EUROPEAN UNION ONLINE SEMINAR • CIMEA

Latin America's Experience in Transnational Education

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UNESCO-IESALC

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THE CORE CHALLENGE

How can we support students living and working abroad?

Migration Compromises Study

Relocation disrupts educational goals for migrant learners.

The Transnational Solution

Earn home-country degrees while preserving diaspora roots.

Key Migrant Student Barriers



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REGIONAL TRAJECTORY

Pioneering Foundations & Digital Scale

1976

UTPL Distance Pioneer

Launched non-presential higher education in Ecuador.

1998

New York Support Center

First overseas student hub in the United States.

2000

Madrid & Rome Expansion

Serving major European diaspora destinations.

~1 in 5

1,776 / 8,523

Ecuadorian online academic programs today

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PUBLIC SECTOR MODEL • UNEMI MADRID

Milagro State University: Madrid Support Center

Full Operation in April 2025

Approved October 2024 under formal CES regulatory agreement.

Spain Diaspora Focus

Physical Facilities

Dedicated on-site student space.

Digital Technology

Integrated virtual learning tools.

Support Staff

Local academic guidance team.

5-Year Financial Plan

Guaranteed long-term stability.

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the European Union

PRIVATE SECTOR MODEL • UTEG MIAMI

Guayaquil Tech & Business University: Miami Center

Ecuador Home Campus

Accredited UTEG online degree programs.

Mitigating Attrition Risk

Structured human support prevents online student dropout.

Miami, USA Hub

Launched June 2025 for US learners.

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the European Union

SHARED LESSON ACROSS SECTORS

The Common Denominator for Success

Public Model (UNEMI)

State-backed infrastructure and CES cooperation in Madrid.

Private Model (UTEG)

Targeted retention bridge for diaspora students in Miami.

Regardless of the financial model, online programs must include localized, in-person support.

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GOVERNANCE FRAMEWORK

Three Pillars for Cross-Border Education

1

Clarity of Roles

Define center services, course links, and degree-awarding authority.

2

Cross-Border Coordination

Align home and host regulations through open institutional dialogue.

3

Degree Recognition

State day-one title status; centers do not imply automatic recognition.

OUR SHARED COMMITMENT

"International support centers must deliver **verified quality, active student guidance and transparency in information** regarding degree recognition."

High-quality education should not be disrupted simply because a student crossed international borders.