



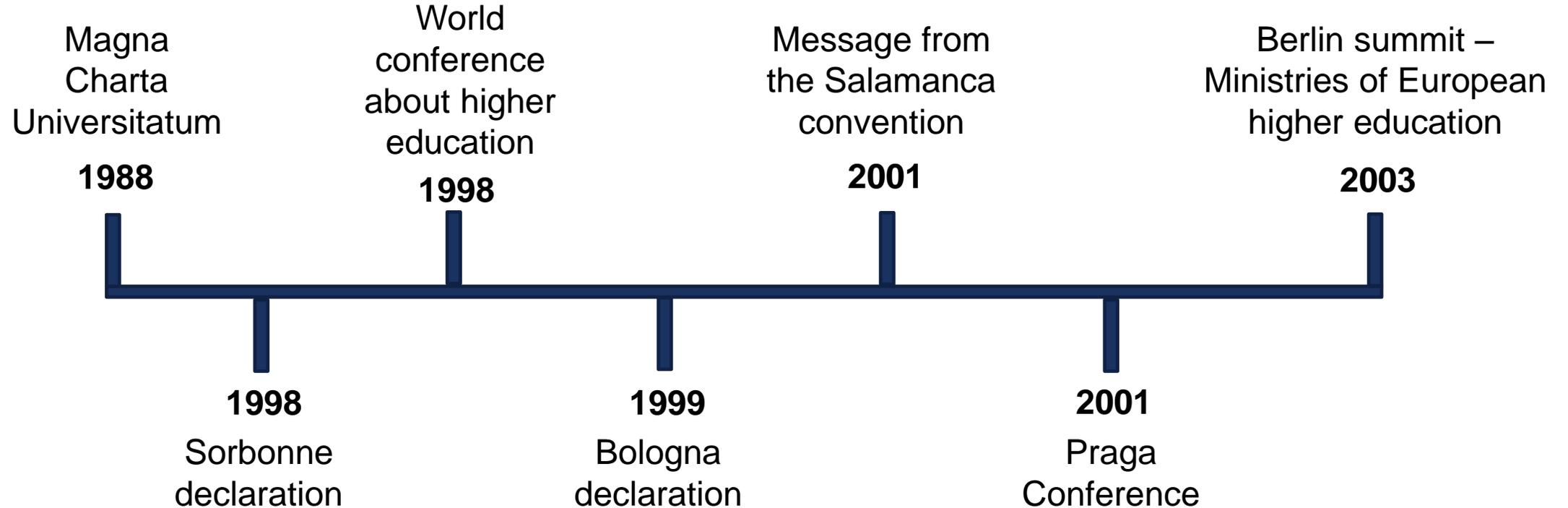
# HOW TO TAME THE WINDS OF INTERNATIONAL SEAS?

## CHALLENGES OF CREDIT RECOGNITION BETWEEN EUROPE AND LATIN AMERICA

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# GLOBAL BACKGROUND



CSUCA promoted  
the incorporation  
of the credit  
system

**1970's**

Costa Rica  
adapted the  
definition of credit

**1976**

Creation of  
the UEALC

**2000**

Grading system and a  
national university  
titles framework, Costa  
Rica

**2004**

**1972**

Mexico established  
a credit system

**1991**

Creation of the working  
team of the ministries of  
higher education of  
MERCOSUR

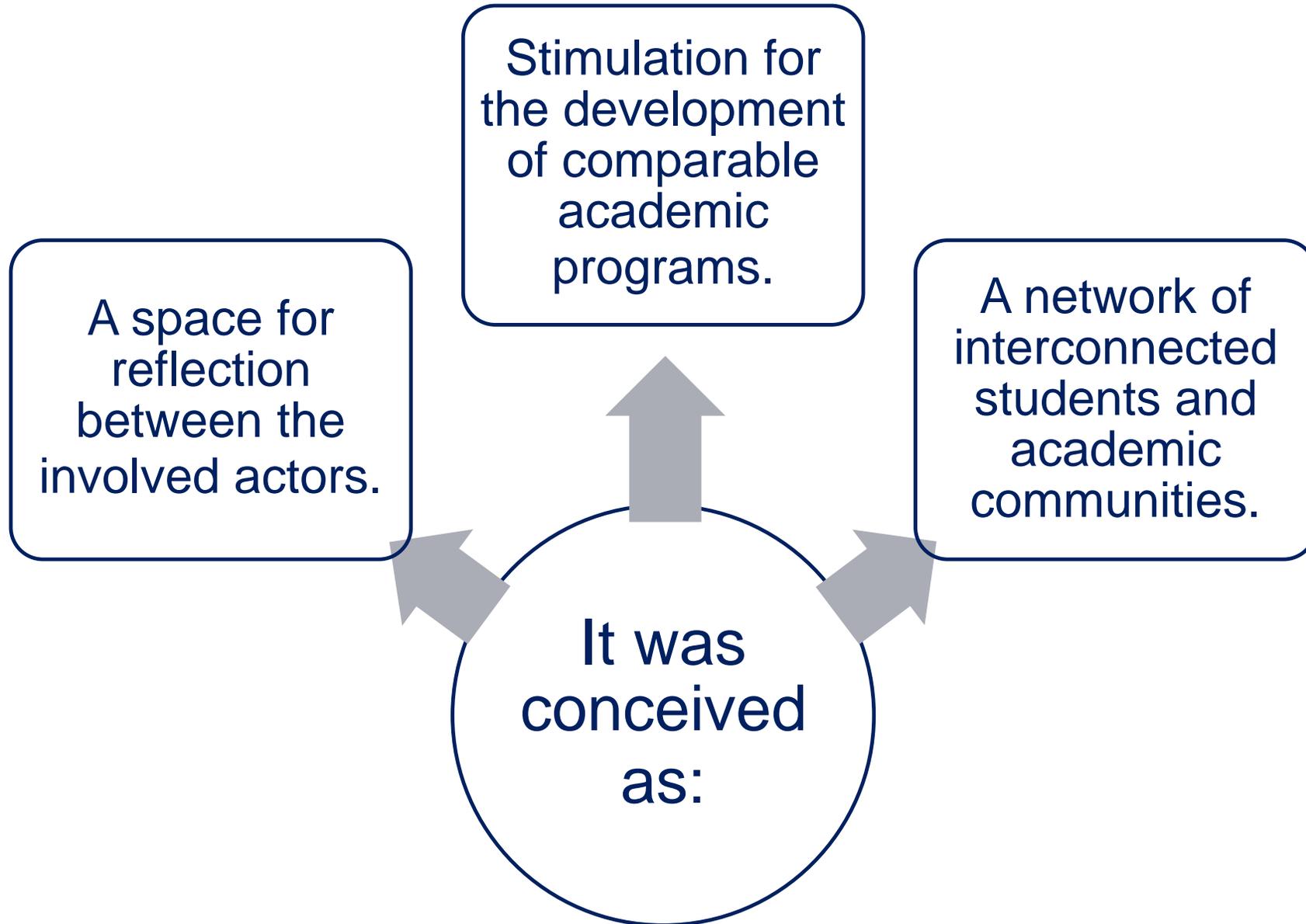
**2003**

Colombia  
issued the  
decree 2566

# LATIN AMERICA BACKGROUND

# TUNING

Coordination of higher education programs and structures, respecting their diversity and autonomy.





## Participant countries

- Argentina.
- Bolivia.
- Brazil.
- Chile.
- Colombia.
- Costa Rica.
- Cuba.
- Ecuador.
- El Salvador.
- Guatemala.
- Honduras.
- México.
- Nicaragua.
- Panamá.
- Paraguay.
- Peru.
- Uruguay.
- Venezuela.

1. Competences  
(Generic and specific)

2. Pedagogic, learning  
and evaluation  
approaches

Strategic  
lines

3. Academic credits

4. Quality of the  
programs

# Academic credits

Importance of  
the time of the  
student.

Amount of  
required work  
to acquire  
competences.

Equal  
distribution of  
work in the  
curriculum.

Avoid  
unnecessary  
extensions or  
repetitions

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# THE LATIN AMERICAN REFERENCE CREDIT (CLAR)

Working scale unit measured in hours that involves a student to reach learning outcomes

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An academic year = 60 credits



An academic year = from 32 to 40 weeks. The average point is 36 weeks.



Weekly working length is between 40 to 55 hours.

<b>Yearly weeks</b>	<b>Weekly working hours</b>	<b>Yearly working hours</b>
<b>36 weeks</b>	40 hours	1.440 hours
<b>36 weeks</b>	55 hours	1980 hours

Credit/Hour proportion:

$(1440 \text{ hours/year}) : (60 \text{ credits/year}) = 24 \text{ hours/credit}$

$(1980 \text{ hours/year}) : (60 \text{ credits/year}) = 33 \text{ hours/credit}$

Therefore, a CLAR credit does not have a unique value. It fluctuates between 24 and 33 chronologic hours of student work.

6 X 4

Is thought to be a support to the processes of development of spaces of higher education.

It was  
conceived:

to integrate the Latin American university community in contact with its European counterpart.



**Latin America:**

- Argentina.
- Bolivia.
- Brazil.
- Colombia.
- Costa Rica.
- Chile.
- Mexico.
- Paraguay.
- Peru.

**Europe:**

- Germany.
- Spain.
- France.
- Portugal.

**Participant  
countries**

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# 6

**bachelors**

- Medicine.
- Electronic Engineering.
- Business Administration.
- Mathematics.
- History.
- Chemistry.

# 4

**analysis  
approaches**

- Academic credits.
- Evaluation and accreditation.
- Professional competences.
- Training for innovation and research.

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# ACADEMIC CREDIT SYSTEM (SICA)

It is a proposal about a regional system of credits that would ease the curricular flexibility, transferences and student mobility among the Latin American Universities, and that would open a path for exchange with European universities.

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SICA credit = 32 hours of work (in classroom and independently)

Academic semester = of 15 o 20 weeks with 48 hours of workload

An academic year = 60 credits

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## **DIPLOMA SUPPLEMENT (CAT)**

It is a document that enhances titles by including a description of the performance of the graduate, the level, function of the title and characteristics of the program and the institution where the graduate completed its studies.

# ACADEMIC CREDITS

## LATIN AMERICA

COUNTRY	# CTS	Hrs.
Argentina		
Brazil	1	45
Chile	1	30
Colombia	1	48
Mexico	1	36
Peru	1	48
Uruguay	1	15

## EUROPE

COUNTRY	# CTS	Hrs.
Germany	1	30
Netherlands	1	28
France	1	29
Spain	1	25
Finland	1	27

**CHILE**

Year: 60 CTS  
Semester: 30 CTS

**COLOMBIA**

Year: 38 CTS  
Semester: 19 CTS

**MEXICO**

Year: 48 CTS  
Semester: 24 CTS

**PERU**

Year: 40 CTS  
Semester: 20 CTS

**URUGUAY**

Year: 90 CTS  
Semester: 45 CTS

**BRAZIL**

Year: CTS  
Semester: CTS

**EUROPE**

Year: 60 ECTS  
Semester: 30 ECTS



# CASES



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## CASE 0:

What options do we have to recognise the foreign credits?

1. Recognition by the number of subjects
2. Recognition by the number of hours
3. Recognition by the number of ECTS
4. The mixture of all of the above mentioned

# CASE 1:

One student in Germany wants to do an academic exchange in Colombia for one semester.

$$\begin{array}{l} \text{Colombia: 1 CT} \\ \text{Germany: 1 ECTS} \end{array} \quad \begin{array}{l} = 48 \text{ hrs.} \\ \hline = 30 \text{ hrs.} \end{array} = \mathbf{1,6}$$

$$1 \text{ Colombian CT} = 1,6 \text{ Germany ECTS}$$

## CASE 2:

Comparing on semester Chile and The Netherlands:

Chile: 1 CT/30 hrs. x 1 sem./30 CTS = 900 hrs.

The Netherlands: 1 ECTS/28 hrs. x 1 sem./30 CTS = 840 hrs.

900 hrs – 840 hrs. = 60 hrs. which is 2 CTS in Chile and 2 ECTS aprox. In The Netherlands.

## CASE 3:

One student in Spain wants to do an academic exchange in Uruguay for one semester.

$$\begin{array}{l} \text{Uruguay: 1 CT} \\ \text{Spain: 1 ECTS} \end{array} \quad \begin{array}{l} = 15 \text{ hrs.} \\ = 25 \text{ hrs.} \end{array} \quad = \mathbf{0,6}$$

$$1 \text{ Uruguay CT} = 0,6 \text{ Spain ECTS}$$



THANK YOU FOR THE KIND ATTENTION!

Q&A?

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