

200 campuses across the world and more being added every year of the world distinguished universities. It is contributing a lot in the development of human race.

The idea of branching of the world universities is compatible with the international law in Article 26 of the Universal Declaration of Human Rights. The Article says, "Everyone has the right of education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children". The authorities of the world universities' should be respectful to the mentioned article of the Universal Declaration of Human Rights', and they respective governments have to take more ventures in branching of the world famous universities and implement the 4 As framework as the right to education. The prime duty bearers have to respect, protect and fulfill the right to education by making education available, accessible, acceptable and adaptable. I think, in this age of global village concept, all the governments of the developed countries to take more practical steps towards spreading of quality higher education, and branching of the world universities is definitely a substantial step towards this venture. There are some more benefits of the creation of branches of the world universities.

- a. It will increase the number of qualified persons in the world by dissemination of knowledge and skills which will augment the possibilities of more inventions and discoveries.
- b. Human right for enjoying the opportunities of flourishing potential merits will be fulfilled.
- c. Poverty alleviation programme of the world will be augmented.
- d. Human glory of dignity will be enhanced.
- e. It will reduce knowledge gap and improve the living standard of less-privileged people.
- f. Light of knowledge will improve the safety and security of people

and the mother earth.

g. Exploration of world resources will be increased.

h. Minimize human problems and sufferings.

i. Ensuring global development and the world will be a better place for human living. In conclusion, I would like to reiterate our firm conviction of spreading quality education with the best of our means and capabilities. Our target is not only to make CMA students academically rich but they will be physically strong, intellectually sharp, emotionally balanced and professionally skilled and build up a life befitting to human honour and dignity. CMA, Bangladesh is committed to promoting and expanding modern education of the world standard. We intend to go forward with our lofty aims and objectives of producing luminous leading lights to illuminate the society in the days to come. The patrons of CMA are resolved not to sit on their laurels, rather they will implement their sublime visionary planning with the highest efforts and dynamism. We are dynamically committed to it and we are deeply devoted to it. I would expect the logic of creation of branches of the world universities will take a new impetus from this conference. I would like to re-echo my sincere thanks and tribute for inviting us in this august conference providing us the opportunity of interacting and sharing your valued ideas and views. It is a wonderful experience for me and my team members. (At the fag end I would seize the opportunity of inviting the EBA authority and all of you present here to visit my country, Bangladesh. You will definitely enjoy the lush green scenic beauty of Bangladesh. Her beauty consists in bounty, variety, flora and fauna. She enjoys, as a queen of natural beauty, the pleasures of sunny weather, variety of colours and displays an unending ocean of greenery. Bangladesh is a country with moderate temperature. It is mostly a plain fertile cultivating land with some hilly regions, a magnificent mangrove Sundorban, longest sea beach of the world (Cox's Bazar), tea gardens' etc. It is a land of eternal verdure, forest, criss cross rivers, hills and hillocks, along with the vast green plain lands that attract the nature lover tourists most. Bangladesh is a land of beauties of six seasonal cycles. The six seasons of the land come with distinctive colours and hues. They play and display and depart welcoming the next one in regular succession. It is our sincere and cordial request to pay kind visit to our country and watch the unique scenic charms, beauties and richness of the nature.)

Thanks, and thanks a lot.



ESAB – a private organization offering quality undergraduate and graduate on-line education

Dr Jaime Roy Doxsey

Chief Executive Officer, ESCOLA SUPERIOR ABERTA DO BRASIL

55-27-99973-1181, doxseyjaime@gmail.com

Good morning,

I am pleased to be here with you all at this Summit.

I am Jaime Roy Doxsey, sociologist with a masters and doctoral degrees in Inter American Studies, from the University of Miami, USA. I represent ESAB – a private organization offering quality undergraduate and graduate on-line education for nearly 20 years. We are located in Vila Velha, Espírito Santo, Brazil – to the north of Rio de Janeiro. I have lived and worked in North, Central and South America, formerly an exchange student to Greece; a U.S. Peace Corps Volunteer to Costa Rica.

I am a retired professor from the Federal University of Espírito Santo where I taught research methodology and ethics in graduate programs. I helped found the Distance Education Program at the UFES as director of research and evaluation. Trained and worked with Dr Carl Rogers in humanistic and cross-cultural learning. I now work with ESAB and administer a 40 acre Atlantic Rainforest Reserve. I also play basketball with the Brazilian Veterans Selection team – 75 year old category.

Some observations on Brazil

Brazil is famous for its cities, beaches, tropical forests and beautiful women. Carnival parades, samba and football are its trademarks. Our soccer players help fill stadiums here in England and throughout Europe. More recently corruption, urban and gender violence, drug trafficking, jailed officials and politicians, destruction of forests and the Amazon jungle have dominated international media. A serious economic recession and growing national debt difficult efforts to finance basic services and public policies so urgently needed to face inequalities in education, health and basic sanitation.

In Brazil, the concentration of wealth (the richest 1% of the population responded for 28% of all income in 2015) and income disparities contribute to deplete a once fast-growing middle class. High rates of unemployment and illiteracy pose serious restrictions for regaining economic growth. In 2017, an alarming 11% of all youth between 15 and 17 years of age is neither employed or in school (up to 31% among those within the 18-24 age bracket). Children and adolescents are simply not in school, and many who are, drop out. And there are not enough public schools and poor teaching salaries persist at all levels of education.

Nevertheless, education is regarded as essential for entering and advancing in the work force. Those with a college diploma earn almost three times more than someone with a high school degree. Rapid expansions of the private sector in undergraduate and on-line education are responses to demands of the marketplace. On-line prices are cheaper than attending private school classes.

ESAB® – FACULDADE SUPERIOR ABERTA DO BRASIL

For years ESAB has directed its tuition rates and course organization towards the demand for greater qualification of professionals with university degrees and more recently towards individuals seeking undergraduate degrees through on-line education.

And how do we do this?

SUMMARY OF ESAB'S HISTORY

Founded: July 30, 1998 – (20 years);

Location: State of Espírito Santo –Southeast region of Brazil;

Specializes in: graduate and undergraduate internet courses;

Total number of courses on all levels – 360 courses;

Number of students: 12,000 active students with another 18,000 government-approved vacancies;

Number of partnerships / institutional contracts: 512 partnerships (polos);

ESAB is one of the few faculties in Brazil that achieved the highest rating of MEC – Brazilian Ministry of Education and Culture (with a highest point average on every dimension).

PARTNERS AND INSTITUTIONS RELATED TO ESAB IN BRAZIL

Brazil is a country of continental proportions with an area of more than 8,5 million square meters. It has a population of 210 million inhabitants distributed in 26 states and a federal district.

To meet this demand ESAB has 512 partnerships and institutions contracted throughout the states. With our technology, it is possible to meet the demands from students within in any part of Brazil. ESAB has its own IMS learning platform registered in the national institute for intellectual property.

COMPARISON OF THREE DIFFERENTIATED PLATFORM MODELS

1 – MOODLE – Australian Model (Open Source Software) 2 Integrated environments:



2 – BLACKBOARD – North American Model (Licensed Software) 3 Integrated environments:



3 – SGEI® – Brazilian Model – (ESAB®-Produced and Owned Software)

5 Integrated LMS and ERP environments in the same data bank:



SGE-I® INTEGRATED ADMINISTRATIVE EDUCATIONAL SYSTEM

The SGEI® platform, an Integrated Administrative Educational System, contains 3 (three) Organizational Navigators with an interface composed of 520 environments and sub-environments, programmed in JAVA and maintained in Cloud Computing. To arrive at this technological level, the ESAB IT team uses international guidelines SCORM e AICC, observing the requirements recommended in the "World Reference for Quality in E-learning."

TECHNOLOGY 3.0 IN THE CLOUD COMPUTING

The SGEI® Platform was planned within the concepts of WEB 3.0

in Cloud Computing, maintaining its friendly navigators, staggered and interconnected, permitting that administrators, professors and students interact in any part of the world.

INTEGRATION FOR EACH DIFFERENT USER

The SGEI® Platform permits that all departments and sectors manage their processes and share information necessary for attending all the needs of the academic community, guaranteeing efficiency in each administrative process.

Access to all administrative and academic sectors is possible for all users. Tutors, advisors and directors may interact quickly to solve and prevent problems.

MANAGEMENT AND CONTROL OF STUDENT INFORMATION

The control and management of student information, course evaluations, feedback for tutors and supervisors is readily available. ESAB keeps track of dropouts, delinquent payments, student characteristics by course, geographical region and income levels – all of which contributes efficient reports and promotes decision-making at all levels.

