits, a system based on ECTS) in music, either included in general teacher education (Norwegian situation) or in addition to another teacher degree suitable for grades 1-4.
- To teach music at primary school (grades 5-10) at least half an academic year training is needed (30 Norwegian credits) in music, either included in general teacher education (Norwegian situation) or in addition to another teacher degree suitable for grades 5-10, or any other university degree of at least four years durations including pedagogical subjects.

- To teach music at upper secondary level (grades 11-13) one needs at least one academic year training (60 Norwegian credits) in music either as part of a single subject teacher degree, or any other university degree of at least four years duration including pedagogical subjects.

With a completed music teacher degree of at least three years (BA) one can teach grades 5-10 and upper secondary school (grades 11-13).

Because there are no regulated professions in music, the Norwegian ENIC/NARIC NOKUT is not involved in recognition in this field. There are however good relations with the institutions for higher music education and if the need arises, the institutions and NOKUT consult each other.

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Poland

Since Poland joined the EU in May 2004, a list has been made of regulated professions. The only regulated profession in the field of music in Poland is music teacher, making no distinction between teaching in general education or in music schools. Polish law provides for recognition of foreign certificates of primary to higher education. Foreign qualifications need to be recognised by the higher education institutions, followed by confirmation by the Ministry of Education (general education) or Culture (music schools).

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Portugal

The profession of music teacher is regulated in Portugal, both for primary and secondary education. Only fully qualified teachers can apply for positions.

The competent authority for recognition of foreign qualifications is the Ministry of Education (*Direcção – Geral dos Recursos Humanos da Educação*). This directorate receives about 20 requests from EU citizens per year. In many cases the complete dossier was not forwarded however, and requests were not taken into full consideration. For more complex cases in the field of professional recognition, the directorate will seek cooperation with other entities such as the SOLVIT network

(problem-solving network for legal proceedings), the Portuguese NARIC and other relevant departments from the Ministry of Education.

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Romania

The profession of music teacher is a regulated profession in Romania. For music teacher of school level the basic requirements for qualification are Diploma de Licenta (University graduation degree) and a Teacher Training Certificate. For music professor (higher education level) the basic requirements are the same plus a PhD. These requirements concern both teaching music at general education institutions and at music schools, since in Romania these also belong to the regular national system of education.

The Romanian NARIC is responsible for academic recognition. There have been some problems in the past with recognition cases in the field of music, because a university level degree is required for qualification in Romania while in some countries training does not take place at this level. The NARIC received about ten questions per year regarding recognition in the music profession.

In its recognition procedures CNRED (the Romanian NARIC) makes use of a council of experts which includes university professors of music.

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Spain

A qualification is required for the profession of music teacher in Spain. The system of degrees leading to qualification is as follows:

- Teaching music at primary schools requires a specific 3-year university degree
- Music teachers in secondary education need one of the following degrees:

- 5-year university degree (*licenciado*) + *Título de profesor* + *CAP/Título de especialización didáctica*
- 5-year university degree (*licenciado*) in music history + *CAP/Título de especialización didáctica*
- *Título superior de música* + *CAP/Título de especialización didáctica*
- Holders of *Título de Profesor de Música* + *CAP/título de especialización didáctica* are allowed to teach at elementary and intermediate levels at conservatoires.
- Holders of *Título Superior de Música* + *CAP/título de especialización didáctica* are allowed to teach also at advanced level at conservatoires.

The Ministry of Education and Science is responsible for recognition of all academic and some professional EU and non-EU qualifications, including those relating to education. The Spanish NARIC resides within the Ministry and advised the departments involved in academic and professional recognition. If recognition is granted, applicants will be entitled to both continue studies and work. On a yearly basis the Spanish NARIC receives about 500 applicants for recognition of music qualifications.

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Slovak Republic

The musical professions are not regulated in the Slovak Republic with the exception of the profession of music teacher. The requirements for qualification for teaching music in schools are:

- Teaching music in primary schools: Master's degree from University
- Teaching music and other vocational subjects with music orientation in secondary schools and conservatoires: Bachelors' or Master's degree from University
- Teaching music in basic schools of art (music schools): Bachelor's or Master's degree, or 'absolutorium' (music conservatoire diploma)

The Slovak ENIC/NARIC is competent to evaluate qualifications on education with the purpose of academic and professional recognition. Annually there are about five applications/inquiries concerning recognition of music professions. The NARIC cooperates with the competent institutions, such as Ministry of Education, Ministry of Culture, Academy of Performing Arts, Conservatoires, etc.

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Slovenia

In Slovenia the following professions in the field of music are registered as regulated professions:

- teacher of music in elementary, lower secondary and secondary education;
- teacher at music schools;
- *korepetitor* – a person who accompanies teachers of music or dance, e.g. by playing piano while pupils are learning to dance or sing or play any other instrument.

The Ministry of Education prepares an advice on the qualification in the process of recognition of professional qualifications. The Ministry of Labour, Family and Social Affairs is responsible for recognition. Since Slovenia only entered the EU on the 1st of May 2004 no such applications had been received yet at the time of this inquiry. Before the 1st of May 2004 a system of *Nostrifikacija* was applied in which any former education (also music) had to be tested and decided on by the Ministry of Education, Science and Sport (for secondary education) or the Music Academy of Ljubljana (for higher education degrees).

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Sweden

The only regulated profession in the field of music in Sweden is that of music teacher in the general school system. The National Agency for Higher Education, department for Evaluation of Foreign Higher Education is the Swedish NARIC/ENIC. This agency receives less than ten requests for recognition in this field per year. In most cases they do not consult other institutions in the process of recognition.

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United Kingdom

The profession of music teacher is regulated in the United Kingdom. For teaching in public schools, a Qualified Teacher Status (QTS) is required. Private schools also mostly employ QTS teachers. For teaching in primary education, a BEd is required – a speciality in music is not compulsory. Teachers in secondary schools and colleges (higher education, not university level) have usually completed a specialist three or four year undergraduate music course followed by a one-year course leading to a Post Graduate Certificate in Education (PGCE). This provides QTS (Qualified Teacher Status).

QTS is not compulsory for teaching music outside the school system, but local authority music services mostly require QTS.

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Table: Regulated professions in the field of music

	Music teacher					Other	
	Music teachers in general education			Music schools			
	Primary	Secondary	Higher education		Public	Private	
			Conservatoire / Academy	University			
Austria	X (1)	X	X		X		
Belgium (Fl.)	X (1)	X	X		X	O	
Belgium (Wa.)	X (1)	X	X		X	O	
Bulgaria	In progress of putting together list of regulated professions						
Czech Rep.	X (1)	X (1)	X	X	X	O	(musical instrument repair)
Cyprus	Insufficient information available						
Denmark	O	O	O		O		Organist (3)
Estonia	X	X	X		O		
Finland	X (2)	X	X	X (4)	X	O	
France	X (1)	X	X		X	O	
Germany	X (1)	X	X		X	X/O (5)	
Greece	X	X	O		O		
Hungary	X	X	X		X		
Iceland	Insufficient information available						
Ireland	X (1)	X	O		O		
Italy	X (1)	X	X		O		
Latvia	X	X	X		X		
Latvia	Insufficient information available						
Liechtenstein	X (1)	X	n.a.		O		
Lithuania	X (1)	X	X		O		
Luxembourg	X (1)	X	X		Insufficient information available		
Malta	Insufficient information available						
Netherlands	X (1)	X	X		X (7)		
Norway	O	O	O		O		(3)
Poland	X	X	X		X		
Portugal	X (6)	X	X		X		
Romania	X	X	X		X		
Spain	X (1)	X	X		X		
Slovak Rep.	X (1)	X	X		X		
Slovenia	X (1)	X	X		X		Accompanist (korrepetitor)
Sweden	X (1)	X	X		O		
UK	X*	X	X		X	O (7)	

X Regulated profession

O Not regulated

(1) A general teacher diploma is required, not specifically musical.

- (2) Finland: Profession of music teacher in primary education is divided into ‘class teachers’ and ‘subject teachers’. First does not require specific music qualification, second does.
- (3) Denmark, Norway: The fact that music teacher is not a formally regulated profession in this country does not mean that there are no requirements. Although not regulated by law, there is a practical system of required training for being a teacher in music.
- (4) Finland: Although university teacher is a regulated profession, universities have a certain amount of autonomy in appointing staff, especially senior staff.
- (5) Germany: A certain percentage of the teachers in the music school need to be qualified as music teacher in order for the music school to be recognised by the state.
- (6) Portugal: Teachers do not need a specific music qualification to teach music until the second cycle of general education.
- (7) Netherlands, United Kingdom: Formally not regulated, but a qualification is often required.