See this page also at <http://tinyurl.com/dxswzs>.

5.1 Expected Output:

It is expected that GUS will provide the following benefits to students and participating universities:

- Broadband Internet connection, supporting modern distance education via the World Wide Web
- Help member universities build a network of facilitators to support e-Learners
- Learners may take courses from different member universities, obtaining their degree from the GUS, thus freeing them from being confined to one academic culture of a single university or country
- Learners and faculties can promote the exchange of ideas, information, knowledge, and joint research and development of Web-based teaching materials
- Researchers in developing countries can partner with colleagues in more advanced countries, and perform joint collaborative research and development with the use of virtual reality/virtual laboratories for experiential/constructive learning and creation of knowledge through the emerging global GRID computer networking technology, e.g., GCEPG Project mentioned above
- Learners, faculties, and public policy makers can promote community development and many other advances at a local, regional and even on a global scale.

5.2 Dissemination:

Our projects focus on the content delivery through broadband Internet (satellite, terrestrial, wireless, etc.) for eradication of poverty and isolation in remote/rural areas of developing countries, particularly on the intercultural mutual understanding for attaining global peace.

This is to construct information and knowledge societies, and to bridge the knowledge and digital gap that exists between developed and developing countries, as promoting free exchange of ideas and knowledge; to maintain, increase and disseminate knowledge through our work in education, the sciences, culture and communication.

The results of this project will be disseminated throughout the community of the United Nations University/Research and Training Centers (UNU/RTCs) Program in participating countries to add to the general body of knowledge or methodology in dealing with the global warming by the following procedures;

- Through the design of socio-economic-energy-environment problem and solutions framework, into the nation's education curricula and system,
- Through the electronic media, and
- Presentations at relevant conferences and in journals

The success of the workshops mentioned above will also be publicized over the Internet and with press release to attract further support from other contributors.

5.3 Administrations:

5.3.1 Global University System (GUS):

I initiated the GUS Project at the workshop held at the University of Tampere, Finland, in August of 1999 with the funds from the World Bank, US National Science Foundation, British Council, Soros Foundation, etc. <http://www.uta.fi/%7etitava/EGEDL/>. The GUS is now headquartered at the Global E-

learning Center at the University of Tampere under the direction of the GUS/UNESCO/UNITWIN Networking Chair Program, held by Dr. Tapio Varis. Those institutions affiliated with GUS will become members of this Program.

Currently institutions with faculty members who are participating in GUS development projects are numerous around the world. The officers of the GUS are: P. Tapio Varis, Ph.D., Acting President, (University of Tampere, and a former rector of the United Nations University of Peace in Costa Rica); Marco Antonio Dias, T.C.D., Vice President for Administration, (former director of Higher Education at UNESCO); Takeshi Utsumi, Ph.D., Founder and Vice President for Technology and Coordination, (Chairman of GLOSAS/USA). The trustee members are: Dr. Pekka Tarjanne, (former Director-General of the ITU) and Dr. Federico Mayor, (President of the Foundation for Culture of Peace and a former Director-General of the UNESCO). The special advisors are: David A. Johnson, Ph.D., (Professor Emeritus, University of Tennessee) and Fredric Michael Litto, Ph.D., (President of the Brazilian Association of Distance Education at the University of Sao Paulo), W. R. (Bill) Klemm, D.V.M., Ph.D. (Professor of Neuroscience, Texas A&M University), Joseph S. DiGregorio, Ph.D. (Georgia Institute of Technology, retired), Dr. Paul Lefrere (U.K. Open University), and Dr. Amit Maitra (Lockheed Martin Defense Enterprise Solutions & Services).

See the followings;

1. Annual report of GUS/UNESCO/UNITWIN Networking Chair Program to the UNESCO at <http://tinyurl.com/2xntj7>.

2. Memorandum of Understanding (MOU), "Agreement of Cooperation" among University of Tampere, Finland, TOBB Economic and Technology University in Ankara, Turkey and Global University System at the University of Tampere at <http://tinyurl.com/46h3oa>.

5.3.2 GCEPG Project:

The GCEPG Project is the Research and Development (R&D) program of the GUS with very close interactions between them. Visit the followings;

1. Main web site at <http://tinyurl.com/6fb8bb>

2. List of Working Group Members <http://tinyurl.com/d98csl>

3. Memorandum of Understanding (MOU) between the Polytechnic Institute of New York University and GLOSAS/USA <http://tinyurl.com/6oljpy>

5.4 Action Plan:

5.4.1 Fact Finding and Assessment Trip

The first practical step for establishing GUS in each coutry is the preparation of a detailed program document encapsulating the diverse components of the enterprise. This requires a fact-finding mission to the participating country to be undertaken by a key person of GUS. During this period, an initial stakeholder meeting will be held for formal confirmation of project partners in the country, and to form working groups. This trip must include following:

- Visits to participating colleges, universities, hospitals, local governments and community based programs in the country:
- Establishment of working groups for each aspect of collaborative proposal writing, with representation from the communities, institutions, and governmental agencies that will benefit from the initiative of forming their GUS and GCEPG projects teams.

5.4.2 Planning Workshop for Convening of Working Groups (about 4 months after the above action):

Each working group will produce proposal with necessary steps to be taken during the following three months with their budgets, which will be summarized into a proposal. This proposal with precise budget for the next design phase will be used for the fund raising. The emphasis will be placed on the design of tech/facilitator support and marketing survey for sustainability of GUS with their applications and others at anchoring institutions. This proposal will be submitted with endorsements from various UN, governmental, universities, NGO agencies to the nearby Japan Embassy for the Japanese ODA fund (see below).

5.4.3 Design Phase Workshop:

This phase will conduct market survey, feasibility study, system design of infrastructure; design of support system and administration structure, as well as to construct a business model for maximum effectiveness and sustainability and replication in other locations. This phase would produce a project proposal for deployment, for which Japanese ODA fund will cooperate with federal and regional government for funding as GUS of each country.

5.5 Financing GUS and GCEPG Projects:

Our projects will combine (1) the Japanese government's Official Development Assistance (ODA) funds and (2) Japanese electronic equipment (including technical assistance and training) with (a) the Internet technology and (b) content development of North America and Europe.

Incidentally, I helped the Japanese government to pledge US$15 billion during the 2000 Okinawa Summit, which initiated the “Closing Digital Divide” movement of the United Nations and others.

I encourage autonomous conduct and administration of GUS and GCEPG projects by our counterparts in developing countries, e.g., policy analysis on the appropriate allocation of oil revenue in Niger Delta region of Nigeria by GUS/Nigeria as mentioned above, and construction of weather forecasting network at eleven branch offices of the Ethiopian National Meteorological Services Agency with the use of Beowulf Mini Supercomputer by GUS/Ethiopia, etc. Accordingly, we help their fund raising and hence letting them be accountable by reporting to the funding sources, probably using a similar format as our annual report to UNESCO as mentioned above.