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HANDBOOK

THE INTERNATIONAL RECOGNITION OF STUDIES AND
QUALIFICATIONS IN HIGHER MUSIC EDUCATION

'MUNDUS MUSICALIS' WORKING GROUP



Association Européenne
des Conservatoires,
Académies de Musique
et Musikhochschulen (AEC)



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Education and Culture

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'MUNDUS MUSICALIS' WORKING GROUP

Design: Janine Jansen, Amsterdam

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FOREWORD

The 'Mundus Musicalis' project

The 'Mundus Musicalis' project (the first project in the field of music supported by the ERASMUS MUNDUS programme) has studied international cooperation, and the comparability of systems and qualifications in the field of higher music education. The project ran from 1 December 2005 to 1 December 2007 and was jointly coordinated by the Norwegian University of Science and Technology – Department of Music (NTNU) and the European Association of Conservatoires (AEC). Project partner organisations were Birmingham Conservatoire (UK), McGill University – Schulich School of Music (Montreal, Canada), Le Conservatoire de musique et d'art dramatique du Québec (Québec City, Canada), University of Adelaide – Elder Conservatorium (Adelaide, Australia), Queensland Conservatorium – Griffith University (Brisbane, Australia), Keimyung University – College of Music & Performing Arts (Daegu, Korea), National Association of Schools of Music – NASM (USA), and Universidade Federal do Rio Grande do Sul – Institute for the Arts (Porto Alegre, Brazil). A working group was established with one representative from each partner institution, which collected and analysed relevant information, and drafted the final project documents. The project realised an ambitious working programme with working group meetings in Europe, North America and Asia, and several conference presentations world-wide.

Higher music education: national systems, international recognition and quality assurance

One of the main aims of 'Mundus Musicalis' was to create a greater understanding of issues regarding professional music training in and outside Europe, leading to the removal of obstacles in relation to the recognition of music studies and qualifications, in order to facilitate an increased mobility and employability of students, teachers and professionals. However, the 'Mundus Musicalis' working group felt that the recognition of studies and qualifications was not only a matter of technical procedures and international conventions, but also a matter of providing structured and up-to-date information about higher music education systems in other countries. As a result, the working group compiled an unprecedented amount of information about higher music education systems world-wide in the form of national descriptions¹, which have been developed following a set format to achieve maximum comparability.

Moreover, as the exchange of information on quality assurance and accreditation procedures is essential to the development of mutual trust to underpin an effective recognition of qualifications, a document was produced with a focus on quality assurance and accreditation procedures in music at the international level, which lists, compares and analyses the existing procedures in 34 countries².

¹ These national descriptions can be found at www.studymusicineurope.org and www.bologna-and-music.org/countryoverviews.

² This document entitled 'Quality Assurance and Accreditation in Higher Music Education – an International Comparison' can be found at www.bologna-and-music.org/externalqa.

About this document

In addition to the general information on national higher music education systems mentioned above, the 'Mundus Musicalis' working group also studied technical issues related to the recognition of studies and qualifications. It collected data on the various credit point systems that can facilitate the recognition of studies, as well as on the recognition of qualifications at international level. The outcomes of this work can be found in this document, which consists of 3 parts:

- PART A gives general information about the international recognition of studies and qualifications in higher education. It explains the main international conventions dealing with this issue and introduces the various tools used. This part also explains the distinction between academic and professional recognition.
- PART B addresses academic recognition in the field of music and the various tools that can support it, such as credit point systems and the diploma supplement. It also includes an overview of the use of credit point systems in 31 countries worldwide.
- PART C presents information on professional recognition, including a reflection on the importance of professional qualifications in the field of music, general information on professional recognition procedures with a distinction between regulated and non-regulated professions, and a comprehensive list of regulated professions in music in 36 countries worldwide.

The information in this document about the recognition of studies and qualifications is accessible in different formats on various website maintained by the European Association of Conservatoires (AEC), such as the 'Bologna & Music', the 'DoReMiFaSOCRATES' and the 'StudyMusicinEurope' websites³ to ensure that the information will reach various interested audiences.

³ These websites can be found at www.bologna-and-music.org, www.doremifasocrates.org, www.studymusicineurope.org.

THE INTERNATIONAL RECOGNITION OF STUDIES AND QUALIFICATIONS IN MUSIC

PART A: GENERAL INTRODUCTION

INTRODUCTION TO THE INTERNATIONAL RECOGNITION OF STUDIES AND QUALIFICATIONS⁴

One of the goals set by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in recognizing diplomas and qualifications is to offer a new impulse and an authentic international dimension to the activities in the field of education. It is recognised and established that in higher education the international mobility has an interregional dimension. The actions taken by UNESCO have shown that the member states very much wish to intensify the international cooperation in this field.

UNESCO Recommendation on the Recognition of Studies and Qualifications in Higher Education

In 1993, a first Recommendation on the Recognition of Studies and Qualifications in Higher Education has been signed by the members of UNESCO. Since then, the Recommendation has been improved on a regular basis. The main idea behind this Recommendation is that international recognition of studies and qualifications is a mean to increase mobility of persons, exchange of knowledge and the promotion of improvements in the quality of higher education. Several tools have been defined in order to implement the UNESCO Recommendation.

Promotion of academic and professional recognition between countries

In a joint action, inter-governmental organizations, non-governmental organizations and UNESCO are intending to develop agreements and tools in order to increase multilateral cooperation in higher education.

Regional Conventions

The work of UNESCO is first to increase cooperation within regions of the world. As a result, several Conventions have been signed between national governments of one specific world region:

- Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific
- Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States
- Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region
- Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab

⁴ Information found on the UNESCO website: www.unesco.org / or <http://portal.unesco.org/education/>.

- and European States Bordering on the Mediterranean
- Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Latin America and the Caribbean⁵.

Bilateral / Multilateral Conventions

Bilateral conventions are possible legal instruments for the international recognition of studies and qualifications between one country or one region of the world and one or several countries of other regions of the world. However, an important factor that blocks their signing and furthermore their application is the different degree of autonomy of universities. If the respective institutions have a high degree of autonomy, they are not considered bound by the conventions signed by the state and thus the respective documents become simple moral links. Therefore, a new principle has been adopted: a bilateral or multilateral convention must be based on the principle of a correct, transparent recognition with the acceptance of some minor differences in the process of instruction and formation. Any substantial differences have to be proven by the host country in the case when it can refuse the convention⁶.

Financial resources

UNESCO has officially recognised that it is necessary to ensure an adequate financial support so that a common work programme on international recognition of studies and qualifications can be efficient, credible and useful. In this sense, it has been agreed that member states and non-governmental organizations of higher education can have access to the funds within the UNESCO programmes for activities regarding the problems of recognition, and giving them priorities in order to increase their chances of being approved.

Recognition for academic and professional purposes

When addressing the international recognition of qualifications, a distinction needs to be made between the recognition for academic purposes (for the continuing of studies abroad or for a study period abroad as part of the regular studies) and the recognition for professional purposes (to be allowed to work in a certain profession). For the recognition for academic purposes, several tools have been created (e.g. credit point systems and the diploma supplement), which are described in PART B of this document. In relation to professional recognition, an important distinction is also being made between professions that are regulated from the standpoint of qualifications and non-regulated professions: more information about professional recognition and regulated professions in the field of music can be found in PART C.

The latest developments

⁵ To download the diverse Conventions, please visit: http://portal0.unesco.org/fr/ev.php-URL_ID=13648&URL_DO=DO_TOPIC&URL_SECTION=-471.html.

⁶ For more information, please visit the UNESCO portal of information: http://portal.unesco.org/education/en/ev.php-URL_ID=10158&URL_DO=DO_TOPIC&URL_SECTION=201.html.

UNESCO has recently enumerated a certain number of concrete activities in order to reach a worldwide and complete recognition of studies and qualifications. These concrete activities are the following:

- The increase of exchange of information and documentation between regional committees for education and professional development
- The interregional cooperation between national information centres for recognition of studies and academic mobility
- Activities of interregional formation for staff responsible for the application of the regional conventions on international recognition of studies and qualifications
- Development of capacities within countries for collecting, processing and disseminating the information in order to facilitate the recognition of studies and qualifications.
- Encouraging national research on facilitating the recognition of studies and qualifications⁷.

INTRODUCTION TO THE RECOGNITION OF STUDIES AND QUALIFICATIONS IN THE EUROPEAN REGION

Background

The background of the recognition of studies and qualifications within the European Union is the idea of a common market. The purpose of a common market must be the creation of a large area with a common economic policy, so that a powerful unit of production is formed and continuous expansion is made possible, as well as an increased stability, an accelerated increase of the standard of living, and the development of harmonious relations between the Member States. For this a fusion of the separate national markets was absolutely essential⁸.

The full definition of the common market thus becomes:

The meeting place of supply and demand from all the Member States without any discrimination by the Member States or the participants in it on grounds of nationality or any other distortion of competition.

So every participant within the Community in question is free to invest, produce, work, buy and sell, to supply or obtain services under conditions of competition that have not been artificially distorted wherever economic conditions are most favourably. This implies that the common market has a character analogous to that of the domestic market of a single state⁹. The establishment of a common market has been one of the core aims of European integration. Also the European Monetary Union that brought (most of) us the Euro is a consequence of one common market.

The common market consists of the European competition policy and the so-called four freedoms.

⁷ For more information on actions undertaken by UNESCO and higher education institutions, please see: http://portal.unesco.org/education/en/ev.php-URL_ID=40216&URL_DO=DO_TOPIC&URL_SECTION=201.html.

⁸ See p. 13-14 of P.J.G. Kapteyn and P. Verloren van Themaat, L.W. Gormley (ed.), *Introduction to the Law of the European Communities. After the coming into force of the Single European Act*, Kluwer and Graham & Trotman: Deventer (etc.) 1990 (2nd).

⁹ *Ibid.* p. 78.

The aim of the competition policy of the Union is to abolish anti-competitive agreements between undertakings, abuse of a dominant position by undertakings within the common market, and unlawful aid of states in order to establish an area of honest competition. The four freedoms are: the free movement of goods, the free movement of workers and the right of establishment, the free movements of services and the free movement of capital and payments. The recognition of diplomas is relevant to the free movement of workers, the right of establishment and the free movement of services.

The freedom of workers gives an employee the opportunity to work or to search work in another Member State under the same conditions as a national of that country. This freedom of movement is thus first and foremost a prohibition of discrimination on grounds of nationality. The European Court of Justice ruled that besides direct discrimination also indirect discrimination has to be abolished. Indirect discrimination is the consequence of a measure or policy that does not directly discriminate on the ground of for example nationality, but that has a discriminating effect.

Demanding a specific national diploma is a measure that can have such a discriminating effect. In the case of *Vlassopoulou*¹⁰ for example, a Greek advocate was not allowed to inscribe herself at the German bar, for she had not earned her degree at a German university. However she could prove that she had sufficient knowledge of German law. This measure has thus a discriminating effect, as it is obvious that it is much easier for a German citizen to earn a degree at a German university than it is for a national of another Member State.

Measures that are directly or indirectly discriminating can be justified on grounds of public policy, public security or public health. In the case of the European Court of Justice another category of measures limiting the free movement of workers is accepted. This limitation is called the rule of reason and consists of measures that serve objectively justifiable purposes. For example, demanding a certain diploma may be justified because it serves to ensure a certain level of competence in a branch of work. However, when every Member State makes his own limitations, one cannot speak of a free movement of workers as a result of the many obstacles. Only with common rules a real freedom of movement can be established.

Recognition for academic and professional purposes

In order to reach this freedom of movement, the European Union has developed several tools for the recognition of studies and qualifications. As mentioned before, 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).

In regard to academic recognition of a title or study period abroad, each Member State is responsible for its own educational content and organisation. Even though institutions are encouraged to mutually recognise studies in the different educational systems of the European Union, universities are

¹⁰ C-380/89 of 7 May 1991.

autonomous institutions and their diplomas and certificates are usually only officially recognised by their own national authorities. In the European programmes for student exchanges, 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 closely together with its sister organisation, the European Network of Information Centres (ENIC) of the Council of Europe and UNESCO. Other important tools in the recognition of study periods abroad are the European Credit Transfer System (ECTS) and the Diploma Supplement. More information on these tools can be found in PART B of this document and on the AEC 'Bologna & Music' website (www.bologna-and-music.org).

In relation to professional recognition, the European Community has followed different strategies in regard to the recognition of diplomas through the years. Prior to directive 89/48 (see below) the Community's approach to this subject was vertical: recognition was provided profession by profession. These directives were called the sectoral directives. For each profession there were two directives: a Mutual Recognition Directive¹¹ and a Co-ordination Directive¹². The first directives dealt with medical, allied and pharmaceutical professions: doctors (1975), nurses (1977), dentists (1978), veterinary surgeons (1978), midwives (1980) and pharmacists (1985). Also for architects (1985) sectoral directives were adopted.

Because the process of drafting, agreeing upon and implementing the sectoral directives had shown to be long and laborious, the European Commission changed its strategy. With directive 89/48 the Commission introduced a general system of recognition of diplomas in the field of higher education. This directive was adopted on 21 December 1988 with the aim of speeding up the process of giving effect to the freedom of establishment for the professions in the European Community. The basic idea underlying this directive is the principle of mutual trust in the quality of the educational system and the professional training in other Member States. Another directive (92/51/EEC) covers diplomas, certificates and other vocational titles at a lower level than those covered by the first Directive; this directive is less relevant for professional music training in higher education.

Within this framework of directives in relation to professional recognition, an important distinction is made between professions that are regulated from the standpoint of qualifications and non-regulated professions. As mentioned in PART A, a profession is said to be regulated when there 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, directives (legal instruments) have been adopted at the European level concerning the recognition of diplomas, applicable to the regulated professions.

¹¹ The Mutual Recognition Directive contains a list of diplomas that meet the requirements of the Co-ordination Directive.

¹² The Co-ordination Directive contains a list in which the quantitative and qualitative requirements of education and training are enumerated.

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.

An overview of regulated professions in the field of music in European countries has been compiled by the European Association of Conservatoires – AEC in the framework of the 'Mundus Musicalis' project and can be found in PART C of this document.

Directive 2005/36

A directive is a piece of European legislation, which offers a general framework for all the Member States and gives them the freedom to choose the (precise) means to reach the aim that the directive prescribes. This implies that a directive has to be implemented in national law and that individuals are dependent upon their national law. Logically this means that the precise regulation differs from country to country. Also, as we will see, the directive itself (the substantive provisions) may give some choices to the Member states.¹³ But, of course, the main principles as formulated in the Directives, have to be adopted in the relevant national law.

Directive 2005/36, replacing the previous directives 89/48 and 92/51, establishes a general system for the recognition of higher education diplomas awarded on completion of professional education and training of at least three years' duration. Its aim is to help those who are qualified to practice a profession in a Member State and wish to have their qualifications recognised in another, in order to practice their profession abroad.¹⁴ So the directive does apply to a German dancer who wants to dance in London, but it does not apply to an Italian engineer who also wants to dance in England. The central idea of the directive is that someone who is qualified to exercise a profession in one Member State is also qualified to exercise that same profession in another Member State. So recognition of professional qualifications is the rule, asking for additional requirements is the exception.

The directive applies in the 27 EC Member States plus Iceland, Liechtenstein and Norway; a bilateral agreement with a similar effect has been signed with Switzerland. In order to be covered by the general system as laid down in the directive, a person (the applicant) must meet the following requirements:

- The individual must be a national of one of the countries mentioned above (it also applies to persons who are nationals of a Member State and also have another nationality);

¹³ So Member States are free to choose how to implement a directive. This is the first freedom they have. However "it is essential for national law to guarantee that the national authorities will effectively apply the directive in full, that the legal position under national law should be sufficiently precise and clear and that individuals are made fully aware of their rights and, where appropriate, may rely on them before the national courts, that last condition being of particular importance where the directive in question is intended to accord rights to nationals of other Member States." See the case of *Commission of the European Communities v. Greek State* (case of 23 March 1995).

¹⁴ This implies that the directive applies only in cases that are not confined in all respects within a single Member State; see the case of *Kapasakalis, Skiathitis and Kougiagkas v. Greek State* (case of 2 July of 1998).

- The individual must be fully qualified to practice a profession in one of these countries (this country will be referred to as the home Member State, i.e. the country in which one obtained her professional qualifications);
- The country where the individual wants to work must also be one of the countries mentioned above (this country is called the host Member State).

However, there are some restrictions on the applicability of the directive:

1. It applies only to professions that are regulated in the host Member State. 'Regulated profession' means that when a person wants to exercise that profession he or she must meet specific professional requirements.¹⁵ If the profession is not regulated, the directive does not apply. A list of regulated music professions in various countries in- and outside Europe has been produced by the European Association of Conservatoires (AEC) in the framework of the 'Mundus Musicalis' project, which can be found in PART C of this document; this list also includes contact addresses of all NARICs and ENICs.
2. The directive shall not apply to professions that are the subject of a sectoral directive on the recognition of diplomas. However, there is no such directive for musicians or music teachers.

As can be seen in the list of regulated professions in the field of music, the only music profession that is regulated in most European countries is that of music teacher in general education. In order to be covered by Directive 2005/36, a music teacher must be fully qualified in the home Member State. This means that an applicant has to hold the required diploma, or (when the home Member State does not regulate the profession of music teacher) that the individual has to prove completion of a post-secondary course of at least three years that has prepared the individual for the pursuit of the profession and also to prove that the individual has worked in a Member State as a music teacher for at least two years during the previous ten years.

In order to have a diploma recognised, a music teacher has to make an application that will be considered individually by the competent authority in the host Member State. To find out which is the competent authority, one should refer to the information contact point or the NARIC/ENIC in the host Member State¹⁶. The competent authority compares the professional education and training of the applicant with that required in the host Member State. In the case law of the European Court of

¹⁵ See the case of Aranitis (case of 1 February 1996). In the case of Teresa Fernández de Bobadilla v. Musea Nacional del Prado (case of 8 July 1994) the Court stated that, besides laws, regulations or administrative provisions, also the terms of a collective agreement could regulate a profession.

¹⁶ A list of contact addresses of all NARICs/ENICs can be found in PART C of this document or at the NARIC/ENIC website (www.enic-naric.net).

Justice it is stated that when comparing the competent authority must take account of all the diplomas, certificates, titles and relevant working experience of the applicant.¹⁷

If the competent authority comes to the conclusion that there are significant differences in either the length (at least one year shorter than that required by the host member state) or the content of the requested education and training, it may ask the applicant to fulfil additional requirements before the diploma is recognised. These additional requirements can be an adaptation period or an aptitude test¹⁸ and, when imposed, in most cases the applicant must be given the right to choose between these types of additional requirements¹⁹. In relation to professions that are regulated in the host member state but non-regulated in the home member state, proof of professional experience may be required if the duration of the education and training was at least one year shorter than that required in the host Member State.

If nationals of the host Member State are required to do so, an applicant can also be required to prove the possession of good character and repute, and of not having been declared bankrupt. By presenting documents issued to that effect by a competent authority by the home Member State (no more than three months after their date of issue) or a certificate made before notary, the individual can meet this requirement.²⁰

Within four months of receipt of the application the competent authority must reach a decision. If it requires the applicant to provide proof of professional experience or to complete an adaptation period or an aptitude test, or when it rejects the application, the competent authority must clearly state the reasons of its decision. When there is no decision taken after four months or when the decision was not properly reasoned or when the application has been rejected, the applicant has the right to lodge an appeal before a court or tribunal in the host Member State. The judge(s) will verify whether the decision is in accordance with Community law.²¹

¹⁷ See the cases *Vlassopoulou* of 7 May 1991, *Haim* of 9 February 1994, *Hocsman* of 14 September 2000 and *Dressen* of 22 January 2002. From *Valssopoulou* it follows that every step of this comparison must be open for appeal and in *Heylens* (case of 15 October 1987) it is stated that the comparison must be an objective investigation of the knowledge and competences of the applicant and that a decision must be well motivated.

¹⁸ This is the second scope for manoeuvre the Member States have. They will have a choice concerning the content of the directive.

¹⁹ In order to permit the aptitude test to be organised, the competent authorities of the host Member State are to draw up a list of subjects which, on the basis of a comparison of the education and training required in their Member State and that received by the applicant, are not covered by the diploma or other evidence of formal qualifications possessed by the applicant. The precise content of the aptitude test must be determined on a case-by-case basis following a point-by-point comparison between the qualifications and the experience of the applicant and the (specified and published) list of subjects regarded as indispensable for education and training for the profession concerned. See the case of *Commission of the European Communities v. Italian Republic* (case of 7 March 2002).

²⁰ In principle, the competent authority may ask the applicant to have her diplomas and other documents translated in (one of) the official language(s) of the host Member State.

²¹ This is the third step in the application of the directive. There is some scope left for Member States to interpret the concept of the directive. The judge guards the boundaries of this margin of appreciation.

The Lisbon Recognition Convention

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/>. 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 centre, 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, and status of the studies that were pursued and successfully completed by the holder. The supplement should be free from any value judgements or suggestions about recognition and should enable the reader to make a judgement 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 for 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. 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 more information on the Diploma Supplement, see PART B of this document. In the 'Bologna Declaration' process (see below) the European education ministers embraced the Diploma Supplement. From 2005 onwards every graduate should receive a DS from his/her institution.

The European Qualifications Framework (EQF)

A relatively new development in relation to the recognition of qualifications in the European Union is the establishment of the European Qualifications Framework for Lifelong Learning (EQF). The EQF will link countries' qualifications systems, acting as a translation device to make qualifications more readable to Member States, employers and individuals and so enable individual citizens to move to another country to work or study. At the national level, the EQF will, and is indeed already doing this, promote the development of national qualifications frameworks (NQFs). Qualifications frameworks promote lifelong learning by, for example, making it easier for people to move between different types of education and training institution, for example between higher education and vocational education and training.

As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education, vocational education and training, as well as higher education. It applies to all types of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training.

The core of the EQF is its eight reference levels describing what a learner knows, understands and is able to do - their 'learning outcomes' - regardless of where a particular qualification was acquired. The EQF reference levels therefore shift the focus away from the traditional approach, which emphasises learning inputs (length of a learning experience, type of institution).

The EQF foresees that Member States will relate their national qualifications systems to the EQF by 2010 and that their qualifications contain a reference to the EQF by 2012. It will therefore enable individuals and employers to use the EQF as a reference tool to compare the qualifications levels of different countries and different education and training systems, for example vocational training and higher education. The EQF is therefore an example of a common European reference developed in close cooperation with the countries and for their citizens' benefit.

Qualifications in Europe: the Bologna Declaration Process

In Europe, all countries until recently operated 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, proposing several far-reaching reforms in higher education, such as the implementation of a 3-cycle structure (Bachelor/Master/Doctorate), the use of credit points and an European approach to quality assurance, all to be implemented by 2010. Virtually all European countries are now going through this process of change initiated by 'Bologna'²², which has the ambition to establish a 'European Higher Education Area' (EHEA).

However, this will not mean that the higher education systems will be the same in all European countries. For example, there will be differences in the duration in years of the 2 first 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. Therefore, in the Bologna process, a qualifications framework for higher education is being set up, which will serve as a translation device for all qualifications being offered in Bologna countries. As the Bologna process extends beyond the EU, this qualifications framework is different from the above-mentioned EQF, as it focuses only on higher education. It is based on very broad descriptions of the 3 cycles, called 'Dublin Descriptors', which describe the level of each cycle.

In music, much work has been done in the framework of the ERASMUS Network for Music 'Polifonia' to translate these 'Bologna' developments to the discipline. A 'musical' version of the 'Dublin Descriptors', the so-called 'Polifonia/Dublin Descriptors', were formulated and a set of learning out-

²² For more information on the Bologna process and its effects on higher music education see www.bologna-and-music.org.

comes and competences for the 3 study cycles in music were developed, which can 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. As a result, music as a discipline has already developed a European-level sectoral qualifications framework, which shows the advanced position of music in this area²³. In addition, several handbooks were published by 'Polifonia' to give guidance to institutions how to go about introducing these learning outcomes and competences.

²³ For more information about the learning outcomes and descriptors, please visit www.bologna-and-music.org/learningoutcomes.

THE INTERNATIONAL RECOGNITION OF STUDIES AND QUALIFICATIONS IN MUSIC

PART B: ACADEMIC RECOGNITION

ACADEMIC RECOGNITION

When addressing academic recognition, a distinction can be made between 'horizontal' and 'vertical' mobility. 'Horizontal' mobility means the mobility of students between degree programmes within one cycle, e.g. in the framework of an exchange programme or when students decide to transfer to another institution in or outside their own country. 'Vertical' mobility means consecutive mobility between degree programme, such as when a student decides to start a Master's degree in another institution or country after having finished the Bachelor.

Several tools for the academic recognition in the framework of these types of mobility have been developed. For 'horizontal' mobility, the use of a credit point system can greatly facilitate recognition and comparability. For 'vertical' mobility, the Diploma Supplement can be an important tool for recognition and comparability.

THE DIPLOMA SUPPLEMENT

The Diploma Supplement (DS) is a document attached to a higher education diploma aiming at improving international 'transparency' and facilitating the academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value-judgements, equivalence statements or suggestions about recognition. It is a flexible non-prescriptive tool which is designed to save time, money and workload. It is capable of adaptation to local needs.

The DS is produced by national institutions according to a template that has been developed by a Joint European Commission - Council of Europe - UNESCO working party that tested and refined it.

The DS is composed of eight sections (information identifying the holder of the qualification, information identifying the qualification, information on the level of the qualification, information on the contents and results gained, information on the function of the qualification, additional information, certification of the Supplement, information on the national higher education system). Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

A description of the national higher education system within which the individual named on the original qualification graduated has to be attached to the DS. This description is provided by the National Academic Recognition Information Centres (NARICs) and is available on the website: www.enic-naric.net.

Although the Diploma Supplement is mainly being introduced in Europe, other countries (e.g. Australia) are considering introducing the Supplement as well.

CREDIT POINT SYSTEMS

Credit point systems are used to facilitate flexible curricula for students and easy transfer of academic credit for exchanges. Credit systems, however, differ greatly. When exchanging students within an exchange agreement, credit points and grades gained abroad should be converted into home credit points, so students will not experience any study delay. To achieve this, before the student's departure, the home institution should approve the student's preliminary study plan and establish a learning agreement with the host institution that arranges the recognition in advance. It is common practice to list the courses realized abroad on the home institution's final degree or diploma.

COMPARATIVE ANALYSIS OF EXISTING SYSTEMS AT AN INTERNATIONAL LEVEL

It is interesting to compare the system existing in the United States and the European system of credit points. In the United States, the academic year usually contains thirty-two to thirty-six weeks of tuition, mostly divided into two semesters: fall semester (half/end August – December) and spring semester (January-May). Many universities offer a summer semester that is not part of the regular academic year. One US credit in general equals one hour of tuition per week for one semester. An ordinary US full-time undergraduate student acquires around twelve to seventeen credits per semester; a graduate student on average obtains nine to twelve credits. An example of a conversion from US credit points to ECTS can be: 9-10 graduate, 12-15 undergraduate, or 10-12 mixed US credits \approx 30 ECTS credit points.

INTRODUCTION TO THE EUROPEAN SITUATION WITH REGARD TO CREDIT POINTS

In Europe, the European Credit Transfer System (ECTS) has been developed by the European Commission and its ERASMUS/SOCRATES Programme as a system of academic credit allocation and transfer that facilitates the recognition of periods of study abroad for students by allowing them to build a portfolio of credits. ECTS helps institutions enhance cooperation by improving access to information on foreign curricula and providing common procedures for academic recognition. The ECTS scheme as a framework for academic recognition is based on the principle of mutual trust and confidence among the participating institutions²⁴.

²⁴ For more information on ECTS in general, see the official ECTS website at http://europa.eu.int/comm/education/programmes/socrates/ects_en.html.

ECTS credits are a value allocated to course units to describe the student workload required to complete them. They reflect the quantity of work each course requires in relation to the total quantity of work required to complete a full year of academic study at the institution; that is, lectures; practical work; seminars; and private work in the laboratory, library, or at home; and examinations or other assessment activities. In ECTS, 60 credits represent one year of study (in terms of workload); normally 30 credits are given for six months (a semester) and twenty credits for a term (a trimester). ECTS credits are also allocated to practical placements and to thesis preparation when these activities form part of the regular programme of study at both the home and host institutions. ECTS credits are allocated to courses and are awarded to students who successfully complete those courses by passing the examinations or other assessments.

Examination and assessment results are usually expressed in grades. There are, however, many different grading systems in Europe. The ECTS grading scale has been developed to help institutions translate the grades awarded by host institutions to ECTS students. This provides additional information on the student's performance to that provided by the institution's grade, but it does not replace the local grade. Higher education institutions make their own decisions on how to apply the ECTS grading scale to their own system.

The main tools for making ECTS work are:

- The information package: Institutions using ECTS produce an annually updated information package, in which they describe the courses available at the institution in great detail, including the content, the prerequisites, the mode of assessment, and the teaching and learning methods. The package also provides general information about the institution.
- The learning agreement describes the programme of study abroad and is drawn up by the individual student and the home and host institutions involved before the student goes abroad.
- The transcript of records shows the learning achievements of the student prior to and after the period of study abroad. For every course taken, the transcript of records shows not only the ECTS credits but also the grade awarded according to the local as well as the ECTS grading scale.

ECTS is also increasingly used as a credit accumulation system for all students, not just the mobile ones. The basic principle is to complement the workload definition by the specification of level, contents, and, finally, also learning outcomes of a given unit in relation to a degree programme. This is by no means alien to the original idea of ECTS as a transfer system. Credits are not entities in themselves but always describe work completed as part of a curriculum. Hence, in a credit accumulation system, credits are accumulated within a coherent study programme, reflecting a certain amount of work successfully completed at a certain level for a recognised qualification. The use of an accumulation system in a modularised study structure allows final degrees to be awarded on the basis of continuous assessments and accumulated credits, rather than traditional final exams that can pose

an artificially high risk for students. ECTS can be used for accumulation purposes without any alterations or adaptations of the basic elements of the system. The AEC has developed a handbook on the implementation and use of credit point systems in higher music education institutions, which can be useful for institutions having to introduce this system as an accumulation system²⁵.

INTERNATIONAL OVERVIEW OF NATIONAL CREDIT POINT SYSTEMS IN MUSIC

Below national information about the use of credit point systems in higher music education can be found. The list is continuously being updated and new countries are being added.

Austria

All institutions make use of the ECTS credit point system.

Australia

Australia has no uniform credit point system for First Cycle degree awards. The various kinds of Bachelor's degrees require the successful completion of a set number of credit points (e.g. 24, 40) for each level of study. Thus a three-year (three level) Bachelor of Music degree (without Honours) may represent the successful completion of 72/120 units/credits. The fourth year (the Honours year) will require completion of an additional 24/40 units. Thus the full four-year programme for First Cycle will represent 96/160 units/credits. These units are based on student workload, not contact hours, and can consequently easily be translated into ECTS.

Each institution is free to determine how it will structure the units within each year/level of study. The most common pattern is for the 24 units to be made up of 3-unit courses; 40 units is often divided into multiples of 5. Many liberal arts degrees (such as the Bachelor of Arts) comprise four 3-unit courses in Semester 1 of the first year (12 units) in a 24 unit system, and another four 3-unit courses in Semester 2 of the first year (12 units). In Year 2 there may be some specialisation, with a 'major' carrying 6 units per semester, plus two 3-unit elective courses per semester. In Year 3 some programmes have further specialisation of two 6-unit courses in each semester.

The above patterns, while they may work well for some generalist degrees, do not work well for music degrees requiring a strong focus on the principal/major study right from the beginning of the first year. In specialist music programmes (such as the Bachelor of Music degree) it is not unusual for the Principal Study to carry 50% of the units in each semester, from the beginning of year 1.

Courses in subjects such as music theory and music history can be structured so that the unit/credit points are awarded at the end of each semester. For practical, performance-based courses, however, the separation into semesters is generally considered to be undesirable, because the intensive

²⁵ The 'Handbook on the Implementation and Use of Credit Points in Higher Music Education' can be found at www.bologna-and-music.org/creditpoints

training needs to be longitudinal, continuous, and developmental. For this reason, music training programmes often have a year-long course in the practical/principal study, supported by semesterised courses in the other subjects.

Belgium (Flanders)

All institutions make use of a credit point system which is compatible with ECTS.

Belgium (Wallonia)

The royal conservatoires and the IMEP all use the ECTS system for the weighing of courses.

Brazil

In general, credits are associated with weekly hours in class or activities outside class, in accordance with criteria established by each institution. The aggregate sum of credits shall correspond to the amount of credits required for completing the course. The higher education institutions may adopt the following academic regimes: annual series regime, semester series regime, credit systems, modular systems or systems of academic modules or prerequisite and credit system with enrolment in each course of instruction²⁶.

Canada

Programs are normally designed to encompass 30 credits per academic year.

1st cycle programs are thus generally 90 credits (three-year) or 120 credits (four-year), though some programs require additional credits. 2nd and 3rd cycle programs with two years of residency (course work) are generally 60 credits.

Croatia

The Croatian Government is currently implementing the use of the credit point system.

Czech Republic

Both music academies in Brno and Prague use the ECTS system.

Denmark

ECTS is used in the study programmes introduced from 2004 onwards.

Estonia

Institutions make use of a credit point system, compatible with ECTS. 1 National credit point is equal to 1,5 ECTS.

France

Institutions are now implementing a credit point system, compatible with ECTS.

²⁶ Ibid.

Greece

The Ionian University is using the ECTS credit point system. Not all Greek universities have yet been adjusted to this system. The conservatoires don't use the ECTS or a comparable system.

Iceland

The Bachelor course is a 90 credit point course, compatible with 180 ECTS.

Ireland

All the institutions are using a credit point system.

Korea

In general, students study 4 years for a 1st cycle and must complete at least 140 units for a Bachelor degree. Students must follow this regulation to obtain their credits. Major Field: 70 units minimum; a general education course: 45 units minimum; free choice for education course: 25 units maximum. Master students usually study for two years to obtain their Masters degree and must complete at least 24 units. Then, Masters students must pass a qualifying exam and a language test (in a foreign language, mostly in English). They must write a Masters thesis and perform a recital. D.M.A or PhD students must complete 36 units and pass a qualifying exam, a language test and write a doctoral dissertation.

Latvia

The Academy makes use of a credit point system and is currently working on the ECTS system.

Lithuania

Institutions in Lithuania have introduced the system of credits for measuring the amount of study and promoting student exchange. ECTS system was established at the LMTA in 1995. National credit point system is compatible with ECTS (1 national credit equals to 1,5 ECTS credit; BMus – 160 national credits, 240 ECTS; MMus – 80 national credits, 120 ECTS).

Malta

Institutions are now implementing a credit point system, equal to ECTS.

Netherlands (The)

Institutions make use of a credit point system equal to ECTS.

Norway

Institutions make use of a credit point system equal to ECTS.

Poland

All the 8 institutions make use of a credit points system, which is compatible and adjusted to the international ECTS system standards.

Portugal

The university courses have a credit point system, the polytechnic courses do not as of yet.

Romania

The credit point system adopted by the Romanian universities is the ECTS as a transfer and accumulation system with 30 credits/semester and 60 credits/year. The allocation of ECTS was made for all the disciplines and levels.

Slovakia

Institutions make use of a credit point system, compatible with ECTS.

Spain

Institutions make use of a credit point system, which is not compatible with ECTS. The system to rate credits may differ from one autonomous community to another.

Sweden

Institutions make use of a credit point system, compatible with ECTS.

Switzerland

Institutions are now using a credit point system according to ECTS.

Turkey

Some institutions make use of a credit point system. The Mimar Sinan Fine Arts University is reorganising all of its programmes (1st, 2nd and 3rd cycle) for compatibility with ECTS. Many other universities in the country (55 in sum) are working on this matter.

United Kingdom

Most UK undergraduate programmes in conservatoires are divided into units and the units credit-rated. Fewer postgraduate programmes are currently credit-rated. The UK system of credit points uses a 120-point system for each academic year. In theory, this is simply convertible into ECTS by dividing by two, giving a number based on a total of 60 credits. In practice, there are issues of the number of learning hours lying behind these credits as well as practical problems that can arise when the UK credit points amount to odd, rather than even, numbers. UK institutions are only beginning to come to grips with the grading-scale aspect of ECTS and what this would mean if fully-developed credit accumulation and transfer were achieved, as is envisaged, across Europe.

USA

Credit is awarded in music consistently according to the published credit policies of the institution and in compliance with national standards. Normally, a semester hour of credit represents at least three hours of work each week (on average) for a period of fifteen to sixteen weeks. Correspondingly, a quarter hour of credit represents at least three hours of work each week for a period of 10 or 11 weeks. Credit for short-term offerings must be computed on the same basis.

In lecture-discussion courses, normally one hour of credit is given for one period of recitation (50 minutes) plus two hours of preparation each week of the term. In laboratory or ensemble courses, normally one hour of credit is given for two or three 50-minute recitation periods per week.

It is recommended that one credit hour be given for each three hours per week of practice, plus the necessary individual instruction, with a maximum of six credits per term allowed for the major subject in music performance. It is understood that the credit is not earned unless the final examination is satisfactorily passed. At the undergraduate level, all students in professional programs should be required to have a minimum of one hour (60 minutes) of individual instruction per week, or a comparable equivalent arrangement of individual and/or small group instruction, in the principal performing area.

When institutions offer programs and courses for abbreviated time periods, or in independent study, they must ensure that students completing such programs or courses acquire levels of knowledge, competence, and understanding comparable to that expected of students completing work in the standard time period. For example, in order to earn one hour of credit during a summer session, students must attend approximately the same number of class hours and make the same amount of preparation as they would in attending a one-hour-per-week course for one term during the regular academic year.

Typically, a full-time undergraduate student studying in the United States acquires approximately twelve to seventeen credits per semester; a graduate student on average earns nine to twelve semester credits. An example of a conversion from United States semester credits to ECTS would be: 12-15 undergraduate or 9-10 graduate would equal approximately 30 ECTS credit points.

The grading system in the United States ranges from A (excellent) to F (fail). A significant aspect in this system is the allocation of grade points to the grade: A=4 points, B=3, C=2, D=1, F=0. These points are used to calculate the Grade Point Average (GPA), which is of importance for students in obtaining scholarships and admission to graduate studies. The calculation is the sum of grade points a student has earned, divided by the number of credit hours taken. For example, a student taking fifteen semester hours of credit (5 courses/3 hours each), earning 2 A and 3 B grades would earn a GPA of 3.40. Calculation: Course load of 15 hours multiplied by points for grades by course (2 As and 3 Bs equates to 3 credits x 4 grade points plus 3 credits x 4 grade points plus 3 credits x 3 grade points plus 3 credits x 3 grade points or a total of 51) divided by total course load of 15 hours equals grade point of 3.40 (51 grade points earned divided by 15 credit hours attempted). Non-weighted GPAs assign the same weight to each course. Weighting (additional requirements in advanced or honours courses) can give students additional points which are calculated within the GPA.

THE INTERNATIONAL RECOGNITION OF STUDIES AND QUALIFICATIONS IN MUSIC

PART C: PROFESSIONAL RECOGNITION

WHY ARE QUALIFICATIONS IMPORTANT IN THE FIELD OF MUSIC?

Qualifications are increasingly important in the field of music as a result of changes in the music profession. It used to be quite normal for a professional musician to get a fixed position in a music school or a performance ensemble, such as a symphony orchestra or an opera house. You would never become rich, but there was a certain security. This situation is changing rapidly. State funding for music is decreasing in virtually all European countries and so is the number of formally organised jobs. There is a different attitude towards music styles: whereas classical music organisations dominated the music scenes for many years, other styles of music (jazz, world music, pop, rock, etc) have strongly developed over the years and the employment market of these styles is organised differently than the traditional music styles. The recording industry, another important source of income, appears to be in trouble due to a decreased demand.

As a consequence, we increasingly see the emergence of what we call the 'portfolio career' in the music profession, which means that musicians combine several types of professional activities in order to make a living. They must perform music at the highest level, but also be able to teach, to engage in management and to operate in a constantly changing and increasingly international professional environment. In this situation, the musician will be self-employed and might never have a fixed contract with a particular organisation, which puts a much greater demand on the entrepreneurship of the individual.

Because of the 'portfolio career' of the future musician, issues in relation to the recognition of qualifications (which until now never received much attention in the music profession) are suddenly seen with a renewed sense of urgency. The AEC Office regularly receives emails from musicians, who, for whatever reason, have moved to a different European country to build a professional life there, only to find out that teaching in a music school or a private teaching practice (one of the pillars that would give them the possibility to function professionally) is not possible due to problems with the recognition of their qualification. It is hoped that the Bologna Declaration Process will bring solutions to some of these problems and, already, it is having quite a profound impact on the training sector through some of the recognition mechanisms that it seeks to develop.

REGULATED PROFESSIONS IN THE FIELD OF MUSIC

As explained in PART A, 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 EU Direc-

tives for regulated professions are therefore not applicable in the pursuit of a non-regulated profession. In that case, an applicant is subject to the rules of the labour market. However, in the European situation authorities are in any case obliged to take account of an applicant's professional diplomas and qualifications acquired in another Member State.

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

Due to the reforms taking place in the 'Bologna Declaration process' in many European countries, it is for the moment not possible to give information on the exact names of the various degrees as they are currently being developed in the field of music in the framework of the Bologna Declaration Process. As a result, the information on regulated professions and their qualifications listed below per country may not only be incomplete, but will also have to be updated regularly in the near future.

PLEASE NOTE

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

- For professionals originating from 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 <http://www.embassyworld.com/embassy/search.htm>).
- 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 on the AEC 'Bologna & Music' website (www.bologna-and-music.org/countryoverviews).
- In the country overview below, only information about regulated music professions is listed. More technical details on the actual procedures for recognition 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:
 - A description of 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 general information regarding the recognition of qualifications in Europe can also be found on the extensive website of the NARIC (National Academic Recognition Information Centres) and ENIC (European Network of Information Centres) networks (www.enic-naric.net). These centres are specialised in the recognition of studies and qualifications.

AN INTERNATIONAL OVERVIEW PER COUNTRY OF REGULATED MUSIC PROFESSIONS

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 qualifications 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 a teacher studying 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.

Contact

Mr. H. Kasparovsky (Head)
NARIC Austria
Bundesministerium für Bildung Wissenschaft und Kultur
Abteilung VII/D/3
8, Teinfaltstraße
A-1014 Vienna, Austria
Tel.: +43.1.531.20.59.20
Fax: +43.1.531.20.78.90
E-mail: naric@bmwf.gv.at
E-mail: Heinz.kasparovsky@bmbwk.gv.at

Australia

There are only two regulated professions in music in Australia: music teacher in schools, and music therapist.

Contact

AEI-NOOSR
International Education Group
Department of Education, Employment and Workplace Relations
GPO Box 1407
Canberra ACT 2601
Australia

Tel.: +61 3 8341 3611 (from overseas)
Tel.: 1300 363 079 (within Australia)
E-mail: Educational.Noosr@dest.gov.au
Web: <http://aei.dest.gov.au>

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 education²⁷. 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 to the Flemish 1-cycle (3 years) 'Hogenscholendiploma'. Recognition is only possible if the applicant can prove 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.

Contact

Mr. E. Malfroy
Ministerie van de Vlaamse Gemeenschap
Henri Conciencegebouw Tower A7
Koning Albert II Laan 15
B-1210 Brussels, Belgium
Tel.: +32.2.553.98.19
Fax: +32.2.553.98.05
E-mail: Erwin.malfroy@ond.vlaanderen.be

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).

²⁷ Based on Directive 89/48/EEC. See the document 'The Recognition of Studies and Qualifications in Europe – a General Introduction' (www.bologna-and-music.org/recognition) for more information.

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

Contact

Ms. C. Kaufmann (directrice générale adjointe)
Ministère de l'éducation – Communauté Française de Belgique
Direction générale de l'enseignement supérieur et de la recherche scientifique
ENIC/NARIC
Rue Royale 204
B-1010 Brussels, Belgium
Tel.: +32.2.210.55.77 / +32.2.210.58.06
Fax: +32.2.210.59.92
E-mail: Chantal.kaufman@cfwb.be
Web: www.cfwb.be/infosup

Brazil

In order to practice music on a professional level, the musician must be enrolled in the Brazilian Musicians' Association (local acronym "OMB"²⁸). OMB is the body which supervises the music professional practice on a national level. This entity is entrusted with the issuing of professional identification cards for composers, conductors, instrumentalists, singers, teachers and arrangers, among others, enabling them to practice their profession²⁹.

In addition to this requirement, there are two further cases in which specific education is necessary to professionally work with music: primary and secondary education teaching, for which the professional needs a specific credential in teaching (the Brazilian equivalent is the "licenciatura em música"); and higher education teaching, for which the teacher needs a graduate degree. While a graduate degree equivalent to the American Doctorate's degree ("doutorado") is specifically required by the federal higher education institutions, other institutions often have different requirements.

Contact

Ministerio da Cultura – Coentro da Música
Director: Pedro Müller
Tel: +51.21.2279.8107
Fax: +51.21.2279-8088
Email: cmus@funarte.gov.br
Web: <http://www.funarte.gov.br/>

²⁸ The OMB was created by law (1960). In its first article, it is stated that the OMB is supposed to carry out the selection, the discipline, the defense of the musicians and the supervision of the practice of professional musicians, all over the country, excepting those case which are competence of the musicians syndicate.

²⁹ Available at: <http://www.funarte.gov.br>.

Bulgaria

Bulgaria is currently in the process of defining a list of regulated professions. Recognition of qualifications for academic and professional purposes are 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.

Contact

Dr. Ms. R. Velinova
European Integration Division
Ministry of Education and Science
2A, Kniaz Dondukov
BG-1000 Sofia, Bulgaria
Tel./Fax: +359.2.988.49.74
E-mail: R.velinova@minedu.government.bg
Web: www.minedu.government.bg

Canada

In Canada, several music professions are subject to the regulation of a professional association which determines the criteria of qualification of its members (for example: higher education degree plus entrance exams to the association). In the provinces of Ontario, Alberta and British Columbia, it is necessary to be member of the professional association of teachers to have the right to teach music in primary and secondary schools which are totally or partly state-funded.

As far as professional music training in Canadian colleges and universities is concerned, institutions enjoy almost full scope to define employment criteria; in general, these criteria encompass a doctoral degree and/or excellent professional experiences. Institutional rules relative to quality assurance can be applied to music education.

In the field of music performance, freelance musicians can have a professional career development without having to be part to a professional association of musicians.

However, musicians of professional symphony orchestra have to register with a local or regional professional association of musicians. Local or regional professional associations deal with their working conditions, salaries and holiday allowances. They are usually related to the American Union of Musicians in the United States. However, as these professional associations are composed of different categories of musicians (classical, jazz, folk, pop, etc.), they require neither criteria of selection, nor entrance examinations. They are therefore not responsible of the quality of performance of their members.

Contact

American Federation of Musicians of the United States – Canada
Canadian Office
75, The Donway West, Suite 1010
Don Mills, Ontario M3G 2E9
Tel.: +1/416.391.5161
Fax: +1/416.391.5165
Web: www.afm.org

Mr. Yves E. Beaudin (National Coordinator)
Canadian Information Centre for International Credentials
95 St. Clair Avenue West, Suite 1106
Toronto, Ontario M4V 1N6
Canada
Tel.: +1/416 962 9725
Fax: +1/416 962 2800
E-mail: Y.BEAUDIN@cmec.ca
Web: <http://www.cicic.ca/>

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

Academic recognition

Ministry of Education and Culture
Cyprus Council for the Recognition of Higher Education Qualifications (KYSATS)
Thoukididou & Kimonos Corner
1434 Nicosia, Cyprus

Tel.: +357.22.800.668

Fax: +357.22.427.560

Professional recognition

Ministry of Labour and Social Insurance

Tel.: +357.22.300.326

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.

Contact

Ms. Š. Skuhrová

Centre for Equivalence of Documents on Education (ENIC/NARIC) – CSVŠ

13, U Lužického Semináře

CZ-11800 Prague 1, Czech Republic

Tel.: +420.2.57.53.05.00

Fax: +420.2.57.53.16.72

E-mail: skuhrova@csvgv.cz

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 the applications are in accordance with 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.

Contact

Mr. A. Bruun Pedersen
Undervisningsministeriet
Uddannelsesstyrelsen
Center for Vurdering af Udenlandske Uddannelser (CVUU)
H.C. Andersens Boulevard 43
1553 Copenhagen, Denmark
Tel.: +45.33.92.50.00
Fax: +45.33.95.18.01
E-mail: Uvm@uvm.dk

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 teachers, 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.

Contact

Mr. G. Vaht (Head)

Ms. L. Tuur

Estonian ENIC/NARIC

Academic Recognition Information Centre

Foundation Archimedes

L. Koidula 13A

10125 Tallinn, Estonia

Tel.: +372.6.962.414/5

Fax: +372.6.962.419

E-mail: gunnar@archimedes.ee

E-mail: lia@archimedes.ee

Web: www.hkk.ee

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 Master's degree from a university is required 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 (60 credits, 1 credit equals to 1 ECTS credit) and teacher's pedagogical studies (60 credits). The same applies to subject (music) teachers in general upper secondary education with the exception that the amount of subject specific studies is 120 credits.

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 aptitude tests. In practice, only the further requirement of work experience has been applied this far.
- The Finnish Law on the professional competence foreign qualifications confer (531/1986) governs all other foreign qualifications. These decisions start with the Finnish eligibility requirements and compare the foreign studies with studies required in Finland for eligibility. In the decisions further studies are required as prerequisite for eligibility.

The Finnish National Board of Education issues 25 recognition decisions on qualifications in music per year on the average. Major part of these, about 20, concern recognition of the level of degree only and do not confer eligibility to work as a teacher in general education. The number of decision in which eligibility to work as a music teacher is issued varies between two to five per year. They are shared quite evenly between EU/EEA law and the law 531/1986 (see above).

The universities or Sibelius Academy are always involved in teacher recognition under the law 531/1986 in defining the scope and contents of the required subject studies. In decisions under EU/EEA law, consultation is rarely called for.

Contact

Ms. C. Blomqvist (senior advisor)

National Board of Education

PL 380

SF-00531 Helsinki, Finland

Tel.: +358.9.77.47.71.28

Fax: +358.9.77.47.72.01

E-mail: Carita.blomqvist@oph.fi

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 *Musicien intervenant en milieu scolaire*, who will hold a *Diplôme Universitaire de Musicien Intervenant* (DUMI).
- Teaching in *collèges* (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 (*master*, 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 Nationale 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).

Contact

For general information:

Ms. C. Lamiral (responsable NARIC Enseignement supérieur)

Ministère de l'Éducation nationale, Délégation aux relations internationales et à la coopération

MEN DRIC B4

4 Rue Danton

F-75006 Paris, France

Tel.: +33.1.55.55.04.29

Fax: +33.1.55.55.04.23

E-mail: Claudine.lamiral@education.gouv.fr

Web: www.education.gouv.fr/sup/default.htm

For applications:

Ministère de la Culture et de la Communication

Direction de la musique, de la danse, du théâtre et des spectacles

Bureau de l'enseignement supérieur et de la formation professionnelle

53, rue Saint-Dominique

F-75007 Paris

Tel: +33.1.40.15.88.26

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.

Contact

Dr. H. Conrad
Zentralstelle für ausländisches Bildungswesen
Sekretariat der Kulturministerkonferenz
Lennéstrasse 6
D-53113 Bonn, Germany
Tel: +49.228.501.203
Fax: +49.228.501.229
E-mail: h.conrad@kmk.org
Web: www.kmk.org

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.

Contact

Ms. D. Andritsou (Head)
Ministry of National Education and Religious Affairs
Section of Recognition of Professional Qualifications
67 Panepistimiou St.
10564 Athens, Greece
Tel.: +30.210.32.43.924
Fax: +30.210.33.16.651
E-mail: srpq@otenet.gr

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.

Contact

Mr. G. Meszaros (director)

Ms. J. Juhasz

Ms. M. Jusztin

Hungarian Equivalence and Information Centre of the Ministry of Education

10/14 Szalay street

H-1055 Budapest, Hungary

Tel.: +36.1.473.7209/7604

Fax: +36.1.332.19.32

E-mail: Julia.juhasz@om.gov.hu

E-mail: Marta.jusztin@om.gov.hu

Web: www.naric.hu

Iceland

Music teacher in music education at the university and in the public schools is a regulated profession in Iceland. However, the profession of music teacher in smaller community music schools is not regulated.

Contact

Mr. T. Kristinsson

University of Iceland

Sudurgata 101

IS-Reykjavik, Iceland

Tel.: +354.525.43.60

Fax: +354.525.43.17

E-mail: thordkri@hi.is

Web: www.hi.is

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 teachers' registration council which is the designated authority with regard to the recognition of foreign teaching qualifications.

Contact

Ms. C. Kelly (coordinator of award recognition)
National Qualifications Authority of Ireland
5th Floor, Jervis House
Jervis Street
Dublin 1, Ireland
Tel.: +353.1.887.1508
Fax: +353.1.887.1595
E-mail: Carmel.kelly@nqai.ie

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 licence 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.

Contact

Mr. Luca Lantero (deputy director)
CIMEA della Fondazione Rui
Italian ENIC/NARIC
Viale XXI Aprile, 36
I-00162 Rome, Italy
Tel.: +39.06.86.32.12.81
Fax: +39.06.86.32.28.45

E-mail: cimea@fondazionerui.it

E-mail: l.Lantero@fondazionerui.it

Web: www.cimea.it

Korea

The only regulated profession in the field of music is that of music teacher. The responsible organisation for teacher education and music teachers is the Ministry of Education and Human Resources Development.

Contact

Ministry of Education and Human Resources Development

Central Government Complex

77-6 Sejong-no, Jongno-Gu

Seoul, Republic of Korea, 110-710

Tel.: + 82.2.2100.6570

Fax: + 82.2.2100.6579

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.

Contact

Ms. Solvita Silina (Expert)

Academic Information Centre (Latvian ENIC/NARIC)

Valnu Street 2

LV-1050 Riga, Latvia

Tel.: +371.722.51.55

Fax: +371.722.10.06

E-mail: solvita@aic.lv

Web: www.aic.lv

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 'Schulamts des Fürstentums Liechtenstein' does not receive applications for recognition of music qualifications from abroad, and it does not consult other institutions on recognition matters.

Contact

Mr. H. Konrad (Head)
Department for Higher Education
NARIC agency
Schulamt
Department of Education
79 Austrasse
FL-9490 Vaduz, Liechtenstein
Tel.: +423.236.67.58
Fax: +423.236.67.71
E-mail: Helmut.konrad@sa.llv.li
Web: www.socrates.li

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.

Contact

Mr. D. Tamosiunas
Lithuanian Centre for Quality Assessment in Higher Education
Lithuanian ENIC/NARIC
Survalku, str. 1
LT-2600 Vilnius, Lithuania
Tel.: +370.5.210.47.79
Fax: +370.5.213.25.53
E-mail: darius@skvc.lt
Web: www.skvc.lt

Luxembourg

Music teachers are regulated professions in the Grand Duchy of Luxembourg. There are two types of teachers in music education in the Grand Duchy of Luxembourg: teachers and junior lecturers.

The requirements in the training, recruitment and remuneration of the teachers of conservatoires are fixed in accordance with the legislation concerning the community civil service. The requirements in the training, recruitment and remuneration of the junior lecturers in institutions of music education are fixed by grand-ducal regulation taken in accordance with the Act of April 28, 1998, related in particular to the harmonization of music education in the community sector. The students wishing to stand for a position of teacher in a conservatoire must have a degree in higher or university education recognized by the Ministry in charge of higher education, and take a competitive examination to be admitted in the training course organized by the community or the association of communities which the conservatoire comes under the authority of. At the end of the training course, the applicant must pass a final admission examination.

All the students applying for a position of teacher in music education must have a certificate showing they followed training in teaching and methodology. This certificate can be issued by a Luxembourg conservatoire or a recognized foreign institution. With regard to junior lecturers, a certificate of ability in music education is being planned.

Contact

Ms. Joëlle Colling

Ministère de la Culture, de l'Enseignement supérieur et de la Recherche

18-20 Montée de la Pétrusse

L-2912 Luxembourg

Tel.: +352.478.51.39

Fax: +352.26.29.60.37

E-mail: Joelle.Colling@mcesr.etat.lu

E-mail: weis@men.lu

Malta

Music teacher in the department of music at the University of Malta is a regulated profession. It is required to have a music teacher degree. Music teacher in private music schools is not a regulated profession.

Contact

Ms. M. Ellul

Ministry of Education, NARIC of Malta

Great Siege Road

Floriana CMR 02, Malta

Tel.: +356.21.228.194

Fax: +356.21.246.383

E-mail: Margaret.m.ellul@gov.mt

Web: www.education.gov.mt/edu/naric.htm

The Netherlands

Music teaching 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 teaching 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 can have their qualification evaluated through NUFFIC, the Dutch ENIC/NARIC and (in the case of regulated professions) formally recognised through the *Informatiebeheergroep*, often based on the evaluation done by NUFFIC. The NUFFIC does not receive many questions regarding the recognition of musical professions, but does evaluate qualifications of applicants who wish to obtain a teaching 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 regarding recognition issues, but occasionally some of the conservatoires are consulted for specific information on study programmes.

Contact

Informatiebeheergroep
Postbus 30157
9700 LJ Groningen
Tel.: + 31.50.599 77 55
Web: <http://www.ib-groep.nl>

NUFFIC
Mr. B. Wegewijs
Postbus 29777
NL-2502 LT Den Haag, Netherlands
Tel.: +31.70.4.260.294
Fax: +31.70.4.260.395
E-mail: wegewijs@nuffic.nl
Web: www.nuffic.nl

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 one half year of academic 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 one half year of 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) at least one year academic training is needed (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, NOKUT (the Norwegian ENIC/NARIC) 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.

Since 2007, teachers with foreign qualifications can have their academic and professional background evaluated by the Norwegian Directorate for Education and Training in order to obtain a teaching license (not mandatory).

Contact

For information regarding licensing

Norwegian Directorate for Education and Training

P.O.Box 2924 Tøyen

NO-0608 Oslo

Tel.: +47.2301200

Fax: +47.23301299

E-mail: post@utdanningsdirektoratet.no

For information regarding general recognition

Norwegian Agency for Quality Assurance in Education (NOKUT)

Postboks 1708 Vika, 0121 Oslo

Kronprinsens gate 9

Oslo, Norway

Tel.: +47.21.02.18.60

Fax: +47.21.02.18.01

E-mail: postmottak@nokut.no

Web: www.nokut.no

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).

Contact

Ms. M. Piotrowska (senior specialist)
Bureau for Academic Recognition and International Exchange
Ul Smolna 13
00-375 Warsaw, Poland
Tel./Fax: +48.22.828.81.61
E-mail: piotrowska@buwilm.edu.pl
Web: www.buwilm.edu.pl

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.

Contact

Ms. M. Paiva (Head)
Ministério da Educação
Direcção-Geral do Ensino Superior
Av. Duque d'Ávila - 137
P-1069-016 Lisbon, Portugal
Tel.: +351.21.312.60.98
Fax: +351.21.312.60.51
E-mail: Manuela.paiva@dgef.mces.pt

Romania

The profession of music teacher is a regulated profession in Romania. For music teachers of school level the basic requirements for qualification are Diploma de Licenta (University graduation degree) and a Teacher Training Certificate. For music professors (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.

Contact

Ms. D. Girbea (director)
ENIC/NARIC
Ministry of Education and Research
28-30 Général Berthelot Street
Sector 1
RO-70738 Bucharest, Romania
Tel./Fax: +40.1.313.26.77
E-mail: girbea@mec.edu.ro

Slovakia

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.

Contact

Ms. M. Hrabinska (Head)
Naric Slovakia
Institute of Information and Prognoses of Education
52, Stare Grunty
SK-84244 Bratislava
Slovak Republic
Tel.: +421.2.65.42.65.21
Fax: +421.2.65.42.65.21
E-mail: hrabinska@uiips.sk

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 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).

Contact

Ms. P. Maklavc Valenčič
Ministry of Education, Science and Sport
6, Župančičeva
SLO-1000 Ljubljana
Slovenia
Tel.: +386.1.478.57.31
Fax: +386.1.478.56.13
E-mail: Polona.miklavc@mss.edus.si

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 advises the departments involved in academic and professional recognition. If recognition is granted, applicants will be entitled to continue studies and work. On a yearly basis the Spanish NARIC receives about 500 applications for recognition of music qualifications.

Contact

Mr. F. Curto

Mr. N. Trelles

NARIC España

Subdirección General de Títulos, Convalidaciones y Homologaciones

Paseo del Prado, 28

E-28014 Madrid

Tel.: +34.91.506.5593

Fax: +34.91.506.5706

E-mail: Frederico.curto@edu.mec.es

E-mail: Nieves.trelles@educ.mec.es

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.

Contact

Ms. K. Dahl Bergendorff (Senior officer)

National Agency for Higher Education

Department for Evaluation of Foreign Higher Education
Box 7851, 103 99 Stockholm
Sweden
Tel.: +46.8.56.30.86.63
Fax: +46.8.56.30.86.50
E-mail: Karin.dahl.bergendorff@hsv.se
Web: www.hsv.se

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) usually have 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.

Contact

ATTENTION: PAID SERVICE
Ms. Cloud Bai-Yun (Head)
UK NARIC
ECCTIS Ltd.
Oriel House, Oriel Road
Cheltenham
UK-Gloucestershire GL50 1XP
Tel.: +44.1242.260.010
Fax: +44.1242.258.611
E-mail: cloudnaric@ecctis.co.uk
Web: www.naric.org.uk

USA

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 programs that meet certification requirements normally have the title Bachelor of Music in Music Therapy or Bachelor of Music Therapy.

Contact

United States Network for Education Information (USNEI)/US ENIC

International Affairs Office/OS

U.S. Department of Education

400 Maryland Avenue, SW, Washington, DC

20202-8401, USA

Tel.: +1 202 401 2508

Fax: +1 202 401 2508

Web: <http://www.ed.gov/NLE/USNEI>



Association Européenne des Conservatoires,
Académies de Musique et Musikhochschulen (AEC)
PO Box 805 NL-3500AV Utrecht The Netherlands
Tel +31.302361242 Fax +31.302361290
Email aecinfo@aecinfo.org Website www.aecinfo.org