

PANAMANIAN HIGHER EDUCATION SYSTEM



NATIONAL REPORT

MAY 2019

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Principal investigators

Mgter. Maribel Gómez- Universidad de Panama

Mgter. Yajaira Castillo- Universidad de Panama

Mgter. Eduardo Villarreal- Ministry of Education

Technical Advisory Team – Universidad de Panama

Mgter. Irene de Rodríguez

Dr. Arturo Coley Graham

Mgter. Elizabeth German

Mgter. Román Gordón



Contents

Introduction	5
1. OVERVIEW OF PANAMA'S EDUCATION SYSTEM	7
1.1. Descriptions of the educational levels of regular education	7
1.1.1. First education level	9
1.1.2. Second education level.....	9
1.1.3. Third education level.....	10
1.1.3.1. Non-university higher education	10
1.1.3.2. TERTIARY UNIVERSITY EDUCATION	11
1.1.3.3. The future Specialised Higher Technical Institute ITSE (Instituto Técnico Superior Especializado)	11
1.2. Non-regular education	12
1.2.1. Special Education	13
1.2.2. Vocational training offer.....	13
2. HIGHER EDUCATION.....	15
2.1. Types of higher education	15
2.2. Admission Requirements.....	16
2. Teacher training.....	16
2.3.1. Teacher training at the basic and intermediate levels	16
2.3.2. Teacher training at the university level	17
2.4. Costs, funding and grants	18
2.4.1. Costs	18
2.4.2. Funding and grants.....	19
3. DIPLOMAS, QUALIFICATIONS, AND DEGREES	20
3.1. Levels of university studies and degrees awarded	20
3.1.1. Sub-degree level.....	21
3.1.2. Degree level	21
3.1.3. Postgraduate Level	21
3.1.3.1. Special postgraduate course	22
3.1.3.2. Specialisation	22
3.1.3.3. Maestria.....	22
3.1.3.4. Doctorado	22
3.1.3.5. Post doctorado.....	22
3.2. System of credits and minimum periods of duration by level of studies	22

3.3. Evaluation system	25
4. INSTITUTIONS OF HIGHER EDUCATION	27
4.1. Organisation of universities in Panama	27
4.1.1. The University of Panama	28
4.2. Organisational structure of the universities	29
4.3. Accreditation and quality assurance	30
4.4. Approval of the academic offer in Panama	31
4.5. Academic Curriculum Transformation of the University of Panama	33
5. EVOLUTION TOWARDS GENERAL QUALIFICATIONS FRAMEWORKS IN PANAMA	36
6. RECOGNITION OF QUALIFICATIONS AND STUDIES OF FOREIGN ORIGIN	36
7. SECURITY FUNCTIONS IN THE QUALIFICATIONS OF THE UNIVERSITY OF PANAMA	38
Glossary	41
Links, contacts, and information resources	44
References List	46
ANNEXES	47
ANNEX No. 1	48
ANNEX N°. 2.	49
ANNEX No. 3	50
ANNEX No. 4	52
Annex No. 5	54
Annex No. 6:	55
Annex No. 7:	56
ANNEX No. 8:	57
ANNEX No. 9:	58



Introduction

The report that we present includes relevant aspects of the education system of the Republic of Panama.

In this section we take the opportunity of providing some basic socio-demographic data on Panama, with its more than four million inhabitants and high ethnic diversity, including in one population Afro-Colombians, Afro-Antilleans, Hispanics, and native peoples (eight indigenous groups distributed all over the national territory).

As indicated by the main international organisations, Panama is a country with incomes well above the Latin American average and has maintained significant economic growth in recent years, which is reflected in the percentage data for its gross domestic product - 5.8 between 2014 and 2015 and 5.3 in 2017.

However, this economic growth has its dark side and great inequalities exist in the country, for example, between rural and urban areas, between the indigenous and non-indigenous population, as well as between men and women; in the latter category compared to the states in our geographical vicinity our country to its discredit takes the wooden spoon.

Regarding the educational aspect, the enrolment from initial education to secondary education is almost 117 thousand students, according to data for the year 2017 provided by the Ministry of Education.

With regard to higher education in the country, the five official universities and the 42 private universities bring together almost 157 thousand students at the technical, undergraduate, postgraduate, maestria, and doctoral levels, according to data provided, in 2015, by the National Institute of Statistics.

Finally, to meet the main objective of RecoLATIN, this report includes in its pages, with details, everything concerning access to university education in Panama, to facilitate the flow of accurate, clear and complete information that may be useful for both the administrative-academic staff responsible for assessing and recognising studies, credits, and qualifications obtained abroad and also for those aspiring to study in any of the forms of higher education in our country.

Thus we have the admission requirements, the levels of studies, qualifications conferred, general information about enrolment for foreigners, costs, financing, scholarship programmes in the University of Panama and in other institutions.

The research system in our country is explained in the same way - emphasising the Regulation of the University of Panama's Research System.

It includes everything relating to the system of evaluation or qualifications and presents what the University of Panama provides for the recognition of qualifications and studies of foreign origin.

The report closes with a glossary - with terms of daily use concerning the validation and recognition of qualifications.

1. OVERVIEW OF PANAMA'S EDUCATION SYSTEM

According to the organic law of education, Panamanian education is based on universal, humanistic, civic, ethical, moral, democratic, scientific, and technological principles, on the idiosyncrasies of our communities and on national culture. These principles are oriented towards social justice, which will serve as an affirmation and reinforcement of Panamanian nationality.

The Panamanian educational system is composed of two subsystems: the regular and the non-regular, defined in this law. In both the regular subsystem and the non-regular subsystem formal and non-formal types exist. Both sub-systems work simultaneously in a coordinated manner with degrees that fit together in an uninterrupted system, with stages and levels to ensure the system's quality, efficiency, and effectiveness within a concept of permanent education.

1.1. Descriptions of the educational levels of regular education

The Panamanian Educational System is organised in levels that fulfil a specific purpose according to the type of education that is taught. This system is organised as follows: First Level or General Basic Education, Second Level or Middle Education, and Third Level or Higher Education.

Marco normativo panameño relacionado con la educación regular, aproximación a lo relevante

- El Decreto Ejecutivo No. 176 de 1998 nombra al MEDUCA como la entidad competente para expedir los certificados académicos de la oferta educativa, tanto privada como oficial.
- El artículo 17-A de la Ley 47 de 1946, Orgánica de Educación, adicionado por la Ley 34 de 1995, crea la Dirección Nacional de Coordinación del Tercer Nivel de Enseñanza o Superior, cuyo objeto es la formación profesional especializada, entre otros propósitos.
- El Decreto Ejecutivo No. 161 de 1997 crean los Departamentos de la Dirección Nacional de Coordinación del Tercer Nivel de Enseñanza Superior.
- El artículo 1º del Resuelto No. 1580 de 1989 crea "el Programa de Práctica del Estudiante en la Empresa", PPEE, como una actividad necesaria y deseable en los Colegios de Segundo Ciclo Secundario con programas de Educación: Comercial, Industrial y de Educación para el Hogar. Las prácticas deben ser de seis semanas.
- El decreto ejecutivo 944 de 2009 implementan experimentalmente nuevos planes y programas de estudios en el segundo nivel de enseñanza o educación media

Fuente: Elaboración a partir de Compromiso Nacional por la Educación. Panamá. 2017

Cuadro de los niveles educativos de la educación regular panameña, 2019

Nivel	Requisito de acceso	Enseñanza	Duración en años	Título
Primer nivel – Educación básica general (EBG)		Educación preescolar	2	Diploma de educación básica general
		Educación primaria	6	
		Educación Premedia	3	
Segundo nivel – Nivel medio	Diploma de educación básica general	Educación media académica o Educación técnica profesional	3	Diploma de Bachiller o Diploma de Bachiller Técnico
Tercer nivel – Educación superior	Diploma de Bachiller o Diploma de Bachiller Técnico	Educación Postmedia no universitaria - Educación Técnica Superior	1-2	Título de Técnico Superior
		Educación universitaria – Primer ciclo de educación terciaria Formación general y técnica profesional	2	Título de Técnico Superior
		Educación universitaria – Segundo ciclo de educación terciaria Formación especializada	2-3	Título de Técnico Superior
	Diploma de Bachiller	Educación universitaria – Segundo ciclo de educación terciaria Licenciatura	4-5	Título de Licenciado
	Título de Licenciado	Educación universitaria – Segundo ciclo de educación terciaria Maestría		Título de Maestría
	Título de Maestría	Educación Universitaria - Tercer ciclo de educación terciaria Doctorado		Título de Doctor

Fuente: elaboración de los autores

1.1.1. First education level

This level of education lasts for eleven years and is free and compulsory. In addition, it has a general character, since it responds to a broad concept of culture, both in the scientific and in the humanistic aspects; and it is basic because it provides essential training that every citizen needs to acquire superior knowledge and be properly integrated into broader social processes. Its academic structure is divided into three stages; preschool - 2 years, primary - 6 years, and pre-intermediate - 3 years.

1.1.2. Second education level

It aims to continue the student's cultural education and offer a solid training in specific options in order to prepare him for productive work to make it easier to enter the world of work and pursue higher education. It lasts three years and is free and diversified.

In this order of ideas, the teaching given at this level can be of three types: general, pedagogical, and professional and technical.

The general education obtained through a licenciatura degree in science, letters and commerce does not prepare students for a specific trade or profession, but to pursue further studies.

The pedagogical teaching aims to prepare students directly to practise the teaching profession in primary education. The degree of Licenciatura in Education is awarded.

The professional and technical education aims to prepare students directly for a trade or profession, other than that of teacher. Intermediate technical education is provided through Technical Professional Institutes (IPT - Institutos Profesionales Técnicos). Currently, fourteen (14) official technical Bachilleratos are taught with curricula issued by the Ministry of Education-MEDUCA.

Tipos de media técnica definidos, 2015

1. Bachillerato industrial en refrigeración y aire acondicionado
2. Bachillerato industrial en electricidad
3. Bachillerato industrial en electrónica
4. Bachillerato industrial en metalmecánica
5. Bachillerato industrial en construcción
6. Bachillerato industrial en autotrónica
7. Bachillerato marítimo
8. Bachillerato en tecnología e informática
9. Bachillerato agropecuario
10. Bachillerato en comercio
11. Bachillerato en contabilidad
12. Bachillerato en turismo
13. Bachillerato en gestión familiar e institucional
14. Bachillerato pedagógico.

Fuente: MEDUCA. 2017.

The skills included in the curricula are basic (language and communication, logical mathematical thinking, knowledge of and interaction with the physical world, information processing and digital skills, social and civic, cultural and artistic, learning to learn, autonomy and personal initiative, industrial technical support (problem solving in the specific areas of the technical field) and more generally, taken from the Tuning Latin America project - those necessary for performing numerous tasks relating to the communication of ideas, management of information, problem solving, teamwork, analysis, planning, interpretation and negotiation.

These curricula are designed by the MEDUCA technicians, who consult the official universities when they require sectorial information. Labour skill standards existing in the country are not used to define profiles, skills to be developed, or training programmes. There is no national catalogue of qualifications for technical secondary education.

1.1.3. Third education level

The third level of education includes university education. It is taught in universities and other study centres where having successfully completed secondary education is required as a minimum condition (Licenciado degree or equivalent). There is no age restriction for entry. Its mission is to offer education in the highest disciplines of thought, to organise the study of certain professions, cultivate aptitude for scientific research and be the centre of dissemination of culture.

1.1.3.1. Non-university higher education

It is offered outside the university campuses and has its own programmes. At this level there are Higher Institutes (ITS - Institutos Superiores) - 7 official and 105

private - which offer one and a half year courses in various specialties such as commerce, tourism, secretarial, nautical, computer technology, among others. They lead to the Higher Technician Qualification.

The curricula of the programmes are prepared by each provider. MEDUCA receives the programmes and analyses them to give its approval or “resuelto”.

At present, MEDUCA is preparing a decree to review the conditions for approval and make its interaction with higher education easier. The Third Level Directorate, the authority responsible, is not equipped with an information system allowing it to manage the data on the designations of the programmes, graduates, and student enrolment in a timely and efficient manner.

1.1.3.2. TERTIARY UNIVERSITY EDUCATION

It is taught in the country's official and private universities.

There are 42 private and 5 official universities in the country: University of Panama, Autonomous University of Chiriquí, Technological University of Panama, Specialised University of the Americas, and Technological University of Panama. The National Council for University Evaluation and Accreditation of Panama- CONEAUPA, created by Law 30 of 20 July 2006 (repealed by Law 52 of 2015), is the governing body that regulates and accredits the quality of the offer. There are 24 universities institutionally accredited.

1.1.3.3. The future Specialised Higher Technical Institute ITSE (Instituto Técnico Superior Especializado)

As defined in the Strategic Government Plan 2015-2019, the Specialised Higher Technical Institute-ITSE is in the process of being constructed and implemented, with offers for students who have completed their secondary education. The programmes, which will last two years, are aimed at training for post-secondary level skills. It has been announced that in 2019 programmes will be offered in three

schools: 1) engineering and technology, 2) business and 3) hospitality and tourism, in each of which higher technical programmes are offered.

Sectores de estudio de la educación superior, oficial y particular, 2015

Escuela	Departamentos	Programas
Ingeniería y tecnologías	Construcción	TS en Materiales de Construcción TS en Construcción TS en Acabados de Obras TS en Planificación y Organización de Obras TS en Integración de Documentos de Construcción TS en Soldadura Estructural
		TS en Mantenimiento Industrial TS en Tecnología Automotriz (Vehículos Livianos) TS en Tecnología Automotriz (Equipo Pesado) TS en Tecnología de Aire Acondicionado y Refrigeración
	Aeroespacial	TS en Tecnología Aeroespacial
		TS en Aviónica Aeroespacial
	Finanzas	TS en Servicios Empresariales
Negocios	Logística	TS en Operaciones Logísticas
	Lenguas	TS en Asistente Ejecutivo Bilingüe
Hospitalidad y turismo	Hospitalidad	TS en Artes Culinarias TS en Operaciones Hoteleras
	Turismo	TS en Guía Turístico

Fuente: elaboración de los autores con base en información de <http://www.itse.ac.pa/>

The profiles of the programmes have been defined based on consultations with the productive sector and the curricular details have been designed with internal teams and external advisors. Although it is indicated that they are defined by skills, they do not use as standards the labour skills norms existing in the country. For example, it uses the United Kingdom's standard references for the Automotive Technology programme.

1.2. Non-regular education

In Panama, in addition to the so-called "regular" offer, education termed non-regular is proposed including an offer for vulnerable persons

They are part of the offer of non-regular education, training courses and labour and professional up-skilling intended to be part of "a non-formal educational mode in the regular sub-system". It includes programmes of: a) training for work in general and

specific occupations; b) professional training and qualification; and c) updated labour and professional training for workers in services.

1.2.1. Special Education

It is given to people with intellectual and/or mental disabilities, to minors with behaviour problems and children with other conditions. It extends from kindergarten to mid-level vocational education. This type of education is developed by the Panamanian Institute for Special Empowerment-IPHE (Instituto Panameño de Habilidad Especial), created in 1951. It has nationwide coverage with 928 students and 60 teachers. It offers 13 technical degrees that grant an "intermediate technician certificate in" "...", and that correspond to an intermediate education with two grades (in the regular system the average is three years). An age of 15 years is required for admission. They include work practices of 1 to 3 months.

The offer was renewed and configured by skills (but not by competence standards) and with a system of credits. In sectorial tables defined the skills: technical, social, and academic (communication, reading, writing, basic arithmetic) to be included in the curriculum, although based on the plans of MEDUCA. They operate in interaction with the National Institute of Vocational Training and Training for Human Development (INADEH - Nacional de Formación Profesional y Capacitación para el Desarrollo Humano). It should be noted that regular schools exist that provide education for people with disabilities, i.e. provide intermediate technical courses.

Subsistema no regular, formal y no formal, oficial y particular

Etapa A	Etapa B
Parvulario 1, 2, 3(2-5 años de edad)	Premedia 7, 8, 9 grados
Primaria 1, 2, 3, 4, 5, 6	Media Técnica Profesional 10, 11, 12 grados
Alfabetización (mayores de 15 años)	
Educación Suplementaria*: cursos de capacitación laboral de corta duración. (MEDUCA, INADEH)	Postmedia no universitaria para jóvenes y adultos
Educación especial (IPHE)	

Fuente: MEDUCA. Estadísticas Educativas. Dirección de Planeamiento. Panamá 2017

* Educación Suplementaria: Comprende cursos de educación artística, de idiomas, vocacionales (belleza, repostería, etc.) y otros de menos de tres (3) años de duración. Puede incluir alumnos que asisten a otras escuelas de enseñanza regular.

1.2.2. Vocational training offer

Professional training in Panama is considered a non-university education and is offered by two types of entities: non-university higher technical institutes, of an official and non-official nature, which are regulated by the Directorate of Third Level Education of MEDUCA, and by the National Institute for Vocational and Human Development Training-INADEH (Instituto Nacional de Formación Profesional y Capacitación para el Desarrollo Humano).

The higher institutes are centres that include in their educational offer at least one (1) technical course with a minimum of sixty (60) credits. These centres will be able to develop programmes of other types at the Third Teaching Level with the purpose of meeting the needs of the country's various productive sectors".

As for the INADEH it is a body resulting from the restructuring of the National Vocational Training Institute-INAFORP (Instituto Nacional de Formación Profesional) in 1983. It is publicly regulated and autonomous. Within the regulatory framework it is defined as the leading body of the "State in terms of professional training, job training and business management training, serving to promote a culture of training for life and work". It has 23 training centres located in different areas of the country.

Of its offer 94.9% are courses and workshops and 5.1% are programmes. 33% of the courses are from 101 to 200 hours, with only 5.9% amounting to 301 or more hours. The courses are offered in a fixed-centre mode (47.9%), in mobile action (52.1%) and in dual training (0.03%). They are intended as "a form of training of human resources achieved through cooperation between the business and a training centre, in which the former is responsible for the basically practical aspect of the training and the latter for the primarily theoretical and technological training". It can be of two types: mainly in the training centre and mainly in the business.

In recent years, INADEH has been substantially increasing its training offer and therefore its enrolment. In 2018 (until July) 3,821 courses were developed, of which 68.5% are in the commerce and services sector, 24.9% in the industrial area and 6.6% in agriculture. By training areas, 419 courses are for information technology, 356 for languages, 274 for crafts, 268 for gastronomy, 253 for business management, 251 for civil construction, and 246 for agriculture and stock-rearing. There are other areas, but with smaller numbers of courses. The third part of the courses are offered at the Tocumen headquarters.

INADEH enrolment increased by 23.9% from 2017 to 2018 (until July), year in which it amounted to 77,190 participants, of which 8,765 are aged under 20, 28,417 between 20 and 29, 17,542 between 30 and 39, and 22,466 over 40. The graduates, meanwhile, as of July 2018 numbered 44,120 (table 11), with a dropout rate of 17%.

Recuadro 2. Marco normativo panameño relacionado con la formación profesional.

- El Decreto Ley No. 4, de 7 de 1997 regula el Sistema de Formación Profesional Dual.
- El Decreto Ejecutivo No. 50 de 1999. Artículo 5º.
- La Ley No. 49 de 2002, en su artículo 2º, le asigna a la formación profesional un 14% del 73% del Seguro educativo (el 27% va al MEDUCA para gastos de colegios y escuelas de primer y segundo nivel y el artículo 5º indica que es el INAFORP (actualmente INADEH) serán destinadas a la formación profesional y dual, "orientadas a las profesiones necesarias o demandadas por el mercado laboral, con criterios de certificación de competencias laborales que contemplen la inclusión de personas con discapacidad en la formación profesional".
- El artículo 11º de la Ley No. 49 de 2002 indica que el 1.5% (del 73%) asignado a la educación dual del sector privado serán administradas por el INAFORP para apoyar programas de formación dual profesional.
- El Decreto Ejecutivo No. 305 de 2004 en el artículo 49-A, indica que "la formación profesional dual y el contrato de aprendizaje serán reglamentados por una Ley especial que se promulgará para tal propósito".
- El Decreto Ley 8 de 2006 en su artículo 2º, establece que el INADEH es el organismo rector del Estado en materia de formación profesional.

2. HIGHER EDUCATION

2.1. Types of higher education

As we have seen above, in Panama higher education can be university or non-university (see page 8 of the report). In the case of university higher education, Castillo (2005: p.19) states that this level has as its fundamental objective "comprehensive professional training, research, dissemination and deepening of national and universal culture so that its graduates can respond to the needs of the integral development of the nation ": such is the university's responsibility for teaching at this level.

In the same order of ideas, Panamanian university higher education institutions can be official and private. Concerning official universities, these are created through laws that guarantee their academic and administrative autonomy, they are known as autonomous institutions, depending on the constitutional power that permits them to

organise their academic and administrative structure and a State budget to operate financially. (Castillo, 2005: p.21)

Private universities are created by decree laws, have their own assets and are organised by private non-profit associations. Universities were created in this way with a very wide range in their offers and quality; consequently, the Council of Rectors (National System of University Education currently bringing 25 official and private universities in Panama together through a Council) raises the need to regulate higher education. Based on national and international trends, the National System of Evaluation and Accreditation for the Improvement of the Quality of the University Higher Education of Panama was created by Law 30 of 20 July 2006.

As can be inferred, University Higher Education in the Republic of Panama has a high level of autonomy and the ministries of education do not have competences at that education level. The situation is very similar in the other countries of Central America.

2.2. Admission Requirements

In the Republic of Panama the policies for access to university education depend on each institution. However, it is essential as a requirement for all the universities, that the applicant for undergraduate and graduate studies has a high school diploma or Bachillerato or its equivalent, formally recognised by the Panamanian state. In the case of foreigners this qualification has to have been previously recognised by MEDUCA.

All the official universities of the country conduct admission tests; on the other hand, the vast majority of private universities do not. They only have lists of requirements, among which those requiring foreigners to have recognised qualifications duly certified.

In the case of the University of Panama, its Organic Law No. 24 regulates its university admission policies, the general guidelines established by the General University Council and other provisions of the Academic Council. Nationals and foreigners must perform a set of admission tests divided into three phases that are applied in a period of approximately six (6) months (between July and December of the previous year).

2. Teacher training

2.3.1. Teacher training at the basic and intermediate levels

According to Article 276 of Law 34 of 1995 that amends Law 47 of 1946, admission to a teaching career is through competitive examinations regulated and convened with the participation of MEDUCA and teacher associations and organisations.

Organic Law 47 of 1946 on Education lays down that the training of the teaching staff is conducted by the Ministry of Education of the Republic of Panama (MEDUCA) and

the official universities. However, at present, this training is also offered by some private universities and, since 2009, Executive Decree 229 authorises the Instituto Pedagógico Superior Juan Demóstenes Arosemena (Formerly Escuela Normal Juan Demóstenes Arosemena, dedicated for many years to giving initial training in higher education to non-university teachers) to confer a Licenciado of Education for the Primary Stage of General Basic Education through the Agreement of Academic Collaboration with the University of Panama. In this way, the educators' initial training has acquired a compulsory university level character.

According to the Organic Law of Education, the Ministry of Education, together with the official universities, shall coordinate, plan and organise everything to do with teacher training. This training shall be carried out in tertiary institutions, called Teacher Training centres, and in the universities. The pedagogical training for any of the teacher's specialties will be organised so as to allow the necessary unity and continuity, so that credits can be treated as equivalent from one institution to another or from one specialty to another.

The requisite for admission to the above Institute is the certificate of Pre-secondary Education to attend the Pedagogical Bachillerato that lasts three years and is considered to be high non-university level. This Bachillerato gives admission to the Licenciado of Education for the Primary Stage of General Basic Education. In addition to this offer others exist in the University of Panama and state and private universities. The duration of university-level studies for teachers is at least four years in all the universities of the country (Licenciatura or equivalent Degree).

Mindful of the educational policies it pursues to enhance the quality of education in the country, the National Training and Professional Development Directorate of the MEDUCA is responsible for calling on its teaching staff (schoolmasters and teachers) to serve actively in the levels of the educational system for which they are qualified, to participate in competitive examinations for grants to study programmes in the country for Especialistas, Maestrias and Doctorados in University Higher Education Institutions and - for all school regions - for skills enhancement through seminar workshops, diploma courses, national and international congresses, pedagogical technology days, virtual courses, special programmes, and other activities based on plans for improving skills according to the needs and challenges of the Educational System.

2.3.2. Teacher training at the university level

The training of the university teacher to perform the functions of teaching, research, outreach, production, and services is carried out in universities and other educational institutions at the university level.

Pursuant to Executive Decree 539 of 30 August 2018 - which implements Law 52 of 26 June 2015 - Article 91 specifies that the teaching staff of private universities must

as a minimum requirement have a Licenciado or equivalent degree or its equivalent to teach classes at the undergraduate or graduate level and, in the case of postgraduate studies, must at least have the qualification or degree corresponding to the level of the programme they teach. Other requirements related to teacher training are: having completed at least 40 hours of postgraduate studies in higher education and evidence of updating in the area of their specialty within the last 5 years.

In the case of official universities, as minimum requirements for the first category of university teacher they have the Licenciatura, or a Maestria degree in the specialty or area of knowledge (which is directly related to their licenciatura or equivalent degree) and Specialisation in Higher Education (postgraduate) or not less than 40 hours of higher education studies. Other requirements to consider are: certificates, academic and professional experience, as established in the bylaws or regulations.

In the official universities access to a teaching course is by regulated databank competition according to the university's statutes and regulations; while individuals are recruited directly or go through competitive databank processes.

2.4. Costs, funding and grants

2.4.1. Costs

The registration fee is the charge students have to pay for each academic period for registering or enrolling in the institution in which they are going to study. In addition to charging high registration fees private universities also charge monthly fees for their courses. The registration fee is also decided by each institution.

The official universities only charge a registration fee that ranges between 27.00 Balboas (dollars) and 410.50 Balboas (dollars) (Licenciatura of Science in Nursing from the Specialised University of the Americas-UDELAS [Universidad Especializada de las Américas]) per semester or term. At the University of Panama, whatever their courses all students pay a registration fee of 27.00 Balboas (dollars) per semester or term - not including laboratories. The cost for using the laboratories depends on the course the student decides to study. (University of Panama, 2010)

A study specifies that the reduced cost of the registration fee at the University of Panama is due to the subsidy the State provides for financing public higher education in Panama. The contribution from the registration fee amounts to 1.7% of the budget allocated to the University of Panama for 2008. (University of Panama, 2010, p.16). The average direct cost to pursue a 5-year degree at the University of Panama, excluding Health Sciences courses, is in the range of 7,814.00 and 9,890.00 Balboas and for 4-year courses approximately from 4,596.00 Balboas to 7,300.00 Balboas.

In the case of the University of Panama, Agreement N. 17-17 of the Administrative Council in Resolution No. 10-17 SGP specifies that non-national students who study undergraduate or technical studies at the University of Panama will pay by academic period (semester, 4-month term, or summer) by way of registration fee the sum of two hundred Balboas (B/.200.00). This cost does not exempt from payment for other services provided by the University of Panama such as student's card, welfare, medical insurance, cafeteria, laboratories and other heads that are charged as appropriate.

Students from foreign countries with which Panama has an agreement of cooperation or understanding are dispensed from the payment referred to in the paragraph above, in which case a criterion of reciprocity in charging for registration will be applied.

Furthermore, foreign students with proven refugee status are exempt from paying this registration fee. This resolution entered into force as of the first semester of the year 2018.

For Panamanian students the cost of registration per semester is 27.50 Balboas (US dollars) and 7.50 additional Balboas (US dollars) for each laboratory depending on the subjects including laboratory approved in the curriculum.

2.4.2. Funding and grants

Private universities have institutional scholarship programmes for those concerned.

In Panama, nationals and naturalised foreigners wishing to follow high level courses may pay their respective expenses with the aid of the Institute for the Training and Use of Human Resources (IFARHU -Instituto para la Formación y Aprovechamiento de Recursos Humanos), a state institution responsible for receiving and processing scholarship offers from individuals or public or private entities, whether national or international, including scholarships and internships for studies received by the Ministry of Foreign Affairs through the Directorate for Special Projects and International Cooperation.

Depending on the applicant's needs this funding can be processed through:

- Educational credit: loan for studies in the country or abroad, which includes costs of instruction in terms of registration, books, materials, equipment, and laboratories among other heads - as well as living expenses, such as accommodation, board, and transport. These loans accrue an annual interest of between 3% and 5% on the balance, with a financing of up to 10 years to pay.
- Scholarship Programme: consists of non-reimbursable financing of studies for distinguished students, as well as foreign students benefiting from International Accords and Agreements to follow courses in the Republic of Panama. This

funding is financed with contributions from the national budget, as well as international organisations, foreign governments, or private individuals. Among the variants of this programme there are: Scholarships for distinction, Scholarships by general competition for distinguished students, Higher Education General Competition for Studies in Official Universities (for beginning or continuing studies or postgraduate studies and Maestria degrees) and Scholarships for students outstanding in the field of culture.

- Programme to assist vulnerable populations at risk: consists of a non-reimbursable economic contribution, aimed at students from these populations.
- Other programmes: scholarships to train researchers in areas of demand for national development under the National Strategic Plan for the Development of Science, Technology and Innovation; scholarships for professional excellence in the areas of science, technology and research. This offer includes doctoral and postdoctoral grants, grants for Maestria degrees, internships, professional development of public servants, in accordance with government organisations such as the Ministry of Economy and Finance (MEF), National Secretariat of Science and Technology (SENACYT - Secretaría Nacional de Ciencia y Tecnología), among others.

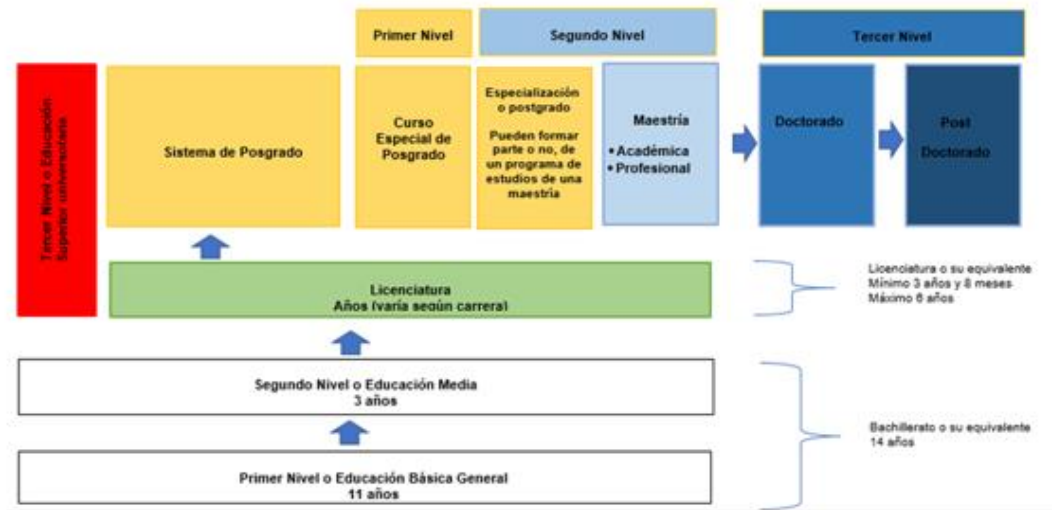
In addition to the IFARHU our country has the Private Sector Council for Educational Assistance (COSPAE - Consejo del Sector Privado para la Asistencia Educacional) formed by the country's business, civic, academic and union organisations, in support of funding for studies at all levels. This organisation administers scholarship and financial support programmes in line with the donors' requirements.

3. DIPLOMAS, QUALIFICATIONS, AND DEGREES

3.1. Levels of university studies and degrees awarded

Executive Decree 539 of 30 August 2018 provides that all accredited official and private universities are authorised to issue degrees for three (3) levels of studies with minimum periods established by each level - provided they comply with the said regulations and that the courses are approved by the Academic Development Technical Committee (CTDA - Comisión Técnica de Desarrollo Académico).

Niveles de estudios y títulos en Panamá



Fuente: Elaboración de los autores

3.1.1. Sub-degree level

These are higher technical (university) courses lasting for a minimum period of two (2) years.

3.1.2. Degree level

These are Licenciado degrees or its equivalent, lasting for a minimum period of three (3) years and eight (8) months. The Licenciado degrees in Engineering, Architecture, Law, Dentistry, Medicine, Nursing and Veterinary Medicine will be for a minimum of four (4) years.

The title of Secondary Teacher or Diversified Secondary Education Teacher is conferred after obtaining a Licenciado degree.

The courses for Medicine, Veterinary Medicine, Dentistry and Optometry will confer the degree-level title of Professional Doctor (Licenciatura degree).

3.1.3. Postgraduate Level

It is the highest academic level the universities offer. At this level minimum credits are established for each level, but not for the study periods. It comprises special postgraduate courses, specialisation programmes, maesria degrees, doctorates and postdoctoral research.

3.1.3.1. Special postgraduate course

It is the first level of the Postgraduate System. Generally, courses or short programmes called special postgraduate courses are issued, consisting of 1 to 15 credits, for which the entry requirement is a licenciado degree and which may or may not be part of a specialisation programme.

3.1.3.2. Specialisation

These programmes correspond to the second level and have a licenciatura or equivalent degree as entrance requirement. The qualification issued is termed specialist / specialisation or postgraduate. They may or may not be part of a study programme of an academic or professional maestria degree.

3.1.3.3. Maestria

These programmes correspond to the second level and have a licenciatura or equivalent degree as entrance requirement. They award qualifications called Maestria Degree or Master. They can be of two types: academic (research-oriented and ending with a research study or thesis) or professional (oriented towards knowledge-deepening and high level professional preparation). This last type concludes with one of the following options:

1. A general knowledge examination with no credit value.
2. Professional practice for the qualifications for which it is suitable.
3. National or international internship with the duly certified presentation of the report on contributions from the specialty.
4. Defending a final project that includes the application of the knowledge of the specialisation.

In Panama both the above types of maestrias allow access to doctoral studies.

3.1.3.4. Doctorado

The highest degree of studies universities in Panama confer is the qualification termed Doctor. They are graded, research-based training programmes in a particular area of specialised knowledge.

3.1.3.5. Post doctorado

These programmes are aimed at updating and improving doctoral level academics and last a minimum of one (1) year. They do not have credits and their curricular structure is flexible.

3.2. System of credits and minimum periods of duration by level of studies

In Panama there is no standard credit system for the university level. The credit system that prevails in Panamanian universities is very similar to the one used by the University of Panama, which calculates the number of hours per credit for academic periods.

One (1) credit corresponds to each hour of theory and every two or three hours of laboratory or practical work. The credit measures the time of a subject based on its weight and academic content.

Chapter VI of the University of Panama's Regulations for Postgraduate Studies, which refers to credits, grading, and evaluations of learning, provides, in Article 19, that the Postgraduate System university credit is the unit for valuing academic activity which includes the theoretical and practical teaching and the student's total effort to meet the objectives of the corresponding programme through academic activities such as: teaching activities, research and publications on the subject of study, internships, expositions and lectures, modelling and simulations, software and electronic devices, participation in academic events of the specialty and other events approved by the Research Council.

For the degree and pre-degree courses the universities have academic freedom to establish the time-frame for **the class period**, i.e. its duration in minutes - usually 35, 45, or 50 minutes. In the case of postgraduate studies it is 60 minutes.

In official and private universities and pursuant to Article 118 of Executive Decree 539 of 30 August 2018 the curricula for the courses include a minimum number of credits depending on the nature of the discipline, the requirements of the agencies accrediting the courses, the total hours distributed over the academic period, and the teaching and learning activities' needs.

Cantidad de créditos y periodos mínimos de duración por nivel de estudios

Nivel de estudios/carreras	Cantidad mínima de créditos	Periodo mínimo de duración	Excepciones	
Pregrado y grado				
Técnico superior (universitario)	90 a 120	2 años	-	
Licenciatura	140	(3,8) tres años y ocho meses	-	
Licenciaturas e Ingenierías	180	4 años	Ingenierías, Arquitectura, Derecho, Educación Primaria, Odontología, Medicina, Enfermería y Medicina Veterinaria	
Profesor de segunda enseñanza o Profesor de educación media diversificada	50		Se estudia después de haber obtenido una licenciatura. El título es válido para para impartir clases en nivel general básica.	
Postgrado				
Curso especial de postgrado	1 a 15	-		
Especialización	24	-		
Maestría académica	42	-		
Maestría profesional	36	-		
Doctorado	60	-		
Post Doctorado	-	1 año	Es de tipo actualización y perfeccionamiento	

The University of Panama only recognises credits for subjects approved in other universities with grades not lower than "C" or equivalent. In addition to complying with the above regulations it has other regulations of its own for pre-degree, degree, or postgraduate studies as detailed below:

- **The degree or its equivalent** (Licenciado or a professional equivalent degree) has **at least one hundred and forty (140) to one hundred and sixty (160) credits** distributed over a minimum period of three and a half years (3.5 years).
- **Special postgraduate courses:** They have a value of 5 to 15 credits.
- **Especialización:** worth from 24 to 26 credits.
- **Maestría:** They can be of two types and both allow access to doctoral studies.
Academic type: characterised by its connection to scientific-technological systems and higher education; confers a minimum of 50 credits distributed: in theoretical-practical activities, minimum 20 credits; research training for the generation of knowledge, minimum 14 credits; and thesis, 16 credits.

Professional type: aimed at generating high level skills for the application of knowledge, skills, and attitudes in the exercise of the profession and for innovation and intervention in the programme area. It is characterised by its connection to the public and private economic and social sectors through its graduates' work and professional efforts and through professional practices, internships, and consultancies. It confers a minimum of 50 credits distributed in: theoretical-practical activities, 20 credits; training for research, development and innovation, at least 14 credits; intervention project, 16 credits.

- **Doctorado:** The highest degree awarded by the University of Panama and corresponds to the fourth level in the Postgraduate System. It comprises at least 60 credits distributed between the teaching stage and the doctoral research stage, since it has at least 40 credits the doctoral thesis will have 20 credits.

- **Post-doctorado:** They are oriented towards bringing up to date **and improving** doctoral level academics, and to be approved they have to comply with the same procedure as for the other levels in the system.

(Research Council 4-18)

3.3. Evaluation system

For the university level the regulations in Panama prescribe that the official or private universities are free to establish an evaluation system for the levels of studies they offer in their Academic Statutes or University Regulations. There is no standard evaluation scale or standard mechanisms for obtaining academic qualifications. The results of the grades can be in letters or numbers.

In the case of the University of Panama the evaluation is governed by the parameters of the Sixth Section of the university statute.

The grading framework at the University of Panama is different depending on the level of studies: pre-degree/ degree and postgraduate as can be seen in the following two tables. Pre-degree and degree subjects with grades A, B and C are passed.

Sistema de calificaciones de pregrado y grado de la Universidad de Panamá

Fuente: Elaboración de los autores

Letra	Significado	Escala	Observaciones
A	Excelente	91 – 100	-
B	Bueno	81 – 90	-
C	Regular	71 – 80	Una asignatura del área de formación profesional o fundamental se aprueba con la mínima calificación de C (ce).
D	Mínima de aprobación de las asignaturas no fundamentales	61 - 70	Las asignaturas no fundamentales son las culturales.
F	No aprobado	Menos de 61	-

Fuente: Elaboración de los autores

In contrast, according to the Postgraduate Regulations "A" or "B" grades for this level will be passes, whereas grades of "C" or "F" will be fails.

Sistema de Calificaciones de Postgrado de la Universidad de Panamá

Letra	Significado	Escala	Observaciones
A	Sobresaliente	(91 a 100)	-
B	Bueno	(81 a 90)	El Reglamento de Postgrado establece que una asignatura se aprueba con la mínima calificación de B (be).
C	Regular	(71 a 80)	-
F	Fracaso	(menos de 71)	-

Fuente: Elaboración de los autores

3.1. Organisation of the academic year

The academic year is the period of twelve (12) months (one year) in which official and private universities freely develop and organise their academic functions, which generally may be their three main activities: teaching, research, and outreach, as well as administration (management) production and services.

The organisation and beginning of the academic year vary in the universities of the country. Nonetheless, all are guided by a calendar that determines the duration of the academic period, that is, the stages into which the academic year is divided. In almost all universities they are approved by a governing body. In the case of the University of Panama the Academic Council approves the dates for the beginning and end of each of the phases, which include the official academic activities depending on their needs and types (semester, term, or quarter). Postgraduate courses can also have their own programming.

As a typical case of the above, we may mention the Universidad Latina de Panamá, (private), which works in semesters for courses in Health Sciences, and in four-month terms for the other licenciatura or equivalent degrees - with different dates and calendars in both cases. They also have different starting periods and dates for first-time and regular students.

According to its regulations, in the case of the University of Panama the pre-degree, degree and postgraduate programmes may be offered as face-to-face, blended, distance, virtual or other established types, distributed in semi-annual periods (beginning with the first semester and ending in the summer of the following year), and quarterly (beginning in January and ending in December). In addition to the above the statute also establishes quarterly or other periods, according to their nature and needs.

As an example, the Faculties of Medicine and Dentistry work every six months and start the academic year at a different date from the rest of the faculties; whereas the only faculty that develops its programmes by cycles (four-month terms) is the Faculty of Engineering. Thus, the academic year has three (3) cycles, in which each academic period lasts 15 weeks of classes or its equivalent. In every case the Faculty Board and the Academic Council must approve the academic calendar before the end of the previous year. As for postgraduate studies, the courses can be divided into modules and the subjects that are developed in these are equivalent in duration and credits to those that are given in semi-annual periods. (Academic Council 10, 2017)

It should be noted that there are courses that include the summer period in their offer.

4. INSTITUTIONS OF HIGHER EDUCATION

4.1. Organisation of universities in Panama

Law 52 of 26 June 2015, Article 28, establishes that it is the University of Panama that presides and coordinates - with the country's other four (4) official universities - the inspection process and the monitoring of the academic development of the private universities. They approve the plans and programmes of studies and supervise compliance with the minimum requirements to guarantee the quality and relevance of the education and the recognition of the qualifications and levels they issue.

The above law states that through a Statute or University Regulation each university shall standardise aspects relating to university structure, government and representation bodies, central administration units, research and outreach bodies, university community, university activities, services support to the university community, teaching staff, administrative staff, students, duties and rights, academic regime, economic and financial regime, disciplinary regime and university assets, and validity of the statute. These aspects may vary depending on the universities, whether official or private.

In Article 103 the Carta Magna specifies that the Official University of the Republic is autonomous with its own recognised corporate status, its own assets and the right to administer them.

In addition, Article 99 of the Political Constitution lays down that only academic and professional qualification issued by the State or authorised by it are recognised, in addition the Official University of the Republic shall guarantee the degrees the private universities issue and validate those of foreign universities in the cases that the Law establishes. (Political Constitution of the Republic of Panama, 2004).

4.1.1. The University of Panama

The University of Panama, created 29 May 1935, is the main official university education centre in the country.

Currently, it has an enrolment (calculated in the first semester of 2018) of 65,000 students, pre-degree and degree students and 624 postgraduate students, distributed in nineteen (19) faculties; ten (10) University Regional centres; and thirteen (13) annexed programmes, attached to the nearest regional centres according to their geographical location; and thirteen (13) institutes attached to the Vice-Rector for Research and Postgraduate Studies of which some propose post-graduate careers. Thus, the UP is the only university in the country that has a presence in all the provinces by means of the above academic units.

Presencia de la Universidad de Panamá en el Territorio Nacional



4.2. Organisational structure of the universities

Chapter III of Executive Decree 539 of Thursday, 30 August 2018 provides that when an official or private university is created the organisational structure - with the roles of the institution and the relationships of authority, coordination, and subordination - must be included within the project. Along the same lines, the universities' governing bodies are varied. Almost all have a Board of Governors (private or integrated only by members of the organisation, with command and decision).

For example, the Universidad Católica Santa María La Antigua, includes The Chancellor (archbishop of Panama or whoever exercises his functions), who appoints five (5) representatives of Panamanian society on the Board of Governors, and presides over it. This board is the highest Governing Body and has 9 members. It also includes the Rector, Academic Council, and Executive Committee. The Rector, the Vice-Rectors and the Secretary General have a voice, but no vote in the decisions.

In contrast to the previous example, in its Organic Law No. 24 of 14 July 2005 the University of Panama includes organs of co-governance, that is, authorities, students, professors, and administrative staff, previously elected, with voice and vote, in their hierarchical order:

- a) The General University Council;
- b) The Academic Council;
- c) The Administrative Council;
- d) The Research Council;

- e) The Councils of Faculties and the Council of Regional Centres;
- f) The Faculty Boards and the Regional Centre Boards;
- g) The School Boards;
- h) Others that the Statute determines.

There are also governing bodies:

- a) The Boards of Departments;
- b) The Board of Institutes and
- c) The Coordination Boards of Regional Centres Faculties.

4.3. Accreditation and quality assurance

With the 1962 Agreement the five Central American countries began efforts to have mechanisms to achieve quality support and academic harmonisation with the creation of the Regional Courses System known as SICAR (Sistema de Carreras Regionales), whose courses were accredited with a regional view, relevance, and academic quality. Thus, the region's national and regional accreditation agencies may favour the establishment of a general grading framework for the region through making progress in the regional harmonisation of their quality standards.

With Law 30 of 20 July 2006 the National Evaluation and Accreditation System for Improving the Quality of University Higher Education was created in Panama, which included new bodies with functions for the accreditation of higher education institutions such as the National University Evaluation and Accreditation of Panama and the Technical Inspection Committee, today Academic Development Technical Committee (CTDA - Comisión Técnica de Desarrollo Académico). The latter is the institution conducting the public inspection of all the private universities and is responsible for approving the pre-degree, degree, and postgraduate plans they offer.

Based on the above - and repealing Law 30 - Law 52 establishes and regulates the processes for accrediting institutions and courses. Accreditation of all universities created with more than eight (8) years of operation (institutional accreditation) is mandatory. However, only the minimum accreditation of only 2 courses is required. The rest of the course and programme accreditation is voluntary. The certification of institutional accreditation is valid for up to six (6) years; while the certification of courses and programmes lasts four, five, or six years in accordance with the decision of the CONEUPA.

There are currently twenty-four (24) institutionally accredited universities in Panama, including the five (5) official universities:

1. University of Panama
2. Technological University of Panama
3. Autonomous University of Chiriquí,
4. Universidad Especializada de las Américas

5. Universidad Marítima Internacional de Panamá (International Maritime University of Panama).
6. Universidad Alta Dirección
7. Universidad Cristiana de Panamá (Christian University of Panama)
8. University of Santander
9. Universidad del Arte Ganexa
10. Universidad Tecnológica Oteima
11. Universidad del Contador Público Autorizado
12. Columbus University
13. Universidad Americana
14. Universidad del Istmo
15. Universidad Abierta y a Distancia de Panamá
16. Universidad Latinoamericana de Comercio Exterior
17. Universidad Latinoamericana de Ciencia Y Tecnología (Latin American University of Science and Technology)
18. Universidad Interamericana de Panamá
19. ISAE Universidad
20. Escuela de Arquitectura y Diseño de América Latina y el Caribe (School of Architecture and Design of Latin America and the Caribbean)
21. Universidad de Louisville Panamá (currently - Quality Leadership University)
22. Universidad Metropolitana de Educación, Ciencia y Tecnología (Metropolitan University of Education, Science and Technology)
23. Universidad Latina de Panamá
24. Universidad Católica Santa María La Antigua

4.4. Approval of the academic offer in Panama

Pursuant to Law 52 of 26 June 2015 official and private universities in Panama legally undertake to update degree, pre-degree, and postgraduate courses every six (6) years in line with scientific and technical developments; and in the case of the area of technology, maritime sciences and health sciences, courses are updated whenever justified by changes in the field. The official universities' updates are published in their web pages, while the official universities publish in the portal of the web page of the CTDA.

In Panama, in addition to the 5 official universities, there are thirty-one (31) private universities with curricula approved by the CTDA. These curricula are recognised as degrees both nationally and internationally - as long as the university is institutionally accredited. It also includes private universities that have been in operation for less than 8 years, since to create a university at least 4 courses created and approved by the CTDA are required.

1. Universidad Católica Santa María La Antigua
2. Universidad del Istmo
3. Universidad Latina de Panamá

4. Universidad Interamericana de Panamá
5. Columbus University
6. Universidad Abierta y a Distancia de Panamá
7. ISAE Universidad
8. Universidad Latinoamericana de Comercio Exterior
9. University of Santander
10. Universidad Americana
11. Quality Leadership University
12. Universidad Cristiana de Panamá (Christian University of Panama)
13. Universidad del Contador Público Autorizado
14. Universidad del Arte Ganexa
15. Universidad Metropolitana de Educación, Ciencia y Tecnología (Metropolitan University of Education, Science and Technology)
16. Universidad Tecnológica Oteima
17. Universidad Alta Dirección
18. Universidad del Caribe Panamá (Caribbean University Panama)
19. Universidad Nuestra Señora del Carmen
20. Universidad Midrasha Jorev de Panamá
21. Universidad Hispanoamericana de Panamá
22. Universidad Iberoamericana de Panamá
23. Universidad Internacional de Ciencia y Tecnología (International University of Science and Technology)
24. Universidad Euroamericana
25. IBI Universidad Bancaria
26. Universidad La Salle College
27. Universidad Politécnica Internacional
28. Humboldt International University
29. Universidad Hosanna
30. Universidad de los Llanos del Pacífico
31. Universidad Internacional América Latina

There are also five (5) private universities reporting closure of operations:

1. Hosanna International University
2. International School of Medical Sciences
3. Universidad Internacional América Latina
4. Universidad Panamericana
5. Universidad San Martín de Panamá

In addition, there are six (6) universities established in the Ciudad del Saber (City of Knowledge), protected by Decree Law 6 of 10 February 1998:

1. Escuela de Arquitectura y Diseño de América Latina y el Caribe (School of Architecture and Design of Latin America and the Caribbean)
2. Florida State University
3. Sistema Tecnológico de Monterrey

4. Universidad para la Cooperación Internacional
5. University of South Florida
6. Fundación de Estudios Avanzados de Gerencia (Foundation for Advanced Management Studies)

As mechanisms for the transparency and assurance of the quality of university education in Panama, all private universities are obliged to keep their pre-degree, degree, or postgraduate courses updated and published in the CTDA portal on the MEDUCA website, in order to guarantee the qualifications, credits and degrees issued.

4.5. Academic Curriculum Transformation of the University of Panama

With the creation of the Academic Curriculum Transformation Policy at the University of Panama (2004) the need to update its academic offer became pressing, since it was found that out of 160 courses less than 50% were updated to 2012. This denoted lack of action by the Curricular Academic Management, courses with curricula and programmes containing outdated subjects, contrary to a permanent process pursuant to Law 30 that provides for a period of six years to complete the updating processes.

The Maestria Degree in Curriculum developed by the Central American Institute of Administration and Supervision of Education (ICASE - Instituto Centroamericano de Administración y Supervisión de la Educación) was created for this purpose in 2006. It is aimed at teachers of all specialties and academic units at the University of Panama, and until this date was awarded in 4 classes to 55 Curriculum specialists, who provide permanent support to all academic units.

According to the compliance checks of the Academic Vice-Rector's Curricular Directorate and Evaluation of Documents dated February 2019, the University of Panama has an offer of 171 active courses, of which 100 are re-updated, 64 are being updated, and 7 still have not started the process

According to the academic level, 48 are technical, 121 degree courses, and 2 teacher-training. All the courses are distributed among the faculties, regional university centres, and teaching extensions.

In addition, in accordance with the call for accreditation of courses in the area of Health Sciences made by the CONEAUPA in 2015, there are two (2) accredited degree courses - **Dental Surgery** of the Faculty of Dentistry ([see annex 8](#)) and the Psychology course of the Faculty of **Psychology** ([see annex 9](#)) - which are currently being re-accredited, while the Engineering in **Zootechnics** course of the Faculty of Agricultural Sciences, has two accreditations by the Central American Accreditation Agency of Higher Education in the Agroalimentary and Natural Resources Sector (ACESAR

- Agencia de Acreditación Centroamericana de la Educación Superior en el Sector Agroalimentario y de Recursos Naturales) and is being re-accredited.

At the Postgraduate level, the accredited and re-accredited programmes in the various Faculties and Institutes are made through the Central American Accreditation Agency of Postgraduate Studies (ACAP -Agencia Centroamericana de Acreditación de Postgrado).

From ACAP the University of Panama received accreditations for ten (10) Maestria programmes and one (1) reaccreditation:

Maestria Degree in Curriculum, Central American Institute of Administration and Supervision of Education (ICASE - Instituto Centroamericano de Administración y Supervisión de la Educación) (See figure 3)

Maestria Degree in Higher Education, Faculty of Educational Sciences

Maestria Degree in Education, Population, Sexuality and Human Development with a Gender Focus, Faculty of Education Sciences

Maestria Degree in Public Management, Public Administration Faculty

Maestria Degree in Policies, Promotion and Family Intervention, Public Administration Faculty

Maestria Degree in Biomedical Sciences, Faculty of Medicine

Maestria Degree in Applied Statistics, Faculty of Exact Natural Sciences and Technology

Maestria Degree in Biological Sciences, Faculty of Exact Natural Sciences and Technology

Maestria Degree in Environmental Microbiology, Faculty of Exact Natural Sciences and Technology

Maestria Degree in Statistics with emphasis in the Economic and Social Area, Finance or Marketing, Faculty of Economics

Central American Programme for Maestria in Entomology, Research and Postgraduate Vice-Rectorate (re-accredited). (Accounting 2017, 2017, p.11)

Model of Maestria Degree Certificate Accredited by ACAP

*Agencia Centroamericana de Acreditación
de Postgrado*



Certifica que la

Maestría en Curriculum

de la

Universidad de Panamá


*ha completado exitosamente el proceso de Autoevaluación y Evaluación
Externa en el marco de los requerimientos de la Agencia Centroamericana
de Acreditación de Postgrado - A.C.A.P.*

*Una vez constatada la calidad académica del programa, se le otorga
una Acreditación por un período de cinco años a partir de la fecha.*

*Dada en la ciudad de Tegucigalpa, Honduras, a los veintiseis días del mes
de enero de dos mil quince.*


*Doctor Juan Antonio Gómez
Presidente Consejo de Acreditación
A.C.A.P.*




*Doctor Gerardo Moncada Guey
Director Ejecutivo
A.C.A.P.*



5. EVOLUTION TOWARDS GENERAL QUALIFICATIONS FRAMEWORKS IN PANAMA

In Panama there is no Grading Framework - or even in the Central American region. However, in 2017 the National Economic Council (CENA- Consejo Económico Nacional) approved a non-reimbursable Technical Cooperation Agreement between the Ministry of Economy and Finance (MEF - Ministerio de Economía y Finanzas) and the Andean Development Corporation for 70 thousand Balboas for designing a National Grading Framework (MNC - Marco Nacional de Cualificaciones) to establish levels and educational certifications of Panamanian workers. The purpose of this agreement is to develop an instrument that specifies the indicators of labour supply, education and vocational training and the demand for employment by educational level, skill gap, and critical and strategic sectors. Ministry of Economy and Finance (2017).

The goal of the MNC is to provide the country in the first half of 2019 with key tools for training human talent and thereby developing a sophisticated economy, to distribute learning with above defined criteria, and to enable people to perform in a profession at a level previously established. (Ministry of Economy and Finance, 2017)

The MNC emerged from the recommendation of the High Commission on Public Employment Policies in Technical and Professional Occupations that presented a report in which it showed that Panama has to face training 67,569 workers between 2015 and 2020 - which exceeds the capacity of the present educational system.

Lastly, Rivera recommended the National Institute of Vocational Training and Training for Human Development (INADEH - Instituto Nacional de Formación Profesional y Capacitación para el Desarrollo Humano) to deploy a registration and database system with information on participant profiles, skills, and job placement on leaving training centres.

6. RECOGNITION OF QUALIFICATIONS AND STUDIES OF FOREIGN ORIGIN

At the University of Panama the recognition of foreign studies is carried out in pursuant to the Political Constitution of the Republic, the national laws, the Statute of the University of Panama, as well as to the regulations and agreements of the various co-governance bodies established in the said statute.

Following the above, there are six (6) types of processes for the recognition of qualifications and studies of foreign origin established in its current statute: the process of homologation and validation of postgraduate credits (for postgraduate studies); validation of pre-degree and degree credits, evaluation of qualifications and

other studies, validation, exemption from validation and equivalence (for pre-degree and degree). (Art.323, Statute of the University of Panama).

Reconocimiento de títulos y estudios	Definición según el Estatuto de la Universidad de Panamá
a) Evaluación de títulos y otros estudios	"Es un proceso mediante el cual se realiza una revisión detallada de títulos y otros estudios, basándose para ello en la relación entre el título, los contenidos de los cursos, su sistema de evaluación, los créditos asignados, así como la duración e intensidad de dichos estudios, con el propósito de darle puntuación para efectos académicos en la Universidad de Panamá".
b) Homologación	"Es el proceso mediante el cual la Universidad de Panamá declara que el nivel de los estudios y el título de postgrado que ofrecen las universidades o instituciones de educación superior extranjeras es equiparable a un determinado nivel de estudios, título o diploma de postgrado que ella misma ofrece o podría ofrecer, para efectos académicos y profesionales".
c) Convalidación de Créditos	"Es un proceso que implica un análisis comparativo de planes, programas, duración e intensidad de los estudios realizados en universidades nacionales o extranjeras, o en la propia Universidad, con el propósito de continuar estudios y determinar la equivalencia con relación a los títulos o créditos que expide esta Universidad".
d) Reválida	"Es el procedimiento que implica darle valor legal a un título académico obtenido en el extranjero, como requisito para ejercer una profesión en el territorio nacional. Conlleva el análisis de los planes, programas, duración e intensidad de los estudios para determinar si el título es equiparable al exigido por la Ley para el ejercicio de la profesión de que se trate, sin entrar al examen de la equivalencia académica. Si del análisis de los planes, programas, duración e intensidad de los estudios, se concluye que el título no es equiparable, la Comisión de Reválida de la Facultad establecerá los requisitos que deba cumplir para la reválida".
e) Exoneración de reválida	"Es el procedimiento mediante el cual se produce el reconocimiento de títulos, diplomas o grados académicos universitarios obtenidos en otro país, con base en un tratado o convenio internacional de reciprocidad sobre la materia suscrita entre nuestro país y otro, eximiendo a dichos títulos, diplomas o grados de la aplicación del procedimiento de reválida, previa opinión de la Facultad relacionada con el título sujeto a reconocimiento. La unidad académica correspondiente, en cada caso particular, revisará y comprobará si la documentación del interesado garantiza que dichos títulos o estudios son equiparables a los ofrecidos por la Institución".
f) Equivalencia de estudios académicos	"Es el reconocimiento de que estudios realizados se corresponden, de acuerdo con su profundidad, amplitud e intensidad, con los requeridos para alcanzar un determinado nivel de estudio".

Fuente: Estatuto de la Universidad de Panamá (2015).
Elaboración de los autores

All procedures for recognising degrees are administered only by the General Secretariat (SG - Secretaria General) of the University of Panama (UP)

They are also given guidance by phone, email or on the UP website where they will find forms, displays and formats of notes, regulations, among other information.

After the recognition committee in the faculties analyses the documentation and gives the final ruling they send the results to the SG. If the response of the assessment is positive, in all cases, the interested party is given a copy of the report with a fresh seal "It is a true copy of the original" (ruling or results of the committee appointed by the dean of the faculty, depending on the type of recognition) accompanied by the certification or the diploma (in the case of the validation, exemption from validation, and homologation); If the response of the evaluation is negative, a copy of the report is given to the party concerned and he is informed of his right to request for reconsideration of the committee's response, and the time periods and documentation

or information that may be needed to support his request; if the request is denied he has the right to lodge an appeal.

The current Statute, the General University Council, the Academic Council and the Research Council, and the various faculties of the University of Panama have established regulations regarding the procedures and legal provisions for the types of recognition of existing qualifications and studies. Hence, all the recognition processes are conducted in the different faculties of the UP by committees including teachers practising in the academic system, with a specific profile and conforming to the discipline of the studies effected. Some recognition committees are permanent (Evaluation of Qualifications); others are ad hoc.

The general procedures are performed as follows:

Reconocimiento de títulos y estudios	Unidades académicas responsables de las evaluaciones
a) Evaluación	a) Las facultades b) Vicerrectoría Académica (Resuelve la apelación de evaluación de títulos). http://www.up.ac.pa/ftp/2010/secgral/documentosEscaneadosWeb/Evaluacion_de_Titulos.pdf
b) Homologación	a) Las facultades b) Vicerrectoría de Investigación y Postgrado http://www.up.ac.pa/ftp/2010/secgral/documentosEscaneadosWeb/Homologacion_de_Titulos.pdf
c) Convalidación de Créditos	a) Las facultades http://www.up.ac.pa/ftp/2010/secgral/documentosEscaneadosWeb/Convalidacion_de_Creditos.pdf
d) Reválida	a) Las facultades http://www.up.ac.pa/ftp/2010/secgral/documentosEscaneadosWeb/Exoneracion_de_Reválida.pdf
e) Exoneración de reválida	a) Las facultades http://www.up.ac.pa/ftp/2010/secgral/documentosEscaneadosWeb/Exoneracion_de_Reválida.pdf
f) Equivalencia de títulos	a) Las facultades

Fuente: Estatuto de la Universidad de Panamá (2015); página web oficial de la Universidad de Panamá
Elaboración de los autores

For the purposes of recognising technical or normal degrees, through agreement 11-17 of the Academic Council of 3 May 2017, it was suggested that the General Secretariat recommend foreigners who apply to validate degrees in professions exclusively reserved for nationals to invoke the Equivalence of Qualifications procedure.

7. SECURITY FUNCTIONS IN THE QUALIFICATIONS OF THE UNIVERSITY OF PANAMA

As a security mechanism in University of Panama qualifications the bar code has been used since September 2007 and replaces the golden seal previously used in

qualifications. Each label or sticker has a continuity number or registration number which, when used with a barcode reader, allows quick and accurate identification of the data contained in the original document.

What makes the label effective is that it cannot be removed from the parchment without being destroyed. This is one of the mechanisms that currently make it possible to tell whether the document has been tampered or not.

Licenciatura degree diploma model for students members of the Sigma Lambda Honour Chapter



1. Faculty Name
2. Graduate's name
3. Qualification conferred
4. Personal identity card
5. Days, month, year (coincide with graduate credits)
6. Signatures of the corresponding authorities (varies)
7. Diploma number (varies)
8. Security bars (varies)
9. Sigma Lambda Chapter of Honour (according to official credits from 2.50 to 3.00)



Glossary

Higher education:

Process of permanent education that is carried out once intermediate education is terminated, and which includes the varieties of university higher education, non-university higher education and post intermediate.

Specialisation:

Set of subjects and other activities organised in a specific area of knowledge, aimed at developing the necessary skills for improvement in a single occupation, profession, or discipline. These studies are developed after a degree. It also refers to one of the stages of postgraduate programmes.

Course:

Group of university studies leading to the obtaining of a degree. It can include two levels: senior university technician and Licenciatura or equivalent degree.

Credits:

Curricula:

They refer to the organisation of a course or programme depending on the subjects or courses. It includes how they are organised, the distribution and temporal sequence, the value in credits of each subject or grouping of contents, theoretical, laboratory and / or workshop hours, if any, and the structure of the curriculum itself. When put into practice it develops the student's capacities, competences and abilities, skills and attitudes, according to the objectives and entrance and professional profile.

Academic programme:

Set of organised instruction leading to a qualification or degree together with all the regulatory, technical, human, and material elements accompanying it and making it attain the objectives established by the body responsible for it.

Pre-degree:

Level of university technical study.

Degree:

Licenciatura or equivalent degree level.

Postgraduate:

Levels of studies after a degree.

Qualification

It is one of the elements that the diploma contains and establishes the level of study and the discipline or the area of knowledge or specialty, or of the human task in which the party concerned has acquired knowledge, abilities, skills, or attitudes.

Basic qualification

The minimum qualification of superior level that comprises the basic knowledge within a discipline of knowledge corresponding to a degree or its equivalent and which the University of Panama requires as initial qualification from any professional wishing to enter the University's academic service.

Other studies

Other studies are understood as being as follows:

- a) One or several courses with credits effected by the applicant after a degree, and which may or may not lead to a postgraduate qualification.
- b) The partial or complete credits of another degree, obtained before, during, or after the basic qualification held by the party concerned.

Knowledge or specialty area

A knowledge area or specialty area is defined as the field of knowledge characterised by the homogeneity of its subject of concern, by its common scientific, technical, or humanistic tradition, and by the existence of communities of researchers. It is considered that qualifications, or other studies, belong to one area of knowledge when their contents are directly related to the specialty in question.

Academic Year

The academic year is understood to be the period in which the University of Panama effects the activities of teaching, research, outreach, administration, production, and service. The academic year begins with the first semester and ends with the summer of the following year.

Area of knowledge

Field of knowledge characterised by the homogeneity of subject with which it is concerned, by a common scientific, technical or humanistic tradition, and by the existence of communities of researchers.

It is considered that the titles, studies, credits and/or certificates belong to an area of knowledge, when the contents are directly related to the specialty in question.

Related area

Is an area which, by its field of knowledge, shows a close and complementary relationship associated with an area of knowledge or specialty in question.

Qualifications, studies, credits and/or certificates are considered to belong to a related area of knowledge or specialty when their contents show that the activity is associated with areas adjacent and complementary to the area of knowledge or specialty in question.

Cultural area

Collection of scientific, humanistic, or artistic knowledge in an area of knowledge quite different from the specialty area or area related to that in which a teacher is situated which enables him to enhance and expand his basic training.

Qualifications, studies, credits and/or certificates are considered to belong to a cultural area of knowledge when their contents show that the activity is associated with areas of knowledge quite different from the university teacher's specialty area or that are not linked to the area of knowledge in question or the related areas.

Links, contacts, and information resources

- Searcher of University of Panama
Graduates <http://www.up.ac.pa/PortalUp/egresados.aspx?menu=358>
- Contacts of the RED ENLACES of the faculties and the DICIAT
<http://www.up.ac.pa/PortalUp/egresados.aspx?menu=358>
- National Council for University Evaluation and Accreditation of Panama
(CONEAUPA - Consejo Nacional de Evaluación y Acreditación Universitaria de Panamá)
<http://www.coneupa.edu.pa/nosotros/conoce-m%C3%A1s-sobre-el-coneupa>
- Technical Commission for Academic Development (CTDA - Comisión Técnica de Desarrollo Académico)
<http://www.meduca.gob.pa/ctda/vision>

42 private and 5 official universities with curricula (Approved)

<http://www.meduca.gob.pa/ctda/queeslactda>

http://www.meduca.gob.pa/index.php/ctda/planes_de_estudios

Curricula of the University of Panama

<http://www.up.ac.pa/PortalUp/Facultades.aspx?area=4>

Curricula of the Specialised University of the Americas (UDELAS -
Universidad Especializada de las Américas)

<http://www.udelas.ac.pa/en/ofertas-academicas/>

Curricula of the Autonomous University of Chiriquí (UNACHI - Universidad
Autónoma de Chiriquí)

<http://www.unachi.ac.pa/pregrado>

Curricula of the Technological University of Panama (UTP - Universidad
Tecnológica de Panamá)

<http://www.utp.ac.pa/oferta-academica-de-la-utp>

Curricula of the Maritime University of Panama (UMIP - Universidad
Marítima de Panamá)

<http://www.umip.ac.pa/aspirantes.php>

- Ministry of Education
<http://www.meduca.gob.pa/>
- University of Panama
<http://www.up.ac.pa/PortalUp/SecretariaGeneral.aspx?submenu=20>
- List of Higher Institutes
<http://www.meduca.gob.pa/sites/default/files/JULIO%202017%20INSTITUTOS%20SUPERIORES%20y%20PLANES%20APROBADOS%20POR%20MEDUCA%20%20-.pdf>
- Forms and resources for recognition of qualifications and other certificates
<http://www.up.ac.pa/PortalUp/SecretariaGeneral.aspx?submenu=20>
<http://www.up.ac.pa/PortalUp/SecretariaGeneral.aspx?menu=428>

References List

- Bernal, J. (2000). La educación superior en Panamá: Situación, problemas y desafíos. *Revista Electrónica Theorethikos*, (year V, number 2,). Retrieved from <http://bdigital.binal.ac.pa/bdp/artpma/educacionsuperior>
- Political Constitution of the Republic of Panama (2004). Panama.
- CONEAUPA. (2012). *Certificación de Acreditación Institucional de la Universidad de Panamá*. Panama. Retrieved from: <http://www.up.ac.pa/ftp/2010/principal/deinteres/>
- COSPAE (s.f.). Responsabilidad Social Empresarial.
- CONEAUPA. (2012). *Certificación de Acreditación Institucional de la Universidad de Panamá*. Panama.
- Consejo de Investigación 4-18
- Executive Decree 176 (2011). Panama.
- Executive Decree 511 (2010). Panama.
- IFARHU (2015-2018). Scholarships. Panama: Government of the Republic of Panama. Retrieved from <http://www.cospae.org/articulos/ver/5481e788-2240-493e-92aa-06d0c0a80211>
- Medina, E. (2010). *Cooperación internacional y los marcos de cualificaciones en Centroamérica*. Havana: UNESCO-IESALC. Retrieved from http://iesalc.unesco.org.ve/dmdocuments/efrain_medina.pdf
- Ministry of Economy and Finance. (2017). Establecerán niveles y certificaciones educativas. Retrieved from <http://www.mef.gob.pa/es/noticias/Paginas/certificacioneseducativas.aspx>
- University of Panama. (2017). *Rendición de Cuentas 2017 [Ebook]* (1st ed.). Panama. Retrieved from <http://www.up.ac.pa/ftp/2010/principal/transparencia/RendicionCuenta2017-InformeEjecutivo.pdf>
- Rivera, O. (2018). En tres meses funcionará el Marco Nacional de Cualificaciones. *El Capital Financiero*. Retrieved from <https://elcapitalfinanciero.com/en-tres-meses-funcionara-el-marco-nacional-de-cualificaciones/>
- University of Panama. (2015). Statute (4th ed.). Panama: University of Panama.
- University of Panama. (2012). *Reglamento de Sistema de Investigación de la Universidad de Panamá*. Panama: University of Panama.
- University of Panama (2009) Modelo educativo y académico de la Universidad de Panamá. Dirección general de planificación y evaluación universitaria.

ANNEXES



ANNEX No. 1.

Requirements for homologation of qualifications for Panamanians



Universidad de Panamá
Secretaría General

REQUISITOS DE HOMOLOGACION DE TITULOS PARA PANAMEÑOS

- a. Carta de solicitud en papel común dirigida a la Secretaría General de la Universidad Magister Nereida Elizabeth Herrera Tuñón, en la cual anotará sus generales, el título que desea homologar y cualquier otra información pertinente.
- b. Diploma debidamente autenticado por las autoridades diplomáticas o consulares panameñas acreditadas en el país de origen y por el Ministerio de Relaciones Exteriores de la República de Panamá o Sello de Apostille.
- c. Boletín informativo u otra publicación oficial de la Universidad que otorgó el título, donde consten los datos sobre el Sistema Académico de la Institución, Plan de Estudio y Programa de las Asignaturas, debidamente autenticados por las autoridades diplomáticas consulares panameñas acreditadas en el país de origen y por el Ministerio de Relaciones Exteriores de la República de Panamá o Sello de Apostille, Tesis (cuando la Maestría es Académica).
- d. Registro de Calificaciones correspondientes a las asignaturas estudiadas, debidamente autenticado por las autoridades diplomáticas consulares panameñas acreditadas en el país de origen y por el Ministerio de Relaciones Exteriores de la República de Panamá o Sello de Apostille.
- e. Certificado de nacimiento actualizado o cédula que compruebe la nacionalidad del interesado. Si el certificado ha sido otorgado en el exterior, debe presentarse debidamente autenticado por las autoridades diplomáticas o consulares panameñas acreditadas en el país de origen y por el Ministerio de Relaciones Exteriores de la República de Panamá.
- f. Dos fotografías tamaño carné.
- g. *Cheque certificado o efectivo por la suma de ciento veinticinco balboas (B/. 125.00) a nombre de la Universidad de Panamá, como derecho a homologación, que se paga en la Caja General.
- h. Cualquier documento, que pueda contribuir a una mejor evaluación de sus estudios, idoneidad (si el ejercicio de la profesión lo exige), experiencia profesional y otros merecimientos o ejecutorias.
- i. Título de Licenciatura o Certificado de Reválida de la Licenciatura, si esta se obtuvo en el extranjero y si el ejercicio de la profesión requiere de la reválida del título.

OBSERVACIONES: 1. Todos los documentos expedidos en otros idiomas deben ser presentados debidamente traducidos al español por un traductor oficial.

2. Presentar los respectivos originales de todos los documentos.

3. Presentar Un (1) juego de copias de los puntos c, h.

4. Presentar Original del recibo de pago de B/.125.00 y dos copias.

5. Presentar Dos (2) juegos de copias de los puntos a, b, d, e, i.

6. Presentar los documentos en sobre amarillo membretado que se paga en la Caja General y se retira en la Secretaría General, ventanilla N° 1. (Aprobado en el Consejo Administrativo N° 01-05, del 26 de enero de 2005)

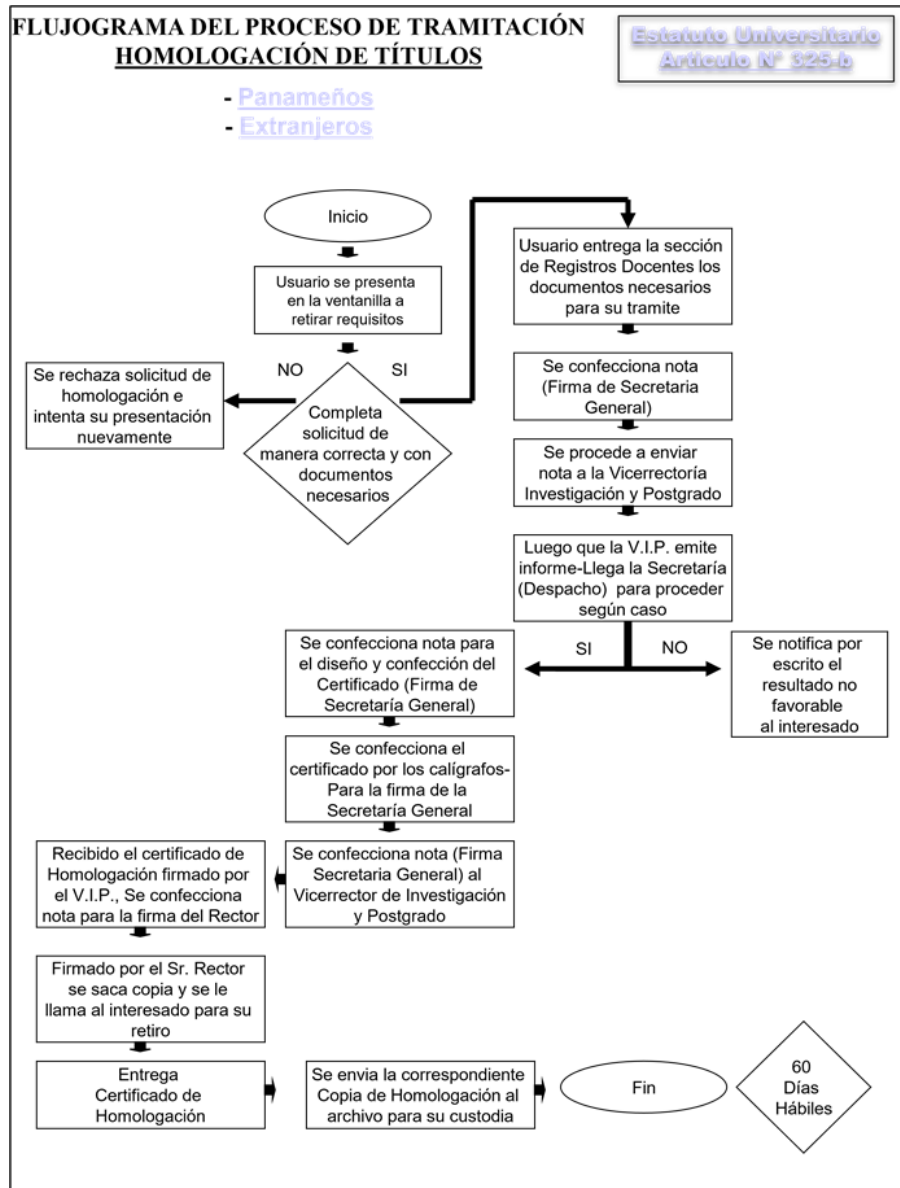
7. (*) No se devolverá el importe pagado (Aprobado en el Consejo Administrativo No.2-03, del 29 de enero del 2003)

Ciudad Universitaria OCTAVIO MENDEZ PEREIRA
Edificio Universitaria, Panamá, Rep. de Panamá Entrega General: 0824 Tel: (507) 523-5028 / 523-5035 / 523-5037
www.up.ac.pa e-mail: secretaria_general@up.ac.pa



ANNEX N°. 2.

Requirements for the Homologation procedure



ANNEX No. 3.

Model of a Licenciatura degree diploma



1. Nombre de la Facultad.
2. Nombre del Graduado.
3. Título Obtenido.
4. Cédula o Identidad Personal.
5. Día, Mes, Año (coinciden con los créditos de graduado).
6. Firmas de las Autoridades Correspondientes (Varia).
7. Número de Diploma (Varia).
8. Barra de Seguridad (Varia).

- Faculty Name
- Graduate's name
- Qualification conferred
- Personal identity card
- Days, month, year (coincide with graduate credits)
- Signatures of the corresponding authorities (varies)
- Diploma number (varies)
- Security bars (varies)
- Sigma Lambda Chapter of Honour (according to official credits from 2.50 to 3.00)

ANNEX No. 4

Diploma model for postgraduate : Especialista



1. Nombre de la Facultad.
2. Nombre del Graduado.
3. Título Obtenido.
4. Cédula o Identidad Personal.
5. Día, Mes, Año (coinciden con los créditos de graduado).
6. Firmas de las Autoridades Correspondientes (Varia).
7. Número de Diploma (Varia).
8. Barra de Seguridad (Varia).

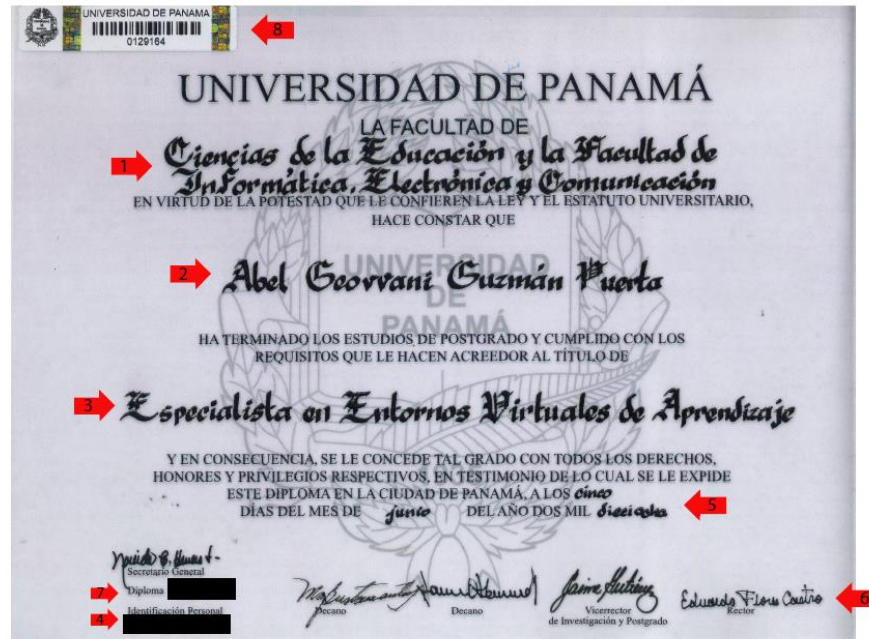


- Faculty Name
- Graduate's name
- Qualification conferred
- Personal identity card
- Days, month, year (coincide with graduate credits)
- Signatures of the corresponding authorities (varies)
- Diploma number (varies)
- Security bars (varies)
- Sigma Lambda Chapter of Honour (according to official credits from 2.50 to 3.00)



Annex No. 5

Diploma model for postgraduate studies – Especialista



1. Nombre de la Facultad.
2. Nombre del Graduado.
3. Título Obtenido.
4. Cédula o Identidad Personal.
5. Día, Mes, Año (coinciden con los créditos de graduado).
6. Firmas de las Autoridades Correspondientes (Varia).
7. Número de Diploma (Varia).
8. Barra de Seguridad (Varia).

- Faculty Name
- Graduate's name
- Qualification conferred
- Personal identity card
- Days, month, year (coincide with graduate credits)
- Signatures of the corresponding authorities (varies)
- Diploma number (varies)
- Security bars (varies)
- Sigma Lambda Chapter of Honour (according to official credits from 2.50 to 3.00)

Annex No. 6:

Accreditation resolution of the Universidad de Panamá (page 1)

No 27139-A

Gaceta Oficial Digital, miércoles 10 de octubre de 2012

**REPÚBLICA DE PANAMÁ
CONSEJO NACIONAL DE EVALUACIÓN Y
ACREDITACIÓN UNIVERSITARIA DE PANAMÁ**

RESOLUCIÓN Nº 13
de 8 de octubre de 2012

**EL CONSEJO NACIONAL DE EVALUACIÓN Y ACREDITACIÓN
UNIVERSITARIA DE PANAMÁ,**
en uso de sus facultades legales,

CONSIDERANDO:

Que la Ley 30 de 20 de Julio de 2006, crea el Consejo Nacional de Evaluación y Acreditación Universitaria de Panamá, como organismo rector del Sistema Nacional de Evaluación y Acreditación para el Mejoramiento de la Calidad de la Educación Superior Universitaria; que tiene dentro de sus objetivos el fomento y desarrollo de la cultura de evaluación que asegure y contribuya con el mejoramiento permanente de la calidad de la educación superior universitaria del país;

Que de acuerdo con el numeral 7 del Artículo 14 de la Ley 30 del 20 de julio de 2006, el Consejo Nacional de Evaluación y Acreditación Universitaria de Panamá, le corresponde organizar y coordinar la fase de evaluación externa de las instituciones universitarias, en ejercicio de cuyo rol le corresponde expedir la Certificación que reconoce la Acreditación a las universidades que han cumplido los requisitos y parámetros exigidos por Ley;

Que por medio de las Resoluciones 6 y 7 de 4 de octubre 2011, el Consejo Nacional de Evaluación y Acreditación Universitaria de Panamá, aprobó los procedimientos que se deben seguir al evaluar y expedir la acreditación institucional, en atención a lo cual la Universidad de Panamá cumplió con el proceso de Autoevaluación y presentó debidamente su Plan de Mejoramiento junto con el respectivo Informe de Autoevaluación;

Que a su vez y en cumplimiento del Artículo 30 del Decreto Ejecutivo 511 de 5 de julio de 2010, que reglamenta la Ley 30 del 20 de julio de 2006, los pares académicos externos visitaron la Universidad de Panamá y rindieron el informe de rigor con el resultado de evaluación realizada durante el periodo comprendido del 22 de agosto al 10 de septiembre de 2012;

Que de conformidad con lo estipulado en el Artículo 32 del Decreto Ejecutivo 511 de 5 de julio de 2010, el Consejo procedió con el análisis de los documentos que contienen el informe de Autoevaluación, el Plan de Mejoramiento de la Calidad y el Informe Final de la Evaluación Externa;

Que efectuado el análisis de la documentación, referente al informe de autoevaluación institucional y el informe final de los pares académicos, este Consejo aprobó la acreditación de la Universidad de Panamá, por tanto;

RESUELVE:

ARTÍCULO 1: Expedir la certificación de Acreditación Institucional a la Universidad de Panamá.



Annex No. 7:

Accreditation resolution of the Universidad de Panama (page 2)

No 27139-A.

Gaceta Oficial Digital, miércoles 10 de octubre de 2012

2

La certificación tendrá validez por el periodo de seis (6) años, contados a partir de la fecha de expedición. Trascurrido dicho lapso, la universidad tendrá que someterse nuevamente a los procesos de evaluación y acreditación, con el objeto de reacreditarse.

El CONEAUPA realizará las acciones correspondientes en los casos que la universidad incurra en lo tipificado en el artículo 5 del Decreto Ejecutivo 176 de 30 de marzo de 2011.


ARTÍCULO 2: Esta Resolución comenzará a regir a partir de su firma.

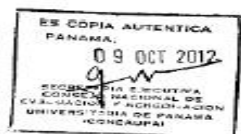
FUNDAMENTO DE DERECHO: Ley 30 de 20 de julio de 2006 y Decreto Ejecutivo 511 de 5 de junio de 2010.

COMUNÍQUESE Y PUBLÍQUESE.


Mariana de McPherson
Secretario(a) Ejecutivo (a)




Lucy Molinar
Presidente(a)



ANNEX No. 8:

Certificate of accreditation for the course of Doctor in Dental Surgery –
Universidad de Panamá



ANNEX No. 9:

**Certificate of Accreditation for the Course in Psychology
Universidad de Panamá**

