

Report on the Study Tour to View Telecommunication Projects in Southern Ontario, October 28-30, 1998

Foreword

On October 26-27, 1998, a conference entitled *Partnerships and Participation in Telecommunication for Rural Development* was held at the University of Guelph, Ontario, Canada. This conference provided a unique opportunity for developing country telecentre workers and decision-makers alike to learn from the Canadian expertise and experience in rural telecommunications. In the spirit of international cooperation, IDRC, under the Acacia Program Initiative, ITU, under the Telecommunication for Development Sector, and UNESCO, under the Information and Informatics division, supported twenty-two developing country individuals to the conference. These individuals represented the key decision-makers in rural telecommunication funded projects, namely (multi-purpose) community telecentres and community access and/or information centres.

To enhance the learning experience of these sponsored participants, a three-day study tour to Canadian-based initiatives in rural connectivity and community access programs (CAP) was conducted immediately following the conference. A supplementary funding for this study tour was given by CIDA. This additional component was intended to link the conference participants with Canadian initiatives and allow them to see rural telecommunication problems and solutions *in situ*. A novel approach in the programming of this event included study visits to Canadian Aboriginal communication initiatives. Within this study tour component, the international participants were shown innovative ways of using new information and communication technologies (ICTs) for the preservation of indigenous knowledge. More importantly, however, the synergies gained through the direct cultural contact provided an uplifting and an intangible experience that proved to be a great morale restoration for all the parties involved. This serendipitous finding paved the way for a pleasant group dynamics that lasted for the duration of the study tour. Not to be understated, the visits to the non-Aboriginal initiatives were equally stimulating and productive. For this part of the tour, the participants managed to interact directly with community leaders, as well as learning the role of ICTs in community planning and development.

Detailed narrative reports of the study tour events and the wrap-up session are provided in the subsequent section. The purpose of the reports is to highlight the key elements of learning from the experience and to make the knowledge of this event available to appropriate stakeholders. The reports, written by the tour facilitators, are not to be judged solely on its scientific merit. On the contrary, it is the value of the events that are being captured in the reports that warrant their significance. Note that **the views expressed in the reports are those of the authors and do not necessarily represent that of IDRC.**

Sincerely,

Frank Tulus

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Communities and the Information Society in Africa
Collectivités et Société de l'information en Afrique

Report on the Aboriginal Study Tour

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Overview:

First Nations Communications was asked to develop a two-day tour to take eight delegates from the Acacia project to see Community Access Projects offered in some of the aboriginal communities within the Guelph area. The purpose of this study tour was to allow the delegates to see how these projects were operating. It was the hope of those requesting the tour that the delegates would then draw parallels with their own communities and the plans they had regarding their own projects.

This tour was to be coordinated to follow the international conference held at the University of Guelph on October 26-27, 1998. The delegates would attend the conference and then have the two days following the conference to travel to the aboriginal communities. Although the overall emphasis was to be on the use of technology in the community there would also be components of economic development, cultural exchange, tourism and traditional aboriginal values and beliefs.

A trip to Niagara Falls to see one of Canada's great wonders was also recommended.

The Planning Process:

At the beginning of October Kim Ghostkeeper was contracted to put in place the logistical requirements for the trip. After speaking briefly with Frank Tulus of IRDC and receiving a package of information from Randy Way in Ottawa, she began the necessary coordination. In the beginning there were a number of details that remained uncertain.

After e-mail communications and telephone conversations, it was determined that two communities would be visited: Oshweken (Six Nations) and Rama First Nations (in Barrie vicinity). Arrangements were made with each community to find a meeting space, secure a host for our program, arrange lunch, and plan a visit to demonstrate the use of technology (computer-Internet training) in the communities.

Two weeks prior to the tour date, IDRC informed First Nations Communications that the group would be expanded and that a second group would also like to participate in the two-day tour. Our numbers were now 25-30 participants. This meant we required a full coach bus to travel. The communities were informed that the numbers had increased.

There was a little concern at the local level that the facilities booked would not be able to accommodate such a large group. They were told not to worry.

IDRC also asked First Nations Communications to contact another coordinator located in Guelph who was coordinating an additional tour to follow ours for the delegates which would take the group out to tour other Community Access Projects. We made contact and shared information back and forth. We also arranged to book the same coach carrier for the entire four-day period.

The Study Tour:

Kim Ghostkeeper and Randy Way of First Nations Communications traveled to Guelph to participate and lead the tour. We met the delegates in the foyer of the College Inn. Twenty-seven delegates, including representatives from sponsoring organizations, registered to attend the tour.

After introduction we boarded the bus and headed for Oshweken First Nations. During the trip, the coordinators gave a brief verbal overview of the aboriginal peoples of Canada and outlined the purpose of the study tour. Randy Way also outlined the current use of technology in the aboriginal communities and the proposed future direction of some of the Ontario Aboriginal communities.

Our trip took us through the Eastern Lakes area of Ontario to Oshweken. This community, formerly called Six Nations, is a model of a First Nations community that has been immersed in new technology with positive results. Our group arrived at Grand River Polytechnic in Hagersville at 10:30 am. We received a fine welcome from Linda Staats, Executive Director and her entire welcome party. They had arranged a meeting - room within the institution and after our group settled in, received gifts, had a coffee and finished introductions, we were taken on a short tour of Grand River Polytechnic. Most interesting was of course the computer labs. The agenda was very hectic but we were able to hear about the various courses being offered at the school and to discover how they were attempting to involve the community in computer training.

We had an opportunity to see a demonstration of the locally built GIS program, "A Cry of the Eagle@" provided by Phil Monture and Sheri Longboat. The program, designed to be Native needs specific, was developed after an extensive search for a GIS revealed that no existing program could adequately meet the needs of this, and many other Native communities.

In contrast to existing systems, this program was designed to be cost effective, portable (run on a laptop), and user friendly with customizable components requiring a minimum of technical knowledge. The program was also designed to provide a media viewer that displayed pictures and images complete with sound. This was considered extremely important since research has shown that many First Nations people often identify with features visually and not descriptively.

To meet training requirements, a customizable “Eagle’s Cry” certification-training course was developed and designed to be delivered on or off-site. The need to develop expertise in GIS across communities was also addressed by the development of a Native GIS Diploma course for colleges in conjunction with Niagara College in Welland, Ontario.

Phil and Sheri explained that the GIS program had originally been designed to assist with legal land claims issues but had been expanded to include much more. The community was working on establishing a wide-ranging teaching tool to house the community’s oral history and language. The resurgence of the language had created much interest and specific need for ways of teaching the language. The computer with its audio capacity seemed a likely tool.

Linda Parker of U Win Solutions was also at the meeting. She provided information about the community and how local administration and governance was managing the growing technological training. Our delegates asked many questions. They seemed extremely interested in how the community promoted its computer training and how it responded to the diverse needs of the community. In fact, we ran out of time and had to call the meeting to a close to stay on schedule.

Our lunch was held at the Odrohekta Tourism Centre. It was a beautiful new building housing a local museum and a wall of fame featuring a number of local and national aboriginal celebrities. After lunch we were taken on a tour of the community by local resident Robin General. We had an opportunity to see one of the local craft outlets. Our delegates were keen to see the way in which the Mohawks were marketing, displaying, and producing their local crafts. It was very impressive.

Our day ended with a trip to the remarkable Niagara Falls. Our delegates had an opportunity to see the Canadian invented IMAX production, which featured the myths and legends of the falls. For most it was their first viewing of an IMAX process and they were very impressed. A quick trip allowed the delegates to do as most tours do, photograph the falls. Although Niagara Falls took a little extra travelling, to see it seemed well worth the effort.

Day two began much like the first. Our delegates were beginning to feel tired and some were beginning to suffer from climactic changes, but they were a determined lot and their good nature and humor continued to see them through the trip. Unfortunately, due to mitigating circumstances, on day two we had three less participants.

A Welcome International Guests sign greeted us when we arrived at the Barrie Friendship Centre. While our delegates got settled in the meeting room, Frank Tulus from International Development Research Centre granted the local television press an interview.

Local Elder, Ernie Sandy opened the meeting with a smudging ceremony and a prayer. He talked to the delegation about the aboriginal history and focused his talk on colonization. Afterwards, Greg McGregor with the Barrie Area Native Advisory Circle explained their Community Access Program and some of the other initiatives of BANAC. The youth coordinator, Vince Kewaquado gave a short demonstration of communication of how they were using the Internet to reach various segments of the community. Our delegates were very interested in the successes, and some of the challenges facing the program. Many questions were asked - so much so that Vince was invited to come aboard our bus and continue his discussions while the group traveled to the Enahtig Healing Lodge and Learning Centre at Vassey Township.

Steve Beaupre, Lodge manager met our group upon arrival at Enahtig, a recently opened healing lodge for aboriginal families, one of the many initiatives by BANAC. The unique aspect of the lodge is that it is owned by all the members of BANAC and governed by a separate Board of Directors. It can facilitate up to five families at one time and offers retreat space for other healing practices such as sweat lodge and long house ceremonies. Workshops and healing courses are also held on the site. We were treated to a delicious traditional feast of fried fish, wild rice and squash. Afterwards we were welcomed into the Board of Directors' meeting where all the delegates were given a T-shirt and a small sample of locally-made maple syrup.

The delegates were very touched by the hospitality and generosity of our hosts and one by one openly expressed their feelings verbally to the Board members. After a round of hugs we went outside to have a walking tour of the facility and see the sweat lodge and long house sites. This, along with the maple sapping taps strung from tree to maple tree, was a new experience for most. They were eager to ask questions and our hosts were gracious to answer and attempt to explain as much as was possible. I think the delegates could sense the healing nature of the location and they were not eager to leave. But we finally did leave and headed up to Rama M'Njikaning First Nations.

Once there, our first stop was at the beautiful newly constructed recreational complex. We were all impressed with this building that housed in a full sized area several meeting rooms, a gymnasium, a games room, a library and computer lab. A local elder has been asked to come and welcome the delegates. She treated them to a song on her hand drum and showed them some locally-made crafts. She talked about the rapid changes taking place in the community due to the new Casino. We had only a brief chance to tour the computer lab but were most impressed to see it busy with children anxious to explore the Internet. This, we were told, was a very popular after school spot. The kids were charged a meager \$5.00 annual membership and had to book their time on the computers in advance. The lab coordinator told us privately that the kids loved using the lab and she was having difficulty keeping up to some of them herself. She said that they also had a seniors group that used the lab on a regular basis. She said if there was a group they weren't able to reach it was the 20-40 year old group. She gave no immediate explanation and we were unable to really have an in-depth discussion with her about it, as our time at the lab was so limited.

Our last stop of the day was a very quick look of the new Casino Rama.

Comments:

It is always a great honor to share our culture and way of life with others who are interested. The First Nations that were asked to participate in this study tour were very honored to have been asked and equally delighted to have been hosts.

When First Nations Communications was contracted to coordinate this tour, they made contact with various people in the community. It is very important to seek console and permission from the right parties within the community.

We made sure that gifts were given on behalf of the study tour group and we made sure that tobacco offerings were presented to the elders on our behalf prior to our visit. It is important to honor the protocols of the nations being visited.

As this group (study tour participants) had traveled from many distant places and had just completed several days at a conference many were extremely tired. Even though it is important to use time wisely and try to make every moment count, I think that we have to appreciate that it is very difficult to become acclimatized and acculturated in such a short time. One day off to rest or take a break for themselves might have been beneficial for the delegates.

Recommendations:

Although it wasn't possible because of many last minute changes, it is always helpful to provide the communities and coordinators with a list of names and interests of the delegates in advance.

It is also advisable to collect all monies up front and not have the coordinators do a on-site money collection. This was not comfortable and shouldn't have been necessary.

Considering their physical and mental fatigue the locations of the second day were more suitable for the group. They seemed to appreciate the informal setting of the Healing Lodge.

I suggest having at least one face to face meeting between the coordinator and the representative of the delegation. During this meeting identify what the goals and objectives are and how best to design a program that can best address them for the group.

Had we known there were a number of individual who had limited knowledge of English and were more fluent in French, we would have tried to find someone with French language skills to assist us in the tour. Although the study tour was only two days long, I would suggest having had an orientation session the night before the tour where an overview of the aboriginal history and current affairs would set the stage of who they were about to visit and where they were about to go. It would also have allowed the guides and delegates a chance to get acquainted.

The group certainly seemed interested in working with the students they met in Rama. Had we had more time, it would have been interesting to be able to pair an aboriginal student with our delegates and allow them to work together sharing interests on the Internet. We believe the delegates would have learned a lot by being able to talk with the student. (we could have also arranged to have some of the other community members who use the learning computer station such as some of the seniors and some of the other community members). We would recommend trying this in the future.

Since this was an international group who did not have experience with skating rinks and ice, we wish we have allowed some time to go rink side and let them try some curling or even skating. We think it would have need very exciting for them.

Had we known that two hotels were being used to lodge individuals, we would have arranged pick-up and drop off at both locations rather than have delegates meet us at the hotel were "we" were staying.

A list of e-mail addresses should be circulated for any follow-up and exchange of information groups have in the future.

REPORT ON RURAL TELECOM STUDY TOUR TO OXFORD COUNTY

Submitted by:
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Objective of Study Tour:

Approximately 25 people involved in IDRC, ITU and UNESCO telecommunication projects in Africa, Asia and Latin America, attended the **Partnerships & Participation in Telecommunication for Rural Development Conference** at the University of Guelph, October 26 – 27, 1998. Funding was secured from IDRC and from CIDA to sponsor a Study Tour following the conference, to allow these international guests to see how rural Canadians are using information technologies to enhance their community life.

Summary:

The TeleCommons Development Group (TDG) was responsible for organizing and implementing the final two days of the four-day study tour. Helen Aitkin (TDG) organized the events, with the generous assistance of Sam Coghlan, Oxford County Librarian. Scott McConnell (University of Guelph) assisted with the facilitation of the tour and the recap session. Don Richardson (Don Snowden Program, University of Guelph) joined the tour, and took video footage of the day's events.

This report includes a summary of the visit to Oxford County (day three), as well as the final day recap. Because the recap session covered all four days of the Study Tour, the notes and observations related to the Barrie and Oshwekan visits are included in brief.

OXFORD COUNTY TOUR (October 30)

Oxford County has made a name for itself by creating a county-wide high speed (broad bandwidth) network, linking local, municipal, County and library sites. This project, known as the County of Oxford Integrated Network (COIN), is a good example of how local partners can enjoy a fast and reliable communication system at low-cost, by sharing a common infrastructure.

The Study Tour visit to Oxford was designed to demonstrate innovations in local cooperation for community access to enhanced information and communication services.

Woodstock Canadian Employment Services (CES)

CES is a walk-in employment centre which provides a variety of tools to help people find employment – computers, printers, telephone, copiers, fax, Internet access, as well as books, table-space, and job search counselling. The Centre, sponsored in part by Human Resources and Development Canada (HRDC) and Industry Canada's Community Access Program, also offers computer and Internet training. The Internet access is provided through the local wireless Wide Area Network. Federal Member of Parliament, John Findlay, was present to greet the Study Tour Group.

Woodstock Court House

There was a brief stop at the Court House to observe the wireless receiver on its tower. The Court House is linked to an adjacent high school through fibre-optic cable.

Beachville Wireless Tower

There was another brief stop at the Beachville Hydro site to view the transmitter on the hydro pole.

Beachville Library and CAP Site

The Beachville Library is a small rural community library, with 5,000 books, open eight hours a week. Thanks to a grant from Industry Canada's Community Access Program, the Library has been able to provide Internet access. At the time of the visit, access was dial-up only, though a tower is being built for a receiver to link the Beachville Library to the Oxford County WAN.

Ingersoll Library

The Ingersoll Library is the hub of the WAN, with 128K Fractional T1 connection to the Internet through O-NET. Six servers on-site distribute access to county-wide partners. The Library is a CAP site, offering free public access to the Internet.

Ingersoll Municipal Offices

The Ingersoll Municipal Office, located on the floor above the Ingersoll Library, benefits as well from the County's shared communication infrastructure. The Ingersoll Mayor, as well as Member of Provincial Parliament, Ernie Hardeman, joined the group for lunch.

ILARC (Ingersoll Learning and Employment Resource Centre)

ILARC, another node in the network, is located in the same building as the Ingersoll high school. It offers high school education and literacy training for adults of all ages. Much of the training is provided through self-directed computer programs, though a certified teacher is on-site, and print materials are also available.

The facility also includes a portable computer training lab. This is used as a cost-recovery mechanism since a fee is charged for use of the lab. It has been used as well for a summer computer “camp” for children.

ILARC also shares space and facilities with a program linked to the high school, which works with “high-risk” students, in danger of dropping out of school.

Because ILARC shares the cost of a network technician with the Ingersoll Library, both facilities benefit from a service neither could afford on their own.

A.J. Baker Public School (and Public Library) in Kintore

The final stop on the tour was the A.J. Baker Public School – another link in the network. The group was greeted by the Principal, Jim Rule, plus MP John Findlay, the Township Warden, Township Administrator, and students in Halloween costume.

The school library is also the local public library, an arrangement made possible by constructing a door for public access when the school is closed, as well as because of school/community co-operation.

A computer lab in the school is linked to the high-speed WAN. Students have made good use of the lab, creating a School Web site, researching school projects, and using the computers for educational games. In anticipation of the visitors, some students created a map of the world, highlighting all the countries represented by the visitors.

RECAP SESSION (October 31)

Fourteen Study Tour participants had not departed and were able to attend the final day of the Canadian visit to review the Study Tour experience and propose conclusions and resolutions. They met from 9 a.m. to 1 p.m. at the University of Guelph.

First, Participants reviewed their observations of study tour activities. The following are notes taken from the session.

Review of Grand River Polytechnique

- GIS Information Technology
- Foundation Training
- Use of WWW for preserving traditional languages/culture
- Computer/access guaranteed to colleges
- “Invest in your own”
- Students train others at GRP in evenings
- The people were able to share their aspirations, symbols, stories → digitized their culture, history
- Strong desire to gain back their culture
- GIS training provided
- Resources lacking
- School served as a resource centre and training facility

Review of Barrie Area Advisory Circle (BANAC)

- lack of technical expertise and support
- children’s programs
- portability of the site – tack technology to the people (Community Access Point)
- Program for unemployed native youth to take technology to Elders (part of Youth Services Canada)
- Job database connected to HRDC (Human Resource Development Canada – a Federal Government program)
- Employ 13 youth to train five community members how to use computers – these five members train others in community
- Aboriginal-specific strategy for Internet use – emphasis on self-taught education through the community
- *Is it sustainable?*

Review of Visit to Mnjikaning

- Revenue from Casino Rama used for community facilities
- Encourage community use of computer/Internet technology by locating access in a sports facility. School partnerships with community centres.
- Training programs for children and adults
- What are the social implications of the having the Casino?

Review of Visit to Woodstock Employment Centre

- Touch-screen kiosks
- Community-government partnerships
- Different computers for different applications
- Applications for both employers and employees
- Electronic labour Exchange on Internet
- Programs are dependent on a larger infrastructure/system. Requires promotion and awareness
- Participation of local government
- Use of wireless technologies
- Capable human resources

- Providing Federal programs at the community level
- Applications more important than the technology
- **Local champion in the community

Review of Visit to Beachville Library

- 5,000 books – rotate through county
- Program to encourage library use
- Dial-up Internet connection (free)
- Computer use – Internet, word processing – charge 20 cents per page for printing
- Recording user information – helps with planning, programming, awareness training
- A comfortable environment

Ingersoll Library/Community Centre

- Technology – use of dummy terminals – used for employment searches
- Spacious library
- Surrounding counties are connected to the network
- Centralized book purchasing with computers
- Facility has back-up power generator
- Sharing network administrator with another organization – sharing costs

Ingersoll Learning and Employment Resource Centre

- literacy software programs – learn at your own pace with or without computers
- educational programs for all – all ages
- “High-risk” students – return students are welcome
- Highlight/feature success stories from the Centre
- Non-specialized staff
- Students could be mobile with computer disks
- Network system, not stand-alone systems
- Good communication among staff

A.J. Baker Public School

- Primary school with 190 students
- Local contributions for playground
- Student participation/collaboration with Web site (www.odyssey.on.ca/~ajbakerps)
- School library shares with Public Library – space-sharing
- Educational/Entertainment Games

NEXT STEPS AND SOME RESOLUTIONS

In small groups, designated by geographic area, participants discussed the next steps and resolutions.

Asia (Philippines and Bhutan)

Currently there are no MCTs, just proposals.

Will complete a report of the Conference, and the study tour.

Will attempt to establish contacts with agencies interested in the proposed projects for networking and support (e.g. Dept. of Science and Technology, IDRC, ITU)

Will study proposal for MCT pilot proposal

- look at benefits and advantages
- need to convince decision-makers to support project
- examine the viability of the project.

Define role of stakeholders

Maintain close contact with Guelph and IDRC in development of proposals.

East Africa & N. Africa (Kenya, Uganda, Tanzania, Egypt)

Need to sensitize community, explore who can/will do what.

Creation of partnerships - with commitment - to create reliable service.

Training is critical

- what is Internet? (sensitivity to cultural attitudes)
- identify who has knowledge
- training at all levels – Ministry level, too
- acknowledge role of library for training

Role of NGOs (community-related)

- they have a role to play – must be involved in all aspects
- can use telecentres, make them vital – telecentres can serve them

Evaluation (this is important)

- identify sustainable solutions
- international and local partners and national partners
- learn from mistakes – and pick up the pieces
- what happens after pilot? – at what point does a project fail?
- International consultants should just write report without ongoing communication and involvement.

Southern Africa (South Africa, Mozambique)

- Greater attention to Web sites for local organizations and schools
- Information and training programs for specific areas, e.g. business
- Spend more time selecting and getting useful applications, e.g. educational programs, CD Roms, “edutainment”.
- Look for champions in rural communities
- Sustainability via
 - Partnerships
 - Long-term strategies
 - Funding arrangements – examine carefully, be creative, realistic.

West Africa (Senegal, Benin, Mali)

Need to complete “basis study” to identify indicators.

Discuss with communities for completing proposals, plans – with all stakeholders – using participatory methods.

Set up steering committee – representing government, ministries of health, education, etc.

Set up management committee – involving community members, NGOs

Involve NGOs – MCTs can help them – e.g. for printing facilities

Evaluation – involve the community.

What Next for IDRC, TeleCommons Development Group

Provide the means for continued discussion and research in the partnerships between telecom people in Canada and elsewhere.

Facilitate direct relationships between Canadian and International counterparts..

Follow-up on impact of this conference and study tour program (in Canada and internationally)

Apply learning beyond countries being sponsored at the conference and study tour..

Explore models of financing and partnerships with different players

Develop a framework, a clear “how-to” for telecentres.

Explore ways of contributing to the development of telecentres by:

- finding or creating training materials
- communicating “what works”
- create Web resources

How can the TeleCommons Development Group Help?

- research and document simple guidelines for setting up telecentres
- gather useful training materials and make available for use

LESSONS LEARNED

The Study Tour was a good means of reinforcing the lessons learned at the Conference, and strengthening relationships between international participants, development agencies, and Canadian practitioners of development communication. It also provided a forum for informal dialogue, and the identification and clarification of issues related to multi-purpose community telecentres.

Benefits to TeleCommons Development Group

The TeleCommons Development Group has been actively involved in International and Domestic initiatives in the use of information and communication technologies for development. For TDG, the Study Tour was an opportunity to learn more about local rural communication activities in the context of related projects world-wide. The projects visited on the Study Tour highlighted many of the issues that must be addressed in the establishment of “multi-purpose community telecentres” – sustainability, community participation, partnerships, access, training, management, technical requirements, etc. It became clear that these are universally relevant.

Benefits to Study Tour Participants

The Study Tour was an important addition to the conference. Although a tremendous amount of information was delivered during the two days at the conference, there is no substitute for the lasting impressions of a first-hand experience. During the Tour, participants were able to see community communications projects and talk with people running and using the operations.

The Tour also gave the participants a chance to get out of Guelph, visit communities off the beaten path, and learn more about Canadian culture and society. The Oxford County tour was a truly rural experience, giving participants a view of libraries, schools, municipal offices, and the opportunity to meet informally with a cross-section of community members.

Suggestions for Future Programs

A Study Tour should be an integral part of any similar conference. It was unfortunate that this Tour was confirmed at such late notice and with an unknown budget, which restricted its scope and duration. Also, because there was so much to see in so little time, participants had very little opportunity to pursue individual interests. Nonetheless, the Tour was very successful.

The Budget did not allow for the integration of the two legs of the Tour, which resulted in a feeling of discontinuity, and might have led to overlap or duplication. Good communications between the two groups managing the tour, the flexibility of the Oxford community to allow last-minute changes, and the capable management and communication of Frank Tulus of IDRC, prevented any significant problems.

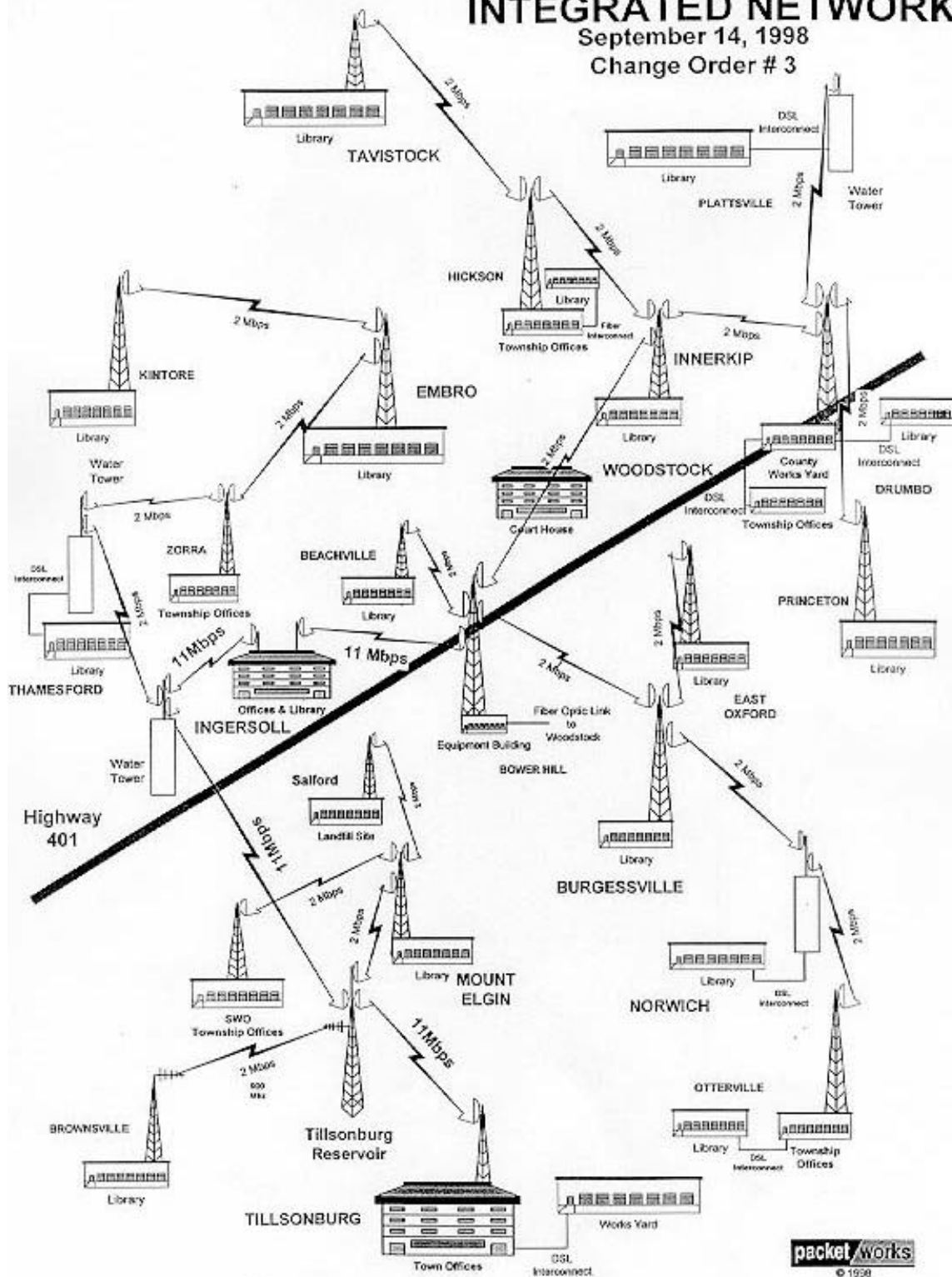
Recommendations

1. A greater lead-time for planning
2. A longer tour with more free time for participants
3. Study Tours be included with international conferences of this nature

COUNTY of OXFORD INTEGRATED NETWORK

September 14, 1998

Change Order # 3



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