

ALASKA LEGISLATURE SPECIAL COMMITTEE/SUBJECT FILES 8672

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Participants engaged in the Aboriginal Voice process agree that the New Economy represents a huge opportunity for Aboriginal economic and business development if the fundamentals of an e-based economy are put in place, particularly at the community level. These fundamentals include sustainable ICT capacity, a workforce and entrepreneurs that are ICT literate and skillful, and communities willing to support and invest in an ICT business base that can broadly contribute to more dynamic economic development. Indeed, ICT can play a large role in strengthening and expanding the traditional base of the Aboriginal economy such as in the tourist, resource and craft production sectors. Modern ICT-based service delivery systems and networks illustrate how public services can become platforms for business spin-offs that benefit local communities.

Recommendation 15: Aboriginal governments should be supported and encouraged to develop and integrate ICT initiatives into their long term strategic planning in order to:

- **Facilitate community economic and business development and entrepreneurship;**
- **Stimulate and sustain the development of an Aboriginal owned and controlled ICT business sector; and,**
- **Foster community/private sector partnerships that provide access to necessary expertise and resources to assist and help promote technology-based economic development and growth.**

Recommendation 16: Governments should provide assistance and create incentives for the Aboriginal business sector:

- **To adopt ICT into their production, business and service processes; and,**
- **To increase business intelligence gathering and product and service marketing capacity to better identify business opportunities and reach out to regional, national and international markets.**

Promoting Economic Self-Sufficiency

Aboriginal participation in the New Economy must be seen in the context of both individuals and collectives, and needs to take into account the diversity among First Nations, Métis, Inuit and their urban populations as well as the different ways in which Aboriginal peoples are engaged as consumers, business people and governments. For example, an Aboriginal individual may choose to participate as an entrepreneur in the broader economy, while Aboriginal communities or governments might implement initiatives that shape their internal economies based on cultural, political or social priorities. The benefits of Aboriginal participation in the eEconomy will vary according to local circumstances, opportunities and community priorities, but generally the incorporation of ICT into economic development strategies can produce, particularly over the longer term, new and expanded business opportunities, more and higher paying jobs and a more efficient infrastructure.

Building local ICT capacities and businesses also serves to retain financial resources that would typically leak out into neighbouring economies, thereby capturing money for reinvestment and building economic self-sufficiency. Investment in ICT-type business ventures, then, should be a priority for economic development – especially considering the limited number of economic opportunities in some Aboriginal communities.

Recommendation 13: Aboriginal governments, organizations and communities should develop protocols to govern the online collection, dissemination and use of cultural information based on customary laws.

Reforming Legislation

Having recognized and respected community-based systems of information governance, while critically important, is not enough to deal with the challenge of a digital age when information is so easily captured and used by others for unintended purposes. Traditional knowledge is a case in point. Traditional knowledge is held by Aboriginal groups as a collective and is widely seen within the Aboriginal community as an expression of collective cultural rights. When it comes to knowledge and artistic creations, however, the current legal system moves in a different direction.

Existing laws grant ownership of knowledge in the forms of patents, copyrights or trademarks and are designed to promote innovation or artistic work by promising rights to economic returns to individuals and companies over a certain period of time. Because these laws do not encompass collective rights, collective privacy and collective ownership, they do not offer appropriate or adequate "digital rights" protection for traditional knowledge. Indeed, many see current legal regimes around intellectual property as creating a risk for Aboriginal communities that make their cultural knowledge openly accessible on the Internet.

Professor Marie Battiste notes that: "With respect to Indigenous knowledge, we stress the necessity of recognizing and respecting, in both national legislation and international law, the principle that any acquisition, publication, scientific use, or commercial application of Indigenous knowledge must be in accordance with the customary laws of the peoples concerned, as determined

by them."³ Such laws would go a long way to ensuring that when community knowledge has entered the public domain, those who access the information will adhere to a community's laws; and, if these laws are infringed, mechanisms will be in place to enforce them. In other words, local and national systems of law need to recognize and support Indigenous legal systems that may govern the use of traditional knowledge. Moreover, the focus of these laws should, in addition, include the general protection of Aboriginal culture and knowledge.⁴

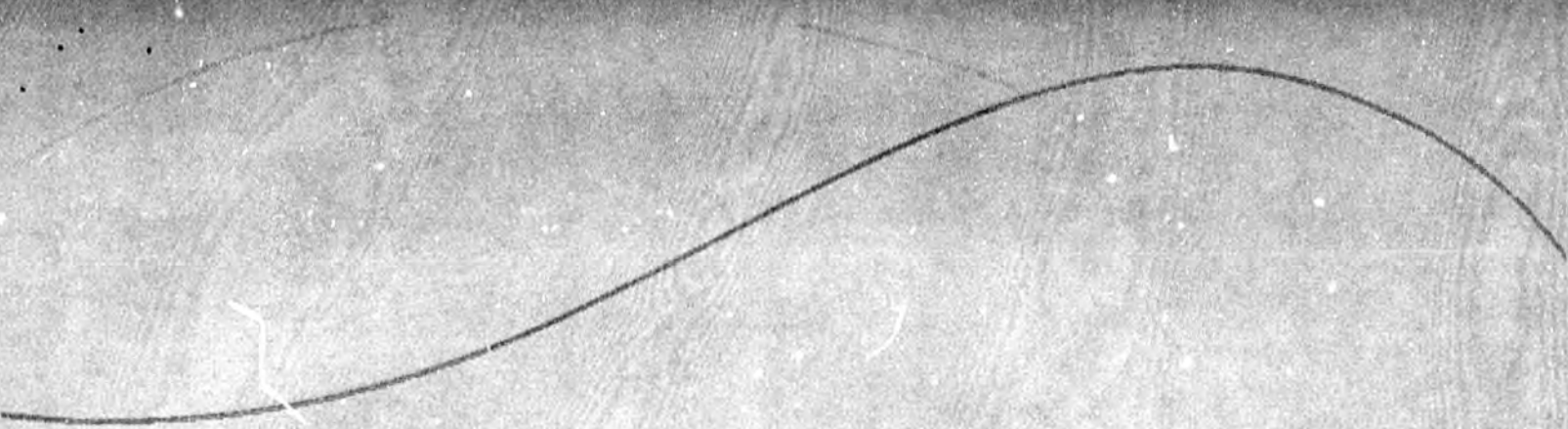
Recommendation 14: Aboriginal peoples should develop models for intellectual property protection of traditional knowledge, traditional cultural expressions and folklore. These models should be recognized by governments and protected in law.

Aboriginal Participation in the New Economy

ICT has transformed our entire economic fabric: enterprises are being transformed; innovative and dynamic business opportunities are being created; local communities are finding niches and renewing themselves as economic players by connecting globally; new knowledge and skills have become the entry points for employment; and lifelong learning is a requirement for full participation in this New Economy. Communities that have created dynamic ICT and knowledge rich environments - information-centric communities - are positioned to do well as the New Economy unfolds. By transcending geography and time the Internet creates opportunities either to attract businesses where location is not an essential factor of production or to expand and develop the local business base through global reach.

³ Marie Battiste, *Protecting Indigenous Knowledge and Heritage* (Saskatoon: Purich Publishing Ltd, 2000).

⁴ Professor Shelly Wright, University of Sydney, Australia. http://www.ubcic.bc.ca/files/PDF/International_HR.pdf



Inuit teacher based in Ottawa, to hone the traditional skill of drum playing, and participate in facilitated dialogues with elders across the North. Perhaps through promoting interaction between generations, learning can then become a two-way street; the younger generations can help to instill a sense of confidence in older generations around the uses of ICT.

The unlimited potential of the Internet makes it the ideal candidate for making Aboriginal cultural information easily and readily available. Already, inroads have been made in the online storage and access to histories, important documents and letters; artefacts can be archived into electronic databases; and, it is possible to map sacred sites in a protected manner to allow for virtual teachings and tours. Advanced language software offers great opportunities to collect, archive and access stories and other cultural information online. The recent launch of www.metisradio.fm, which archives historic recordings and solicits and promotes new artists across the Métis homeland, is an excellent example of how dispersed Métis populations are informed of cultural and political events – connecting community members' traditional cultural practices using a contemporary medium. Once posted and preserved digitally, the Internet and other communication technologies serve as powerful tools for intercultural learning, particularly among young people.

Recommendation 11: Working with the appropriate Aboriginal authorities, national and provincial archives and museums should accelerate the digitization of Aboriginal historical records and artefacts and make this information available online.

Recommendation 12: Financial and other resources should be made available for Aboriginal communities to collect and digitally preserve their histories and cultural knowledge for the benefit of the community.

Protection of Culture: Mitigating the Risks

Community Protocols

The collection and protection of cultural information and traditional knowledge is a priority, particularly in light of the aging population of "oral and knowledge keepers". Nevertheless, making Aboriginal information a public resource requires developing and respecting cultural governance mechanisms which need to be in place to facilitate the online collection, dissemination and use of cultural information. Establishing the appropriate governance requires the principle of community ownership, control, access and possession of community information to be respected. There is also a need to balance the "openness" of the Internet with protected and controlled community spaces. When information is made accessible, it is made subject to interpretation, translation and possibly misunderstanding.

The Mi'kmaq Ethics Watch, a governing board that defines the processes and outputs for using Mi'kmaq knowledge, has developed principles and guidelines to ensure that the ownership of Mi'kmaq heritage rests with the appropriate communities. By assuming a "gatekeeper" or a stewardship role, Aboriginal governments and institutions can turn attention to policy and planning efforts within the community to ensure the respect and safeguarding of traditional knowledge and community values. Communities and citizens must be well informed about protocols that are in place governing access to information and be able to identify the governing body that has authority so that there is a clear point of accountability for the security, quality and authenticity of information.

Recommendation 10: The Federal Government, in collaboration with national First Nations, Métis, and Inuit organizations, should develop and implement a national policy commitment to promote the preservation and protection of Aboriginal cultures and languages and ensure Aboriginal children, wherever they live, have opportunities to learn their culture and language. A critical component of this commitment is to fully employ, with appropriate safeguards, the potential of ICT to preserve, store, transmit and enable active cultural learning. Having provincial and territorial governments and education institutions and agencies as partners in this national project will be critical to its success.

Preserving Aboriginal Languages

If there is a starting point for cultural continuity, it lies in the preservation and learning of Aboriginal languages. As the primary articulation of culture, language connects individuals to their community. As vehicles for culture, Aboriginal languages reflect a worldview and connect individuals to a system of values. Language retention and new speakers have decreased dramatically in recent decades and cultural knowledge and traditions have become threatened. According to UNESCO (1996), approximately half of Canada's 50 Aboriginal languages are facing extinction or are endangered.

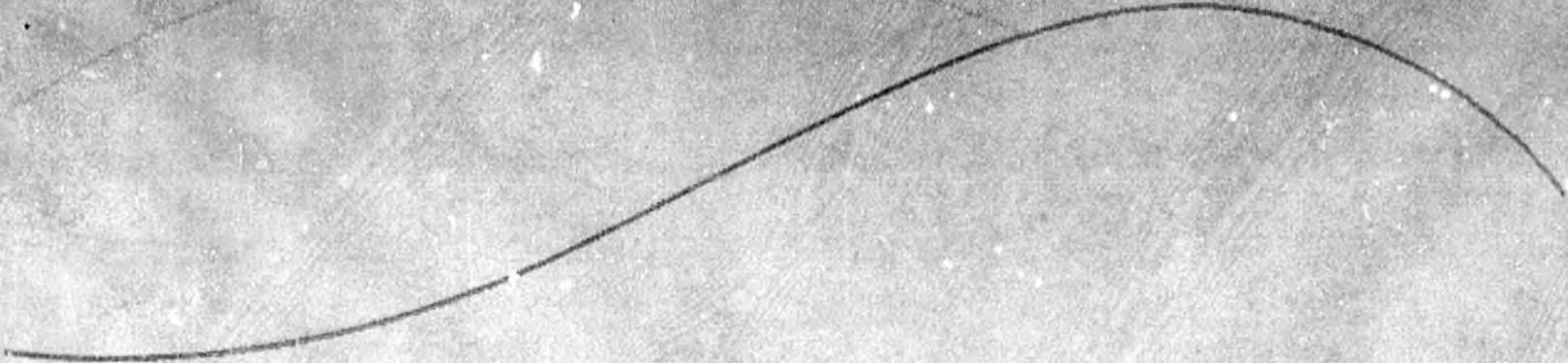
If used appropriately, ICT can play a key role in the preservation and promotion of Aboriginal languages in new and exciting ways. The Atlantic First Nation Help Desk offers one of several online Aboriginal language tutorials. In addition to interactive language lessons, there is a talking Mi'kmaq dictionary, books, songs and prayers. Microsoft has developed Windows in Inuktitut and is developing a Mohawk language version. In other cases, Aboriginal communities have taken the lead to ensure that their language application needs are met. For example, there are several Michif language online dictionaries and teaching aids geared towards the preservation and expansion of the Métis language.

We must keep in mind that Elders retell events in a language that is as rich in nuance as it is in detail. While it will never replace face-to-face contact with Elders, teachers and peers, ICT offers us tools to reinvigorate language usage, especially with the younger generations who, by and large, have experience with technology and a high level of comfort with it. Visual technologies such as videoconferencing can relay the facial expressions of a storyteller and the intonations of his or her words. Moreover, highly specialized computer programs have the capacity to analyse Aboriginal language structure, thereby eliminating the need for English translations. If ICT is to act as a medium for preserving and promoting Aboriginal languages and cultures, it needs to be developed in ways that accurately channel the animation and vibrancy of those traditions.

Ensuring Cultural Continuity

A second point of departure for cultural continuity lies in the preservation of cultural knowledge and its transfer to future generations. With the imminent passing of older generations, the risk of losing the history and traditional knowledge of Aboriginal peoples makes digital preservation of this knowledge a critical priority. ICT has a powerful role as well in ensuring that Aboriginal children and young people grow up in a culturally-rich environment that helps instil in them a sense of pride and knowledge about who they are. Instilling these early foundations of knowledge and understanding amongst Aboriginal young people will create a driving force in revitalizing and extending the reach of Aboriginal cultures.

The intergenerational transfer of culture has to start in the early years, by providing Aboriginal children wherever they live with opportunities to learn their culture and traditions. For example, the National Research Council partnership with the remote Quebec community of Kangiqsualujuaq, the Communications Research Centre and Telesat, exemplifies the reach of ICT in the transfer of culture. Through the medium of videoconferencing children are being taught traditional throat singing by an



the lack of sustainable resources. This is a challenge for the University of the Arctic, for example, which provides post-secondary access to all northern residents in order to find flexible ways of getting higher education that is relevant to them and where they live. A priority for governments should be to nurture and sustain the current Aboriginal eLearning platforms starting to bloom across the country.

Recommendation 6: Federal, provincial and territorial governments should commit to providing long term funding and support in order to sustain current Aboriginal eLearning Infrastructure and Initiatives.

Recommendation 7: Aboriginal organizations, governments, and post-secondary institutions should collaborate on an assessment and action plan on how ICT can be used to increase Aboriginal post-secondary participation and achievement.

Recommendation 8: Working in collaboration with Aboriginal leaders and organizations, federal, provincial and territorial governments should promote and invest in First Nations, Métis and Inuit Centres of Excellence for eLearning with a mandate to advance and share information and knowledge about best practices and facilitate their diffusion into education and training systems and into the community.

Recommendation 9: National and regional research granting agencies should invest dedicated resources to support the advancement and innovation in Aboriginal eLearning.

One of the best ways to preserve a culture is to disseminate it as widely as possible.

Preserving & Promoting Aboriginal Cultures

Given the propensity towards the isolation and fragmentation of Aboriginal peoples and disengagement from Aboriginal ways of life, connectivity offers the potential for enhancing cultural continuity and rejuvenating community ties. Why is cultural preservation and continuity so important? At one level the answer is obvious. A people's identity and cohesion are tied to their ability to retain and express their culture. The loss of one's culture implies assimilation into another. An important part of the history of Canada's Aboriginal peoples is about the resistance to such loss. The preservation and protection of Aboriginal languages, ecology and heritage is of utmost importance to sustaining Aboriginal cultures.

Cultural and Linguistic Continuity and Renewal

We are also discovering other powerful reasons why cultural and linguistic continuity and the strengthening of identity are critical issues. An accumulating body of evidence is demonstrating a direct correlation between a community's economic and social wellbeing and the cultural identity of its residents. Whether the emphasis is on the match between indigenous cultural understandings and institutions, or, the importance of the preservation and rehabilitation of threatened cultures, the core message associates strengthening the cultural fabric of indigenous peoples with improving a community's overall economic, health and social wellbeing.² We know, for example, that the incidence of youth suicide is dramatically reduced in Aboriginal communities that are empowered with a strong sense of identity, have control over decision-making and possess the ability to address community needs.

² Stephen Cornell and Joseph Kalt, "Sovereignty and Nation-building: the Development Challenge in Indian Country Today", Harvard Project on American Indian Economic Development, 2001. Michael Chandler and Christopher Lalonde, "Cultural Continuity as a Hedge Against Suicide in Canada's First Nations", *Transcultural Psychiatry*, V.35, June 1998.

In instances where eLearning tools have been utilized in the learning process or to provide learning alternatives, school retention and enrolment rates have increased as a result. In the Sunchild example, eighty percent of students enrolled in their Grade 12 program graduate with many continuing to post-secondary education. Such examples underscore the importance of a school curriculum that is culturally and linguistically appropriate, especially in places where Aboriginal culture is overshadowed. eLearning allows children to stay within their communities, breaking the cycle and history of relocation (such as residential schools), which has had irreparable damage on community cohesion, family bonds and individual educational retention. By keeping young people in Aboriginal communities longer, they can mature and become better equipped to deal with social transitions and get an extended opportunity to learn about and actively participate in the cultural life of the community.

The results? Higher enrolment, retention and graduation.

A Framework for Action

While the goal of Aboriginal Voice was not to articulate a definitive framework for Aboriginal eLearning, some consistent themes emerged. The first is that a life-long learning approach is an effective way to visualize Aboriginal eLearning. Second, there is a need for equity of resources and opportunities for First Nations, the Inuit and Métis that is on par with mainstream education and training systems. Third, the approach needs to be a comprehensive one.

Five pillars of a comprehensive approach were identified which, while requiring specific goals, strategies and priorities, need to be seen holistically, working together to meet community needs. These are:

- In-school education and early years learning – having technology-rich environments from early learning onward and learning alternatives for young and adult learners;
- Transitions – using technology to ease the large social and cultural adjustments that many Aboriginal people go through as they move from elementary to high school, going to college and university, entering the mainstream workforce and moving to larger urban environments;
- Post-secondary education – tailoring learning and support to Aboriginal students and offering distance education opportunities;
- Skills development and training – enhancing ICT literacy and competency and online training and skills development including for the trades and within the Aboriginal business sector; and,
- Community learning – creating the community infrastructure for eLearning outside the formal setting of education and the workplace, including: literacy and mentoring programs, tools for leadership, entrepreneurship, community development and capacity building, access to virtual libraries and other knowledge resources, cultural and community information, and inter-community networking.

Developments are occurring on all of these fronts; however, in assessing the current state of progress, Aboriginal Voice participants saw the application of ICT to address Aboriginal needs in the post-secondary and skills area as lagging. Another more general challenge for Aboriginal eLearning is that it must be tailored to many different environments - from large metropolitan cities to small remote communities that are only accessible by air or winter roads. Meeting challenges requires innovation and tailored investment strategies. Finally, the existing foundations in Aboriginal eLearning need to be sustained and strengthened. We were told of many instances where current efforts were at risk for

role models and mentors to those who need to build capacity; and,

- **Open source information and resources that would be accessible to all Aboriginal learning organizations, while maintaining the ability to allow communities to cater the information and applications to their learning needs.**

Integrating Culture and Learning

ICT can be used to integrate culture and learning in ways that are much more conducive and culturally appropriate for Aboriginal learners, possibly ensuring a more holistic experience. Indeed, mounting research shows there are strong linkages between culturally-relevant learning and successful learning outcomes.

At the Ontario eLearning Forum Eileen Antone, Associate Professor at OISE/UT, pointed out that Aboriginal perspectives on learning primarily involve education by example and experience, include storytelling, and continue from birth to death. Professor Antone made a powerful case for how eLearning, if properly developed, can help students learn in ways that are consistent with Aboriginal perspectives on learning by making strong connections to culture, language and identity through:

- Independent / interactive learning;
- Learning at one's own pace;
- Modifying terms based on cultural practices;
- Bridging learning of both content and skills (e.g. information management, time management, working independently);
- Developing student/teacher relationships at a gradual pace, while building trust; and,
- Adapting provincial science and math curricula to be more relevant and meaningful within their social and cultural contexts.

Building on Existing Foundations

Some very solid foundations for Aboriginal eLearning are already emerging and can be capitalized upon through an accelerated commitment to eLearning within a framework of lifelong learning. The Sunchild eLearning Community (www.sccyber.net) and the Keewatinook Internet High School (www.kihs.knet.ca) are models of how technology can be tailored to fit the needs of Aboriginal students. Since 1993, these two online schools have delivered eLearning programs to First Nations students ranging from grades 7 through 12 as well as to adult learners, successfully improving the overall levels of education for First Nations peoples in Alberta and Ontario. We also saw the creative power and impact of eLearning tools in early learning with elementary school children in remote Inuit communities in the far north who were discovering the world in virtual space, developing stories using animation technology and adapting science and math so it was more meaningful and relevant to their social and cultural context. These are children who stay in school and love learning. Education models such as these have all been developed with keen consideration of the specific learning needs of different Aboriginal groups and communities, including their sense of time and relationships, and personal and family factors which might affect the learning process.

Many suggestions were made on how to lay these foundations, including:

- Educating community members and stakeholders on what ICT is and its benefits by demonstrating concrete, real-time examples of what ICT can do;
- Consulting on community needs and technology strategies in areas like health, social services and education and economic development;
- Performing environmental scans on a community-by-community basis to examine and share information about the infrastructure and current and potential applications;
- Holding training sessions to increase community ICT literacy and competencies as well as technical knowledge and proficiency;
- Establishing hubs within the community with computer access and mentoring;
- Sharing best practices and showcasing leading edge community applications through conferences and multi-stakeholder venues;
- Developing a community "ICT toolkit"; and,
- Integrating ICT into community and service planning.

Governments also have a key role in sharing information about programs in a more coordinated and effective way, in funding the inclusion of sustainable ICT capacity within the development of community plans, and in creating incentives for greater diffusion of technology at the community level. In the Territories, through the Northern Strategy, funding is being allocated to a Community Capacity Building Fund that will allow communities the flexibility to develop ICT physical and human infrastructure to meet their own needs. This and ideas similar to it are among the ways that governments can play an enabling role.

Aboriginal eLearning: An Aboriginal Priority

What does eLearning mean for Aboriginal learners and the Aboriginal learning cycle? We learned that it is no longer possible to separate ICT "tools" from the learning process – the two are now intertwined, part of a whole, integrated process. From the point of entry into school, students are routinely expected to use the world-wide web for information, skills and knowledge. Education and lifelong learning are without question the fundamental underpinnings of Aboriginal participation in the New Economy. The knowledge economy requires a great shift in learning, including developing a whole new range of literacies and capacities.

For Aboriginal peoples, technology offers huge opportunities to leapfrog cultural and learning barriers to transform the way that Aboriginal education and training is done, and how communities are empowered to participate in society. The need to increase Aboriginal educational participation, retention and graduation rates has been addressed at length. Aboriginal Voice participants see eLearning as providing a set of powerful new tools to help tackle these challenges.

Recommendation 5: Governments should make Aboriginal eLearning a national priority and facilitate and resource the building of a national online Aboriginal eLearning portal that would serve as a focal point for national eLearning networks tailored to the different needs of the First Nations, Métis, and Inuit peoples.

First Nations, Métis and Inuit educational and training organizations, need to be resourced to fully participate in this national initiative. Characteristics of a national eLearning portal and networks would include:

- An open source resource web/network;
- National collaboration, with regard to more advanced communities and users acting as

critical mass also requires better coordination across departments and governments. Sustainability will entail Aboriginal governments and organizations identifying and raising their own sources of revenues. We saw many examples where this is already taking place, for example, by charging for online services and technical support. In making capacity building investments it is essential for governments to ensure equity amongst First Nations, Métis and Inuit governments and organizations.

Targeted training strategies are also required to rapidly increase the number of Aboriginal ICT technicians and professionals and to get this capacity lodged in communities. Community colleges, in partnership with Aboriginal organizations and the private sector, can play a particularly important leadership role in contributing to this goal. Investing in ICT human capital development pays large dividends because it is these technicians who over time become the backbone for local Aboriginal ICT business development.

Once capacity is in place ICT platforms can be enriched and expanded through pooling of both technical resources and buying power to reduce costs and increase access to and the range of ICT services. The Regional Management Organizations associated with SchoolNet is a case in point. K-Net's Community Aggregated Network has created a regional video conferencing network that serves as an affordable video conferencing platform for Aboriginal communities and organizations on a national scale. These and initiatives like them require ongoing support. They show that it is possible to create dynamic and powerful Aboriginal ICT networks with capacity to support highly advanced ICT applications that can improve services, connect people and communities, increase productivity and reduce the high costs of travel that confront many Aboriginal governments and organizations. In other words, the business case for investing in sustainable ICT capacity is a good one.

A Community-Centred Approach to Aboriginal eGovernment

Recommendation 4: A Community- and Citizen-centred approach, driven by Aboriginal governments, should be adopted as the primary underpinning of Aboriginal eGovernment.

Time and time again we heard that a community-centred approach is fundamental to the vision of Aboriginal eGovernment. The goal of a community-centred approach is to have communities with sufficient knowledge and capacity to direct the process of ICT development to achieve maximum benefits. The basic premise is that communities are best suited to identify their own unique needs and the resources required to achieve their goals. Moreover, getting buy-in and support at the community level is critical to the success of Aboriginal eGovernment initiatives. This means reaching out in an inclusive way to all segments of the community. Aboriginal youth can, if trained appropriately, play a key developmental role in their communities, especially with elders.

A community-centred approach is also inherently sensitive to the diversity of Aboriginal cultures, and allows for Métis, First Nations, Inuit, Northern and urban communities to integrate ICT "at their own pace".

Developing community ICT awareness and capacity is central to Aboriginal communities and citizens becoming more open to the technology and seeing opportunities within a New Economy context. If communities are going to determine how and what ICT developments will best meet their needs and values then community members and leaders need to be educated to understand both the potential and risks of this technology. Through Aboriginal Voice we learned that with good community foundations in place, the use, application and benefits of ICT can accelerate and take off.

Community connectivity in most instances means that the access point is institutional: located either in the school, band office, government office or health centre. Many efforts are being made to create broader access for community members; however, availability and in-home use of the Internet remains limited. Even where residential connectivity is less of a problem, affordability of computers and high Internet charges remain barriers. As we heard in our forums, Aboriginal young people see this as a big issue given the kind of access to computers their non-Aboriginal peers have in the home.

Successfully tackling these issues will require new thinking, innovation and investment. The Province of Saskatchewan, for example, is doing something similar to Alberta's SuperNet but plans to add a wireless overlay that will give most citizens living in rural and northern parts of that province access to broadband service. Aboriginal Voice participants strongly endorse approaching infrastructure, connectivity and access issues from the perspective of a "public utility". Cheap, easy to use, high-speed access to the Internet is today's equivalent of putting in place the telephone system in a past era. A "public utility" perspective essentially means two things for Aboriginal peoples and communities: assured access at reasonable costs to high-speed broadband service on par with other Canadians, and governments taking on the responsibility to ensure this outcome. Governments and the private sector need to engage in renewed efforts to find ways to level the playing field as it exists, between the North and South and between urban and remote communities.

Sustainable Capacity

Connectivity is only half the story; having sustainable human and financial capacity is the other half. Sustainable capacity means both bridging the infrastructure divide and having the necessary human and financial resources to support and develop ICT systems. High quality online service delivery, rapid access to and use of information, and meaningful interaction between citizens and governments requires a minimal level of

ICT resources, skills and infrastructure that for most Aboriginal Canadians and communities are simply not a reality. Aboriginal Voice participants defined the key components of sustainable capacity to include:

- Broadband connectivity;
- ICT skills and literacy;
- Ongoing access to ICT technical capacity for maintenance and development of applications;
- Long term funding - both governmental and own source revenues - to support ICT infrastructure and developments; and,
- Knowledgeable local champions who can lead, advocate, engage and influence the community in determining its ICT future.

Recommendation 3: Aboriginal governments and their structures must be the central building blocks for an Aboriginal eGovernment agenda.

Currently Aboriginal eGovernment efforts and investments are largely housed within non-Aboriginal governments. This is not serving to build a robust Aboriginal ICT infrastructure base across Canada. Aboriginal governments and organizations require the necessary expertise and institutional resources so that they can shape and direct both the development of policies and strategies and the implementation of eGovernment activities.

Building ICT capacity in Aboriginal governments and organizations also serves as a foundation for modernizing service delivery and improving programs and services. Trained and qualified on-site technical support is essential for the maintenance of systems and the development of online applications. Governments should be including investment in ICT capacity as an integral component of their Aboriginal programming and funding in order for a critical mass of ICT resources to become available at the community level. Achieving

Aboriginal Voice Recommendations

Aboriginal eGovernment: A National Priority

Recommendation 1: Aboriginal eGovernment should be a priority on a national agenda of transformation.

Over the past year and a half, national Aboriginal leaders, the Prime Minister and First Ministers from the provinces and territories have been developing a national agenda that seeks to strengthen and renew the relationship with Canada's First Peoples and bridge the gap in the quality of life for First Nations, Inuit and Métis peoples. ICT, particularly the Internet, offers a powerful set of new tools to more rapidly advance these goals. The challenge is making this technology accessible to Aboriginal Canadians so they and their governments can fully benefit from its potential to help address critical cultural, economic and social needs.

Bridging the Digital Divide: A Commitment to Equitable Access and Sustainable Capacity

Recommendation 2: A national commitment by all governments in Canada is required to bridge the digital divide for Aboriginal communities and institutions within the next five years, and for all Aboriginal peoples within the decade. Achieving these goals entails high-speed broadband Internet access that is affordable to users, coupled with governments investing to create sustainable capacity within Aboriginal communities and organizations to maintain and support ICT systems and applications development.

Like the railway and telephone were to the industrial economy, so too is ICT to the knowledge economy and information society. Having technology on par with other Canadians will be essential to full Aboriginal participation in the country's future economic, social, cultural

and political life. The ultimate success of Aboriginal eGovernment will ultimately be determined by how well and how quickly governments and the private sector tackle the gap in ICT infrastructure, capacity and access that exists between Aboriginal peoples and the rest of Canada.

This "digital divide" reflects the disparity – or scarcity – in connectivity, hardware, skills, and access to ICT that Aboriginal communities and citizens experience, much of it to do with geography and infrastructure and the dearth of initiatives to surmount these challenges. The picture of connectivity is highly varied both across the country and amongst the First Nations, Inuit and Métis. While the digital starting points may differ, like their rural and northern counterparts, urban Aboriginal peoples, for social and economic reasons, also find themselves on the wrong side of the digital divide. Surmounting the connectivity divide has two interconnected challenges: connecting communities and connecting citizens. Most progress is being made on the first challenge: in-home connectivity for most remains a distant reality.

Federal programs such as the Community Access Program (CAP), SchoolNet and BRAND (Broadband for Rural and Northern Development) play an important role in giving many Aboriginal peoples, particularly youth, access to ICT. The continuation of such programs, coupled with their expansion into untapped communities – Métis, urban and Inuit communities have had varying degrees of access to such programs – is a good foundation upon which to build, but it will require added investment, changing government departmental mandates and creating new forms of intergovernmental cooperation. Wireless technologies are allowing communities in the territories to get connected. Provinces like Alberta, through their SuperNet initiative, are making high-speed broadband connectivity available to Aboriginal communities. But much remains to be done.

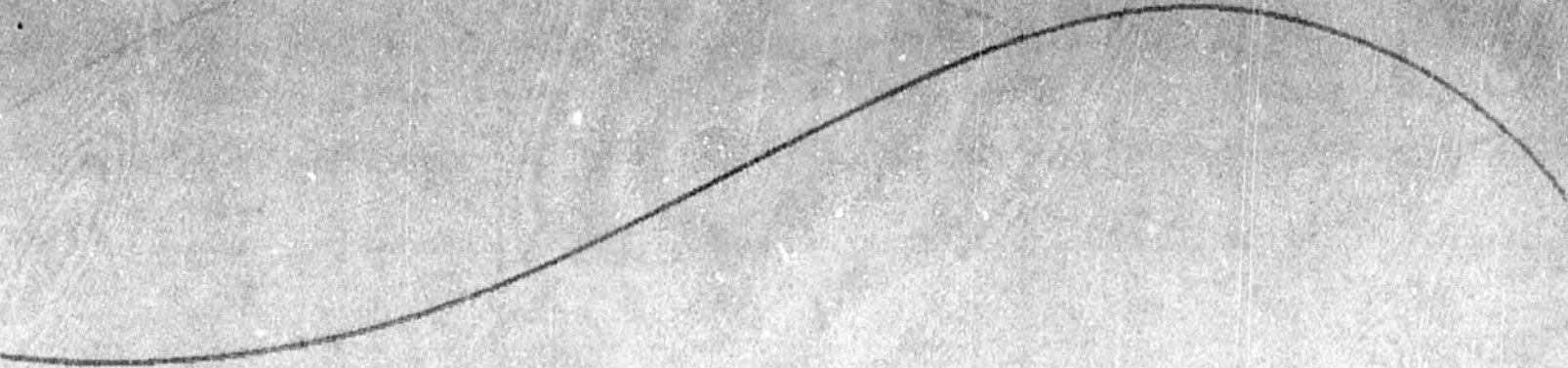
The Vision

EGovernment is about the way governments can use ICT to improve services to citizens, collect, manage, use, share and protect information as a public resource and enhance their relationship with citizens through more meaningful engagement. The emerging vision for Aboriginal eGovernment is a more expansive and compelling one. It is one of digital opportunity, where information and communications technologies are used in a responsible, inclusive and Aboriginal community-centred way to address critical cultural, economic and social needs of Aboriginal peoples in Canada. Indeed, the benefits of ICT to Aboriginal people may outweigh those of other Canadians. This technology transcends geography and size, allowing Aboriginal peoples and communities to connect with each other and do things in ways not previously possible. ICT offers Aboriginal governments and people a powerful new set of tools to preserve and revitalize their cultures and establish a stronger place within the Canadian national fabric.

The success stories of Aboriginal eGovernment, of which there are many, all point to collaboration and partnerships among governments, public sector agencies such as colleges and universities, and the private sector as an essential ingredient. But even more foundational, for eGovernment to be relevant in an Aboriginal context, and for Aboriginal peoples to play a meaningful role in its development, the approach taken has to be community focused. We call this Community-Centred Aboriginal eGovernment. The largest enabler for the success of Aboriginal eGovernment initiatives will be Aboriginal governments, communities, and organizations empowered to use the technology to meet their own needs and work together on common problems and issues.

Collaboration, partnership and community-centred eGovernment are all central to this vision.

Realizing this potential requires First Nations, Inuit and Métis governments, citizens and communities to have ready access, capacity and resources to use and benefit from ICT. A large digital divide exists between Aboriginal and other Canadians which, if not corrected, risks creating a knowledge and opportunity divide that will amplify and deepen existing social and economic inequalities. ICT is not a panacea - it is fundamentally an enabler. Using the technology to its potential will involve a transformation in the way Aboriginal governments, organizations and communities work in the future.

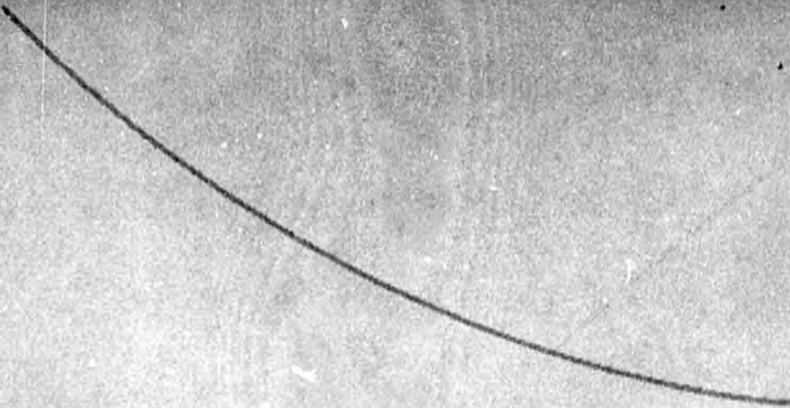


Foundations for Our Recommendations

Aboriginal cultures are alive, dynamic and diverse and experiencing a cultural renaissance that is strengthening and renewing their distinct identities. While there are commonalities amongst the cultures of First Nations, Métis and Inuit, each nation has its own history, tradition, values, and language that are the foundations for a way of living and of knowing. Cultural diversity is amplified by geography and dispersion of communities. For Aboriginal peoples in Canada, with a spirituality and consciousness deeply rooted in the land, there is a unique set of principles which guide relationships between individuals, communities, nations, confederacies and, increasingly, participation in the global village.

These are the underpinnings of Aboriginal social and cultural life, which, if they are to endure and flourish, must survive and find everyday expression in our contemporary technology-driven world. The diversity of Aboriginal populations is too great to have a one-size-fits-all model for Aboriginal eGovernment. Indeed, great potential lies in ICT's flexibility to tailor solutions to a community's specific social needs and possibilities.

The Aboriginal Voice recommendations are meant to outline a strategic direction for Aboriginal eGovernment and highlight areas of priority and investment. Our recommendations are interdependent and directed at Aboriginal leadership as well as governments, and include a call for action by all key stakeholders.



Introduction

In the 1920s a technological revolution changed the face of the international economy. It bridged vast distances and allowed people to conduct business at a pace never before possible. New industries emerged and with it, new skills. This new technology – the telephone – impacted the economy so significantly, that business practices changed almost overnight to accommodate it. Flash forward 80 years and the world finds itself again in the midst of such a transformation.

Whereas Aboriginal peoples were excluded from the Industrial Revolution, they need not miss the technology revolution.

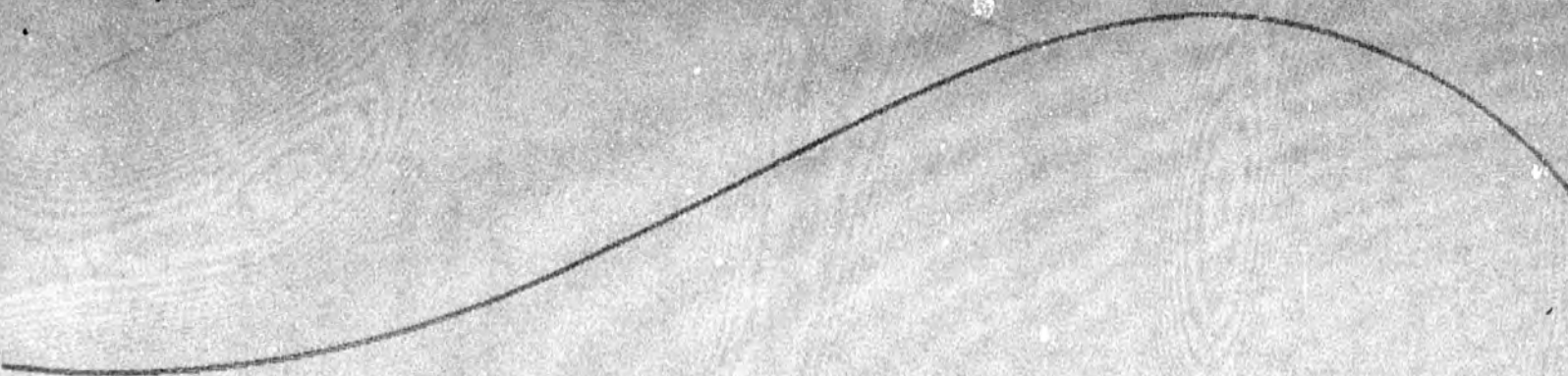
Information and communications technology (ICT), particularly the Internet, is transforming our society into one which is dynamic, global, and knowledge-based. What does this new technology mean for Aboriginal Canadians? Aboriginal Voice was conceived to explore this question. What we discovered was that Aboriginal peoples and communities want to be involved in and fully benefit from this transformation. What we heard was that if harnessed appropriately ICT offers critical opportunities to strengthen Aboriginal cultural identity, promote sustainable community development and achieve greater self-reliance. The compelling finding is that Aboriginal Canadians have begun to embrace ICT as an essential tool in learning, improving services such as health care, and in creating a larger space of opportunity in the New Economy.

ubiquitous access to technologies can have positive impacts on the social, economic, political and cultural workings of Aboriginal communities.

This report documents these benefits. It also calls for rapid action. There is a real sense of urgency around the Aboriginal eGovernment story. Part of this can be attributed to the passing of Elders, who act as the gatekeepers of Aboriginal wisdom and knowledge, and, by means of oral traditions and custom, pass on cultural information and knowledge. ICT can play a critical role in preserving and renewing this knowledge to the benefit of future generations. At the other end of the age spectrum, the large and growing Aboriginal youth population holds immense promise. Young people are the navigators and pathfinders of the Internet age. The urgency here is to ensure these young people are given access to the technology, skills and knowledge required to secure confident and fulfilled futures. The goal of our recommendations is to create this opportunity for this generation of Aboriginal young people.

Build it and they will come.

Aboriginal eGovernment is an emerging reality within Canada. The many examples showcased throughout Aboriginal Voice offered vivid demonstrations of communities, where they have the necessary infrastructure and resources, grasping the potential of ICT to meet very real needs. The evidence so far is that



Acknowledgements

We gratefully acknowledge the many people who have contributed to our learning. We would like to extend a special thanks to the following Aboriginal organizations for their guidance throughout the process: Assembly of First Nations, National Association of Friendship Centres, Métis National Council, Inuit Tapiriit Kanatami, Congress of Aboriginal Peoples, Native Women's Association of Canada, National Aboriginal Health Organization, and Pauktuutit Inuit Women of Canada.

We would also like to thank the various members of the Culture Working Group for their dedication to the development of our discussion paper, *Aboriginal Culture in a Digital Age*, which can be found on our website: www.crossingboundaries.ca/aboriginalvoice.

We also owe a great deal of gratitude to the Office of the Federal Interlocutor of Métis & Non-Status Indians, Indian and Northern Affairs Canada, Industry Canada, Human Resources and Skills Development Canada, Health Canada, Atlantic Canada Opportunities Agency, Western Economic Diversification, Canadian Heritage, Social Sciences and Humanities Research Council, the Provinces of Manitoba, Alberta and Ontario and the Government of the Northwest Territories for their involvement in and support for Aboriginal Voice. A special thanks to the EnCana Corporation for its support.

We would like to express our appreciation to Marcia Nickerson, Head of the KTA Aboriginal Practice Group, and Jay Kaufman, Principal of KTA Consulting and the KTA Centre for Collaborative Government for carrying out this engagement process and writing this report. We are also grateful to Karen Beitel and Jason Ryle for their contribution in organization and providing support for the many sessions.

Finally, we would like to thank all of the forum participants, especially the panellists and speakers, who contributed their not only their time and expertise, but invaluable comments and feedback that led to the development of these recommendations.

Overview of the Process

The Crossing Boundaries' Aboriginal Voice initiative is a multi-stakeholder process involving several Aboriginal organizations, federal government departments, provincial and territorial governments, and the KTA Centre for Collaborative Government.

The purpose of the project was threefold:

- To create a forum for Aboriginal communities and organizations to have dialogues around eGovernment in a multi-stakeholder context;
- To raise the profile of Aboriginal ICT opportunities and challenges at both national and regional levels; and,
- To enrich and inform the dialogue and agenda of the Crossing Boundaries National Council by raising awareness of Aboriginal issues.

Since the National Forum in March of 2004, Aboriginal Voice has undertaken six cross-country forums in the Atlantic, Ontario, Alberta, British Columbia, Manitoba and the Northwest Territories. These forums brought together representatives from Aboriginal communities, governments, academia, and the private sector. The process has also drawn heavily on current research evidence, limited as it is, and on available best practices.

We have published two discussion papers. The first outlined some of the pertinent questions, challenges and priorities that emerged from the National Forum in Ottawa and served as a discussion paper for the regional forums. From the beginning, we identified the need to consider the impact of ICT on Aboriginal cultures and identities. Thus, the second publication, *Aboriginal Culture in the Digital Age*, was developed in conjunction with a Culture Working Group comprised of Aboriginal representatives and experts in the field. Both publications have been distributed nationally to the Crossing Boundaries and Aboriginal Voice networks.

Altogether, approximately 500 decision makers, practitioners and policy influencers have been involved in a national dialogue on Aboriginal eGovernment leading to this publication. These discussions formed the basis of the framework, or "storyline," for Aboriginal eGovernment and the themes and recommendations in the Final Report.

Aboriginal Voice has also partnered with the Social Sciences and Humanities Research Council (SSHRC) to develop an academic research initiative that will look at opportunities afforded by information and communication technologies to enhance Aboriginal social development and community capacity. The research process is set to begin in the first half of 2006.

A second outcome that emerged from the process was an ICT agenda focused on social and economic inclusion, cultural renewal and the strengthening of Aboriginal governance and self-determination. These recommendations speak to Aboriginal leaders, federal, provincial and territorial governments and other key players committed to collaborating on a set of priorities that include:

- Rapid advancement of Aboriginal eLearning within a framework of lifelong and community learning;
- Using ICT to preserve, renewal and promote Aboriginal cultures and identity, and promote intercultural learning;
- Developing the ICT infrastructure, skills, and capacities for Aboriginal communities, businesses and individuals to participate in the New Economy, beginning with strengthening and developing traditional Aboriginal economic sectors; and,
- Building the ICT capacities of Aboriginal governments and organizations so that they can take a leadership role in developing eGovernment and fostering the partnerships that are required for its successful implementation.

The Aboriginal Voice process has taught us that ICT is about transformation: in the way governments function, in how the economy works, and in how we connect and interact in our daily lives. Over the past year and a half, national Aboriginal leaders, the Prime Minister and First Ministers from the provinces and territories have been working on a national agenda of transformation that seeks to strengthen and renew the relationship with Canada's First Peoples and bridge the gap in their quality of life. Aboriginal Voice participants see ICT, particularly the Internet, as offering Aboriginal Canadians and their communities a powerful set of new tools to rapidly advance these goals.

Recent national activities offer a favourable climate for Aboriginal eGovernment development. In particular, joint Accords signed between five national Aboriginal organizations and the Government of Canada can be conduits for ICT infrastructure and resource development. Steeped in the concepts of fundamental change and strengthening partnerships, these Accords provide a means to accelerate the goals of the national transformation agenda as it relates to Aboriginal peoples.

The incorporation of ICT into Aboriginal governance practices is fundamentally about transformation, and, therefore, the Aboriginal eGovernment recommendations within this report can serve to shape and influence policy thinking around the current transformation agenda and process. At the same time, as this report indicates, strong foundations already exist within Aboriginal communities on which to build.

Executive Summary

Canada sits at the forefront of industrialized nations having access to and using information and communications technology (ICT). Federal, provincial and territorial governments have developed ambitious agendas to connect Canadians and use ICT to transform the way government delivers services and interacts with citizens. But where do Aboriginal Canadians fit into this picture? Aboriginal Voice was conceived to explore what this new technology means for Aboriginal Canadians and whether eGovernment is relevant to and fits the needs of Aboriginal peoples in Canada¹.

What Aboriginal Voice unearthed was not only a compelling storyline for Aboriginal eGovernment but a larger vision of new technology as an enabler, a potential platform to help Aboriginal peoples leapfrog social, political, and economic challenges to a brighter, more sustainable future infused with vibrant cultures and languages. To get there First Nations, Métis and Inuit communities and people have to cross a divide that limits their access to the infrastructure, resources and capacity needed to fully position themselves for participation in the information society and the economy that underpins it.

The demographics of a burgeoning young generation and the passing of elders, who are the gatekeepers of traditional Aboriginal wisdom and knowledge, add urgency to the Aboriginal eGovernment agenda. Another generation of Aboriginal young people cannot miss the opportunity of social and economic inclusion; and, as the most fundamental expressions of who they are, Aboriginal cultures must be preserved and renewed. Aboriginal Voice found that ICT has a vital role to play on both counts.

This report documents the story of Aboriginal eGovernment as told to us by the many forum participants and includes several practical examples that were showcased throughout the process. The recommendations represent a summation of their advice on the major themes and concepts of an emerging national Aboriginal eGovernment framework, beginning with four pillars:

- **Building sustainable capacity** by ensuring that Aboriginal governments, organizations and communities have the infrastructure, connectivity, skills and technological capacity to fully develop and sustain all aspects of eGovernment;
- **Making information a public resource** by using ICT to provide quality information that will assist Aboriginal peoples and their communities to participate in the knowledge economy, promote their cultures and identities, plan for their futures, and have easier access to services that are immediately relevant to them;
- **Improving service delivery** by using ICT to close service gaps and modernize Aboriginal service delivery so that it is better tailored to the needs of Aboriginal communities and citizens; and,
- **Increasing citizen engagement** by using ICT to enable Aboriginal citizens to more effectively participate in the governance and decision-making processes that affect them and hold governments to better account.

¹ In this paper, "Aboriginal" refers collectively to the First Nations, Métis and Inuit. "Community" broadly refers to First Nations, Métis and Inuit communities across Canada, encompassing on reserve, off reserve, rural and urban populations as well as social and cultural communities of people such as youth or elders.

Letter from Aboriginal Voice Co-Chairs

November 2005

Dear Sir/Madam:

On behalf of the Crossing Boundaries National Council, we are pleased to present you with *The Aboriginal Voice Final Report: From Digital Divide to Digital Opportunity*. This report is the culmination of a two-year national dialogue on how information and communications technology (ICT) can assist Canada's First Nations, Métis and Inuit peoples in fully participating in the knowledge economy and information society.

As a result of this engagement process we have come away with a deeper understanding of how ICT can help Aboriginal governments and communities meet critical social, economic and cultural needs. We were also witness to inspiring examples of Aboriginal communities, organizations, and, in particular, youth using this new technology in culturally expressive and creative ways to make a positive difference to their futures and to the national fabric of our country. We hope this report captures, even in a modest way, the spirit and enthusiasm of these path-breakers and the success stories that are emerging on a national scale.

The *Aboriginal Voice Final Report* offers a set of recommendations that we believe provide a solid framework for the further evolution of Aboriginal eGovernment. The recommendations are founded on recognizing the diversity of Aboriginal peoples and reflect the themes and ideas that consistently emerged from our forums.

As such, this report reflects a critical opportunity for Aboriginal peoples. The political and leadership challenge is to remove today's barriers of digital inequality and create an enabling future of digital opportunity. We hope that this report will contribute to a dialogue of action on Aboriginal eGovernment.

We invite your comments and questions concerning this report and our work. For more information about Aboriginal Voice or the Council, please visit our website at www.crossingboundaries.ca/aboriginalvoice.

Regards,

Tony Belcourt, President, Métis Nation of Ontario,
Crossing Boundaries National Council Member

Richard Jock, CEO, Assembly of First Nations,
Crossing Boundaries National Council Member

Vera Pawls Tabobondung, President, National Association of Friendship Centres,
Crossing Boundaries National Council Member

Mary Simon, Former Ambassador of Circumpolar Affairs,
Crossing Boundaries National Council Member

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The Crossing Boundaries National Council

The Crossing Boundaries National Council (CBNC) is a not-for-profit national forum whose mission is to foster the development of Canada as an information society through the transformation of government and governance. CBNC is co-chaired by the Hon. Tony Valeri, Leader of the Government in the House of Commons, and Dan Bader, Deputy Minister, Municipal Affairs, Government of Alberta. It is made up of about 40 members, including senior public servants and elected representatives from each of the 10 provinces and the federal government, as well as representatives from territorial and municipal governments and the Aboriginal community. The initiative is sponsored in part through a partnership with the Social Sciences and Humanities Research Council under its Initiative on the New Economy program area.

A full list of the Crossing Boundaries National Council membership can be found at www.crossingboundaries.ca. For more information on Aboriginal Voice please visit www.crossingboundaries.ca/aboriginalvoice.

KTA Centre for Collaborative Government

This project was undertaken in partnership with the KTA Centre for Collaborative Government and the Crossing Boundaries National Council. The KTA Centre for Collaborative Government was established in 1999 as a vehicle for a more independent approach to public policy research, dialogue and development. Since then, the KTA Centre has achieved a national reputation for its ability to bring together leaders in the fields of politics, policy and governance, and break new ground in connecting the ideas, the people and the practices that are transforming governance and government for the 21st century. For more information please visit www.kta.on.ca.

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THE CROSSING BOUNDARIES PAPERS

VOLUME FIVE

Aboriginal Voice National Recommendations

From Digital Divide to
Digital Opportunity

November 2005



crossing boundaries
aboriginal voice

The Whole Village Project

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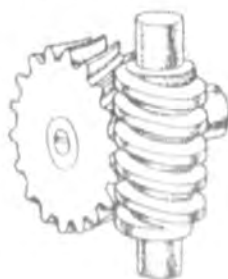
Case Studies of Alaska Manufacturers

This forest products manufacturer needs to expand throughput without expanding shop floorspace. AMEP is helping with plant layout, value stream mapping, pull systems and other Lean manufacturing techniques.



This productivity software company is creating a national sales effort. AMEP is helping develop the sales force & distribution strategy, did the cashflow analysis, and is working on Internet strategy and website development.

This cluster of companies is developing a communication system for the U.S. Marines. The growth vector in this industry is steep but the market is fickle. AMEP is providing strategic planning assistance, commercialization and market segmentation.



This boat builder is launching a new line of boats, and it knows what needs to be done. AMEP is helping to bring a production consultant and job costing systems at reasonable rates.

This seafood byproducts manufacturer called AMEP to help it define product values by doing feed trials and comparative cost/benefit analyses.



AMEP - A Model of Collaboration

State DCCED	\$800,000
Federal UDSDC NIST/MEP	\$800,000
Client Fees	\$100,000
In-Kind Match	\$700,000

Partners providing match:

Alaska Growth Capital
Juneau Economic Development Council
Southwest Alaska Municipal Conference
Kenai Economic Development District
Mat-Su RC&D
Copper Valley Development Association
Bering Straits Development Corp.
Lower Kuskokwim EDC
Fairbanks North Star Borough EDC
Alaska Native Arts Foundation

Performance Metrics that Grow Communities

Each of the 60 MEP offices across the U.S. are monitored quarterly by the USDC National Institute of Standards and Technology's Manufacturing Extension Partnership. For every federal dollar invested in AMEP, we must generate:

\$2 in matching funds from state partners, client fees and local in-kind match; *plus*

\$3 in new investments by AMEP's client companies (or investments retained); *plus*

\$3 - \$8 in bottom line impact (cost reductions and/or new sales) by AMEP's client companies.



a NIST | Network
MEP | Affiliate

ALASKA MANUFACTURING EXTENSION PARTNERSHIP

Alaskans have thrived for thousands of years by working smarter. AMEP applies this tradition by working with existing manufacturers to improve their competitiveness.

A federal, state & private partnership, AMEP is the only economic development organization that improves the profitability of established manufacturers. Our fee-based services are targeted to the firms that are most able to invest and create growth in Alaska.

Our federal funding is linked to creating profits for our clients, so AMEP is highly motivated to grow Alaskan businesses.



1577 C Street #301 Anchorage, AK 99501
T: (907) 279-2637; F: (907) 279-2638
www.ak-mep.org; info@ak-mep.org

AMEP Mission

AMEP's mission is to strengthen Alaska communities by helping improve the competitiveness of small manufacturers and rural Alaskans producing Native art and other home-based manufactured products.

AMEP Programs

Business Consulting:

- Lean enterprise
- Market & product development
- Business planning
- Internet strategy

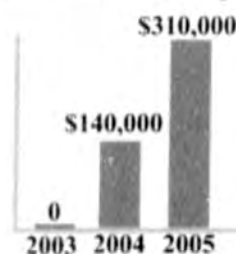
Business Training:

- Lean certification
- Safety awareness
- E-commerce training

Rural Economic Development:

- Alaska Native Arts Foundation
- Statewide E-Commerce Program
 - Training
 - E-Centers in communities
 - Internet portal to give web presence

Art Purchases by ANAF



Tell your friends
about the variety of
genuine Alaska Native art at
www.AlaskaNativeArts.org

Rural E-Commerce

AMEP is working with rural communities across Alaska to grow their private sector by using e-commerce to increase sales and margins. Internet sales of Alaska Native art are a tool to strengthen cultural heritage and sustain rural lifestyles.

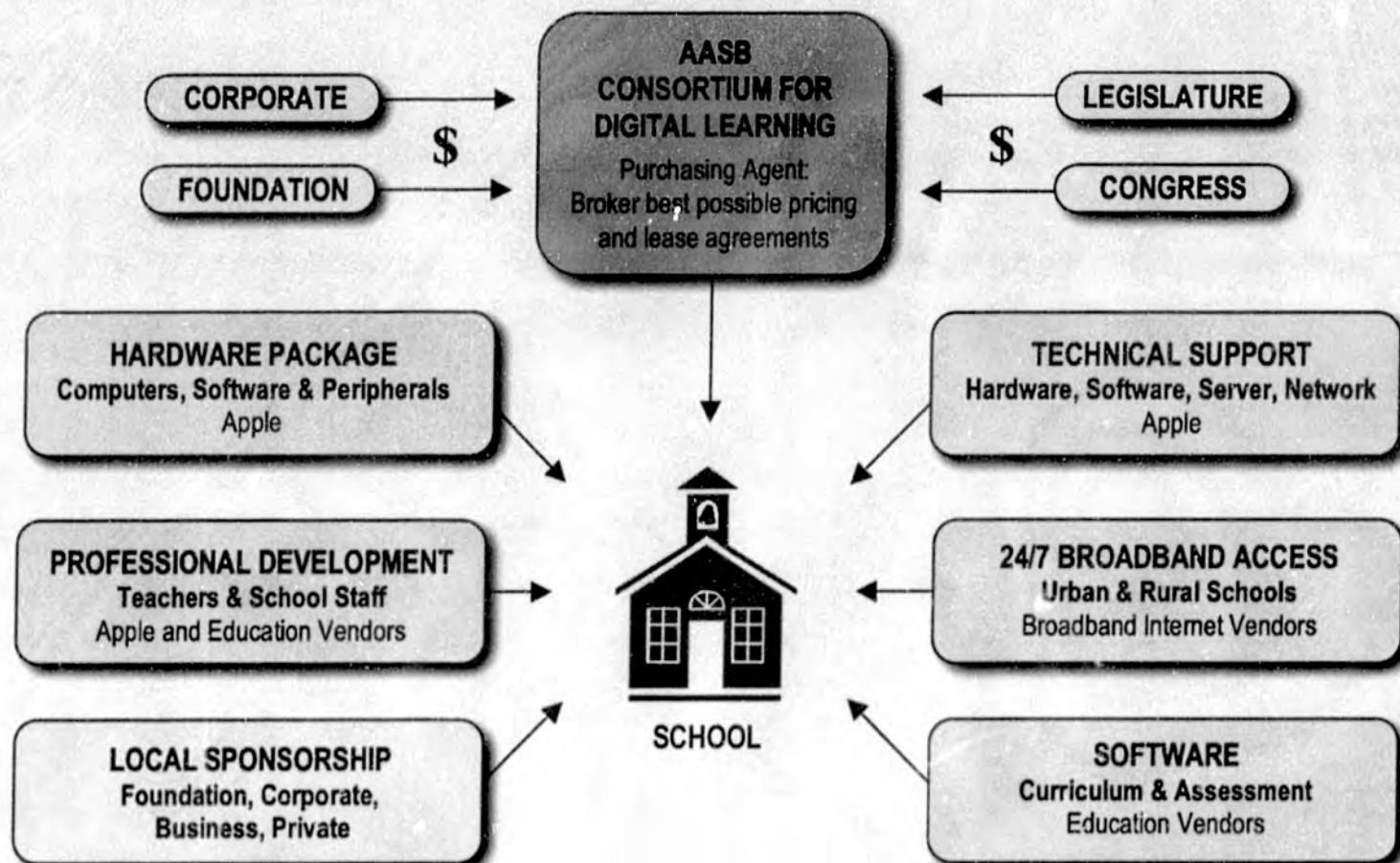
We are doing this by providing training in e-commerce, by developing and marketing a portal to give an Internet presence, and by establishing public access computer kiosks in communities.

Results so far:

- 722 artists signed on ANAF website
- \$450,000 in ANAF art purchases
- 16 centers established
- 42 communities trained or visited



CONSORTIUM FOR DIGITAL LEARNING AN OVERVIEW



The Association of Alaska School Board's Consortium for Digital Learning

AASB is proposing an enhanced educational delivery system that will prepare Alaska's youth for the digital world. Using an inclusive approach, districts and schools will be supported in:

- Determining readiness levels
- Engaging their community
- Securing hardware, software, and peripherals
- Acquiring necessary technical support for a fully functional system
- Training staff
- Managing change

Many school districts have made significant strides in uses of technology. Rarely, however, has technology been instituted in a systematic fashion that will allow our youth to compete successfully in our increasing global economy. Through the digital learning consortium, AASB is proposing a holistic use of technology that will change the basic approach to K-12 education.

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Lone Eagle Resources to Support Rural Innovation

Click Through this Web Tour at
<http://lone-eagles.com/future-proofing.htm>

The Montana Choice Demonstration Project

<http://lone-eagles.com/montana-choice.htm> A five-year U.S. Dept. of Labor demonstration project which has established an aggressively innovative national test-bed for generating individual web-based self-employment as well as community strategic action plans, community mentoring programs, and more.

The Montana Choice Process <http://lone-eagles.com/montana-choice-2005.htm>

Common Sense first steps recommended for rural leaders supported by extensive new training resources included in this resource listing.

The Alaskan Native and Native American Internet Empowerment Resources

<http://lone-eagles.com/alaskan-resources.htm> Includes a chapter listed first which has Lone Eagle Consulting's best Native community grant templates listed at the end: (<http://lone-eagles.com/village-sustainability.htm>)

Lone Eagle Self-employment Incubator hosted by KNET at <http://lone-eagles.com/knet.ca> http://lone-eagles.com/indigenous_innovations.htm

The Rural Community Internet Empowerment Resources

<http://lone-eagles.com/ruralempowerment.htm> A key article is listed first "Authenticating Rural Internet and Broadband Benefits – A Reality Check" <http://lone-eagles.com/wings.htm>

Creating People-Centered Community Knowledge Networks

<http://lone-eagles.com/smart.htm> A self-quiz for rural communities recommended for rural leaders as a tool to begin discussions on how best to use the Internet intelligently. Includes many articles and community grant templates.

Lone Eagle's Two Online Graduate Courses for K12 Educators

<http://lone-eagles.com/teachercreated.htm> Offered by Alaska Pacific University and Seattle Pacific University. K12 resources <http://lone-eagles.com/guide.htm>

Extensive Youth Resources <http://lone-eagles.com/youth.htm>

Tutorial for Creating Free Ecommerce Web Sites Easily and Model Sites

<http://lone-eagles.com/pcna1.htm> (The tutorial is at the end.)

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A Beginners Guide to Profiting from the Internet

The ten two-hour lessons at <http://lone-eagles.com/ecom.htm> present a hands-on overview of what's working for others like you and include activities exploring many of the best Ecommerce and telework training materials and resources available – from which you'll easily be able to determine the resources best suited for your continued self-directed learning. It is designed to be interactive with others and the instructor. Registration information is at the site above (\$39 for ten two-hour lessons.)

Lesson One – Ecommerce and Telework Readiness Skills. This class will provide a hands-on overview of your key opportunities related to Ecommerce and Telework. You'll review what has already been proven to work for others and will learn where to find the best related information.

Lesson Two – Ecommerce Fast-Track Strategies – With the world changing so rapidly, you need to find a way to keep track of new trends in order to know what's working for others and what is coming next. Because there's so much that's changing, finding ways to deal with information overload is a priority. Take advantage of available resources that have already summarized information.

Lesson Three – Ecommerce Cooperatives and Virtual Incubators. If you are a crafter and just wish to sell your crafts, perhaps you don't need your own web site. You might use eBay, or you might just post your crafts on a crafters' cooperative web site along with the crafts of many others to benefit from collaborative marketing.

Lesson Four – E-Marketing Strategies. Using available resources, you can market your products or web site globally just as effectively as anyone in a big city – once you know how.

Lesson Five – Entrepreneurship Training Opportunities. Imagine being able to live anywhere, either working for yourself running your own businesses, or working for someone else, but still able to live anywhere and set your own work schedule.

Lesson Six – Online Resumes and Job Sites – Selling Yourself. Extensive resources on all kinds of careers, both online and offline, can be found at job-finding sites that allow free posting of resumes and many other sophisticated features.

Lesson Seven – Telecommuting and Telework Opportunities. Telework relates to work performed via telecommunications. Employers are finding that many high quality workers are demanding this type of flexible work arrangement as a condition for employment.

Lesson Eight – International Trade Training Resources. By U.S. standards, most of the world is still in poverty. New satellite and wireless systems will soon be able to bring the Internet to nearly any point on the globe – bringing the potential for new economic solutions.

Lesson Nine – How to Start a Business. There is a process to follow and extensive resources are available to assist you. Patience and perseverance are required, but you'll be surprised at how quickly your new business concept can become a reality.

Lesson Ten – New Rules for the New Economy. In a world of accelerating change, your strategy is to benefit from those resources that allow you to "ride the wave" instead of being dragged along. There is increasing importance on the value of relationships.

Refer questions to Frank Odasz frank@lone-eagles.com PH:406-683 6270

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The Montana Choice Project

Homesteading the Ecommerce and Telework Frontiers

<http://lone-eagles.com/montana-choice.htm>

A National Ecommerce and Telework Demonstration Project

Funded by the US Department of Labor Office of Disability Employment Policy, the **Montana Job Training Partnership, Inc.**, has created the Montana Choice demonstration project to bring real choices for web-based self-employment to individuals with disabilities. Multimedia presentations to over a dozen rural communities invited attendees to participate in an online course "**A Beginner's Guide to Profiting from the Internet**" providing ten self-directed hands-on lessons covering an overview of what's already working for others. Preview the lessons at <http://lone-eagles.com/ecom.htm>

Redefining Workforce Education by Addressing Systemic Change

"**Montana Choice**," is now in year two of a five-year demonstration project showcasing innovations in entry-level Ecommerce education online training for individuals with disabilities. Project goals include raising awareness on viable solutions, providing individualized skills assessment and skills transfer, and documenting success stories. Details at <http://lone-eagles.com/MJTPChoiceProject.htm>

Developing Community Mentoring Programs

Community Management Teams are developing strategic plans for each region and will be implementing community mentoring programs for skills transfer, both online and offline. Mentors will receive advanced training and assistance creating their own self-employment success stories. A skills registry database will be part of an e-marketing strategy for skills transfer services as mentees learn to become mentors. Participating communities will review successful innovations from other rural communities such as local business web directories, e-marketing strategies, and how to best support local entrepreneurs.

Helping Montana's Rural Communities Become Sustainable

The dramatic economic decline of rural America has created new pressures to find innovative solutions. Our past economy depended primarily on big corporations, but today the reverse is true, the real growth is in microenterprises. Our key developable resource is the learning potential of each and every citizen.

Everyone is Welcome to Participate

Everyone interested in the latest opportunities to learn to use the Internet for self-employment and entrepreneurship is invited to attend any of the dozen planned introductory presentations, join the online class, and/or attend the hands-on skill-building workshops planned for participating communities.

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The Montana Choice Process

The five-year U.S. Department of Labor demonstration project "Montana Choice" begins with hosting ecommerce and telework awareness presentations in rural communities to engage citizens in online lessons and ongoing listserv interaction regarding understanding entry-level web-based self-employment opportunities.

After citizens have gained an overview of opportunities through the online lessons, skill-building workshops are held and electronic portfolios of existing skills are created along with a plan on which new skills are most needed. Skills workshops are then customized.

Local mentors interested in developing for-profit mentoring services are identified to receive advanced training in return for mentoring others locally.

The next step is engaging community leaders, with emphasis on elected leaders and K12 administrators and educators, in understanding the importance of key action strategies, youth involvement, and first steps which do not require outside funding such as;

- Conduct a local web review of existing businesses
- Create a local web directory and plan a co-marketing initiative
- Establish a mentors roster and local skills registry
- Establish an ecommerce resources portal and virtual incubator
- Engage leaders in grant-writing and defining goals, both short-term without funding and for long-term funded projects such as
- "Sustainable Ecommerce Education Development Strategies, (SEEDS)"**

at <http://lone-eagles.com/seeds.htm> .

The Montana Choice Project

<http://lone-eagles.com/montana-choice.htm>

describes a five-year U.S. Dept. of Labor demonstration project which has established an aggressively innovative national test-bed for generating individual web-based self-employment as well as community mentoring programs, and strategic action plans.

A Beginner's Guide to Profiting from the Internet

<http://lone-eagles.com/ecom.htm>

The "Montana Choice" project is providing ten online lessons providing a hands-on overview of eBay, ecommerce, and telework.

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Ph/Fax: (406) 683-6270
E-Mail: frank@lone-eagles.com
Web Page: <http://lone-eagles.com>

Community Internet Empowerment Resources for Alaskan Native Villages

<http://lone-eagles.com/alaskan-resources.htm>

Lone Eagle Consulting Mission Statement

Lone Eagle Consulting strives to maintain the very best Internet learning pathways, requiring the least time and effort, to deliver the highest levels of benefit and motivation for people of all cultures and literacy levels.

Realizing Cultural and Community Sustainability Through Internet Innovations in Alaskan Native Villages

<http://lone-eagles.com/village-sustainability.htm>

A detailed review of strategies for community involvement to produce measurable outcomes. Many grant templates and online self-directed resources are included.

Clarifying Opportunities for Alaskan Sustainable Community Technology Centers

<http://lone-eagles.com/alaskan-centers.htm> A short review key issues related to community Internet training, locally-owned Internet service providers, and sustainable centers.

Culturally-appropriate Internet Training for Alaskan Native Educators

<http://lone-eagles.com/alaskan-educators.htm> A detailed account of fast-track Internet training with a cultural emphasis for Alaskan Native educators and students based on actual workshops.

Echoes in the Electronic Wind

http://www.turtletrack.org/Issues01/Co06022001/CO_06022001_Echoes.htm

A short article on Native American and Alaskan Native opportunities for leadership with community networking.

Examples of Native American and Alaskan Native Web Cultural Applications

<http://lone-eagles.com/expressions.htm> A dozen pages of cultural web-based innovations.

Key Issues in Realizing Tribal Benefits from Internet Infrastructure

<http://lone-eagles.com/triballeadership.htm> Important perspectives for success.

A Native American Community Internet Empowerment Guide

<http://lone-eagles.com/empowerment.htm> Over 50 pages of planning resources.

A Native American Cross-cultural Internet Guide

- "Echoes in the Electronic Wind"

<http://lone-eagles.com/nativeguide.htm>

A hands-on self-directed learner's Internet skills training guide with over 20 pages of Native American and Alaskan Native web sites. Available in printed form; 177 pages.

Creating Effective Tribal Telecenters and Community Networks

<http://lone-eagles.com/telecenters.htm>

A detailed prospectus for project directors on implementation strategies and related resources.

Beyond Traditional Vocational Education:

Best Practices for Use of Computers and Internet for Native Communities

<http://lone-eagles.com/indian-voc-ed.htm>

Specific recommendations for vocational educators in Indian country.

An Update on the major Native Internet Projects

<http://lone-eagles.com/adecc.htm>

Resources and contacts related to major national Native Internet projects.

Alaskan K12 Innovations WebTour

<http://lone-eagles.com/alaskan.htm>

See how other Alaskans are benefiting from the web.

Multi-cultural Resources and K-12 Project Sites

<http://lone-eagles.com/multicultural.htm> Extensive International resources.

Alaskan Native Youth Cultural Community Building

<http://lone-eagles.com/bartsgrant.htm> See also <http://lone-eagles.com/northstar.htm>

and <http://lone-eagles.com/yukonkoyukuk.htm> Grant proposals written for eight Alaskan Native Villages

Culture Club: A Cultural and Community Survival Concept Paper

<http://lone-eagles.com/cultureclub.htm>

See also <http://lone-eagles.com/capacity.htm> and <http://lone-eagles.com/trainers.htm>

The Bootstrap Academy

<http://lone-eagles.com/academy.htm>

Do it yourself! Specific low-cost, short-term youth-driven citizen engagement Internet awareness activities. Includes three online mini-courses for citizens, and local web-raising.

Community Rural Empowerment Resources

<http://lone-eagles.com/ruralempowerment.htm>

A master listing of articles and resources for community Internet project planning.

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Community Internet Empowerment Resources for Rural Communities

<http://lone-eagles.com/ruralempowerment.htm>

Lone Eagle Consulting's Mission Statement

Lone Eagle Consulting strives to maintain the small circle of the very best Internet learning pathways, requiring the least time and effort, to deliver the highest levels of benefit and motivation for people of all cultures and literacy levels.

Authenticating Rural Internet and Broadband Benefits - A Reality Check

<http://lone-eagles.com/wings.htm> Required reading for rural citizens and leaders. Written for the Australian Government for national empowerment of all their communities.

The Idaho Ecommerce Homesteaders' Cooperative

<http://lone-eagles.com/montpelier.htm> Big possibilities for the small community of Montpelier, Idaho. A story in progress defining how to seed and grow community involvement and capability building by focusing on replicable successes and measurable outcomes. Montpelier successes detailed at <http://lone-eagles.com/montpelier-story.htm>

Homesteading the Ecommerce Frontier

<http://lone-eagles.com/ecommerce-homestead.htm> Real and profound opportunities.

Rural Ecommerce and Telework Strategies <http://lone-eagles.com/eguide.htm>

A 200-page self-directed overview of what's working for rural entrepreneurs. This resource includes ten two-hour lessons for an online course by the same name at <http://lone-eagles.com/ecommerce.htm> A new shorter version for youth <http://lone-eagles.com/ecom.htm> and a new course on Essential Internet Skills <http://lone-eagles.com/essential-skills.htm>

Ecommerce Start-up Training Resources and Free Ecommerce Site Sources

<http://lone-eagles.com/entrelinks.htm> Includes resources for women and youth, too.

The New Gold Rush - Are You Ready? Tales from the Frontier of Community Development <http://lone-eagles.com/goldrush.htm> Part II: <http://lone-eagles.com/mining.htm>

Mining raw human potential with free web tools. Are you ready?

The Future of Community Development - Make the Living You Want Living Wherever You Want <http://lone-eagles.com/comdev.htm>

Making the Missing Connections...A Wake-up Call Regarding True Community

Internet Empowerment <http://lone-eagles.com/wake-up-call.htm>

A realistic view of issues to be considered when implementing community projects.

An Executive Overview for Project Planners on the Hard Questions for Community

Internet Empowerment <http://lone-eagles.com/overview.htm>

A hard look at what's not obvious for planning a successful community project.

Community Networking primer <http://lone-eagles.com/articles/networking.htm>

A good first article on community networks.

Good Neighbor's Guide to Community Networking

<http://lone-eagles.com/cnguide.htm> Eleven chapters, including a bibliography of guides.

Community Networking Clearinghouse <http://lone-eagles.com/community.html>

The best ideas and resources from dozens of community networks and related organizations.

The Bootstrap Academy <http://lone-eagles.com/academy.htm>

Do it yourself! Specific low-cost, short-term youth-driven citizen engagement

Internet awareness activities. Includes three online mini-courses for citizens, and local web-raising.

Common Ground: A Cross-Cultural Self-Directed Learner's Internet Guide

<http://lone-eagles.com/guide.htm> Created for USAID, AT&T and the ERIC clearinghouse.

An instructional brokerage resource with emphasis on pointing to the best online tutorials, and educational resources, on the Internet for self-directed learning. This is the text for the online course "Making the Best Use of Internet for K-12 Instruction."

<http://lone-eagles.com/asdn1.htm>

Community Networking - Why Should I Care?

<http://lone-eagles.com/whyshouldicare.htm>

Good reasons why you should understand what's at risk.

Indigenous Internet Empowerment Resources

<http://lone-eagles.com/alaskan-resources.htm> Links to all the best related resources!!

Community Network Funding Sources and Grantwriting Tips

<http://lone-eagles.com/granthelp.htm> Specifically for rural community development.

Includes **A Simple Proposal-writing Tutorial** <http://lone-eagles.com/mira2.htm> and an

online lesson on grantwriting at <http://lone-eagles.com/asdn18.htm> The latest and best

grant template is at <http://lone-eagles.com/top.htm> with an expanded more readable

version <http://lone-eagles.com/top-expanded.htm>



**Alaska Staff Development Network
Lone Eagle Consulting Distance Education Courses
On-Line: Anytime, Anywhere**



**Ed 597 4L: "Making Best Use of the Internet
for K-12 Instruction"**

Teachers' roles are changing rapidly due to the wealth of new online learning resources for students. Effective 21st Century educators must know how to link students with the best Internet learning resources and efficiently broker the best on-line learning programs for their students.

In this online course taught by Frank Odasz, one of the nation's leading online learning experts, educators will experience the best K-12 resources on the Internet within the context of their emerging roles of brokering the best Internet resources for individualized and small group student learning. A listserv creates an on-going forum for teachers to share with each other the best classroom-ready resources they have found during this class and also to discuss key issues related to classroom use of Internet resources and capabilities.

Topics from the eight units include:

- Identify the best lesson plan and K-12 resource archives searchable by grade level and topic
- Learn to easily create curriculum webpages, online quizzes and classroom web sites.
- Learn to create webquests and other project-based learning activities using templates
- Learn the best strategies for dealing with key issues regarding K-12 Internet use
- Participate in a peer listserv for convenient ongoing sharing of the best new Internet resources
- Survey K-12 online classes and online professional development opportunities
- Learn to use global listservs and the top ten Internet collaborative tools
- Learn grantwriting skills and key sources for funding, tutorials, and grant templates.

University Credit: 3 credits, Graded Pass/No Pass



Instructor: Frank Odasz, Lone Eagle Consulting / Dillon, Montana

Frank Odasz, originally from Cody, Wyoming, averages over 50,000 air miles per year presenting state-of-the-art Internet workshops for educators. Frank served as a teacher educator for 13 years at Western Montana College of the University of Montana, in Dillon, Montana.

From 1988 to 1998, he was director of the well-known Big Sky Telegraph network, providing on-line courses to rural teachers. Frank's work has been recognized for excellence by four congressional reports, the White House, and dozens of books and publications. All Frank's resources, courses, articles, services, and his resume are accessible at: <http://lone-eagles.com>, frank@lone-eagles.com. Ph/Fax: 406-683-6270.

Ed 597 6L: "Designing K-12 Internet Instruction"

This unique self-directed hands-on course offers a step-by-step guide to 'painless, progressive Internet integration' using your existing curriculum. New types of curriculum web-authoring sites are creating easy ways for educators to quickly create their own online curriculum with a minimum of technical skills! Participants will experience using a robust collection of courseware authoring resources which allow them to create their own online curriculum, from single lessonplans to whole online courses. A listserv creates an ongoing forum for educators to share with each other the best curriculum-authoring resources they have found during this class. The course consists of eight four-hour units and a special project. A nationally published article on the significance of this new course is recommended reading: Lone Eagles Learn to Teach From Any Beach.

Participants must have basic computer, web browsing and e-mail skills, Internet access and be able to create electronic folders and move/save files. It is strongly recommended participants first take 'Making the Best Use of Internet for K-12 Instruction.' Ed 597 4L, 3 credits, APU, also sponsored by the Alaska Staff Development Network.

Topics from the eight units include:

- Address key online curriculum design issues for K-12 classrooms
- Explore the progressive steps for classroom integration of specific Internet curriculum, course models, and authoring templates
- Learn the unique advantages of online instruction and the appropriate applications for online learning.
- Participate in a peer listserv for convenient sharing of the best new resources for specific grade levels and content areas
- Review top online curriculum models, online course directory sites and create a project-based short term unit
- Draft a plan for your own six week online course reflecting decisions on the design issues covered in the lessons.
- Learn about innovation diffusion, change theory, and the impact of online instruction on traditional educational roles.
- Review key issues concerning your online curriculum; copyright, intellectual freedom, promotion, and marketing

University Credit: 3 credits, Graded Pass/No Pass

(OVER)

Register on-line!



www.asdn.org

Registration Form
Alaska Staff Development Network
Distance Education Courses - Frank Odasz



Register on-line!



First Name:	Middle Initial:	Last Name:
Social Security #:		Birthdate:
E-mail:		
Summer Mailing Address:		
City:	State:	Zip:
Daytime Phone:		Home Phone:
School District:	School:	Position/Grade Level:
Alaskan Residency:	☐ Non-Resident	☐ Alaska resident since (date):
High School graduation date: / /	Location of HS. (city, state)	
Highest Degree Earned:		
US Citizen? ☐ Yes ☐ No	If no, what country:	Visa type:
Do you need materials? ☐ Yes ☐ No		

Courses Available: Check (X) any/all you wish to register for.

☐ Ed 597 6L "Designing K-12 Internet Instruction" / 3 credits \$350 + \$0 materials

☐ Ed 597 4L "Making Best Use of the Internet for K-12 Instruction" / 3 credits \$350 + \$25 materials

PAYMENT: Please make checks payable to ASDN.

Method of payment:

Payment must be received
with registration form.

☐ Check #:

☐ PO #:

School:

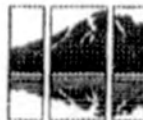
☐ Visa/MC

Card #:

Exp. Date

TOTAL ENCLOSED: \$

Signature:



Return to:
Ak Staff Dev Network
2204 Douglas Hwy, Suite 100
Douglas, Alaska • 99824
Phone: (907) 364-3809

FAX: 907-364-3805

OR

Register on-line!
www.asdn.org

(distance ed button)

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Youth Resources Webtour

<http://lone-eagles.com/youth.htm>

The future of our rural communities depends on retaining our youth instead of exporting them to major population centers. Youth today are the first generation in history to grow up with digital and Internet technologies and are the technology leaders of our communities. We need to make sure they learn how to use the Internet to live and work anywhere they wish. The resources below, including the grant proposal templates, are intended to be shared without restriction to support the sustainability of rural communities.

Youth Ecommerce Entrepreneurship Resources

Youth Ecommerce Entrepreneurship Resources

<http://lone-eagles.com/entrelinks.htm>

A Beginner's Guide to Profiting from the Internet

<http://lone-eagles.com/ecom.htm> Ten two-hour online lessons exploring what's working for others like you regarding rural Ecommerce and Telework.

Rural Ecommerce and Telework Strategies

<http://lone-eagles.com/eguide.htm>

Over 200 pages of resources including a ten lesson online course on what's working for others like you regarding rural Ecommerce and Telework Strategies. Includes lessons on the essential Internet skills required for Ecommerce, Telework and Self-directed Internet Learning.

Essential Internet Ecommerce Skills <http://lone-eagles.com/essential-skills.htm>

Specific online lessons for skill-building

A master listing of Rural Ecommerce Success Stories

<http://lone-eagles.com/connect-idaho.htm> Includes Two Years of Montpelier, Idaho awareness-raising events and ecommerce success stories.

A master listing of Indigenous Empowerment Resources

<http://lone-eagles.com/alaskan-resources.htm>

National Youth Technology Program Modles

<http://lone-eagles.com/youth-technology.htm>

Youth Career Resources <http://lone-eagles.com/lksd-careers.htm>

Grant Writing Tips and Grant Templates

Grant-writing Tips and Funding Sources <http://lone-eagles.com/granthelp.htm>

Youth Grant Templates

http://lone-eagles.com/our_community.htm is a sample youth project grant proposal. Many others are listed at the end of the chapter "**Realizing Cultural and Community Sustainability Through Internet Innovations in Alaskan Native Villages**" at <http://lone-eagles.com/village-sustainability.htm>

Key Youth Project Suggestions

<http://lone-eagles.com/capacity.htm>

<http://lone-eagles.com/trainers.htm>

Recent (2004) Lone Eagle Ecommerce Entrepreneurship Grants:

**SEEDS - Sustainable Ecommerce Entrepreneurship Development Strategies
A Rural Community Future-Proofing Program**

<http://lone-eagles.com/seeds.htm> A youth leadership community project.

Rural Ecommerce and Telework Incubator Centers

<http://lone-eagles.com/intelligent.htm>

AMIGO - Awareness Mentoring Integrating Group Outcomes

<http://lone-eagles.com/amigo.htm>

Community Networking Resources

Community Networking <http://lone-eagles.com/cn-readings.htm>

Recommended readings on the potential for communities.

Community Network Models Web Tour

<http://lone-eagles.com/democnlinks.htm> Community innovations to consider.

International Community Networking Clearinghouse

<http://lone-eagles.com/community.html>

Lone Eagle Self-Employment Incubator

<http://lone-eagles.oldcolo.com>

Lone Eagle's Best of the Best Resources

A master listing of articles related to Community Internet Empowerment

<http://lone-eagles.com/ruralempowerment.htm>

Two online graduate courses for K12 educators plus examples of web curriculum created by past participants.

<http://lone-eagles.com/teachercreated.htm>

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Tripod Hands-on Activity

Create a free Ecommerce Web site in 15 minutes with no expiration date.

Online at the bottom of <http://lone-eagles.com/pcna1.htm>

1. Go to <http://tripod.com> and click on the JOIN button.
(Spanish version <http://tripod.com.mx>)
2. Fill out ALL the blanks - keeping in mind you do not have to give accurate private information. The "membername" will be part of your web site URL
<http://membername.tripod.com>

IMPORTANT: Write down your "membername" and Password so you can access your site again in the future.

3. You **MUST** select a title (Mr/Mrs/Ms) and give a birthdate (parental permission required for those under 18 yrs of age)
4. Deselect all boxes preselected with green checks or you will receive SPAM advertisements.
5. Enter the number shown in the box at the very bottom of the form page and select "Submit."
6. If you entered all information correctly you'll receive another page of advertisements. Select "No Thanks" at the bottom.
7. You'll get another screen of advertisements - select SKIP at either the top right or bottom middle.
8. You'll see six web site options, click inside the third circle to select "Create a site using Tripod site builder." Select NEXT over on the right.
9. Select "Start with an Express Site Template"
10. Select "About My Business" (Click on the Choose link)

11. Enter the title of your business which will appear at the top of your web page, and other information as time permits in the other boxes.
Select NEXT on the right hand site.
12. Continue adding brief bits of information in the next series of boxes.
Select NEXT on the right side.
13. Select "Choose from all designs" at the top of bottom of this page, and choose a new web page design. (Click on "Use this Design")
Select PUBLISH NOW.

***Note the web address for your Ecommerce site is at the top of the screen - Write It Down!** Note also the SITE PROMOTION link at the bottom.

14. Select the EDIT button to continue editing your page - explore the easy buttons at the bottom of the screen to continue exploring how to add new web pages, new pictures, and new content, including whole new web sites.
15. Select "log off" when you're finished.
Pat yourself on the back for a job well done! You now have your own free Ecommerce web site which you can edit from anywhere, anytime.

IMPORTANT: Double check you've written down your "Membername" and Password so you can return to build your site later. Don't forget to write down the web address for your new web site, in the following format:

"membername.tripod.com"

To learn more about free affiliate programs go to <http://affiliateshop.com> and for Ecommerce and Emarketing lessons go to <http://lone-eagles.com/ecom.htm>

For a long listing of affiliate programs -follow the instructions below.

Citymax Ecommerce Sites www.citymax.com

Login with Username: lone-eagle Password: lone-eagles
and select the "Make Money" button on the right to see a comprehensive listing of affiliate programs. This is the easiest site for creating a free ecommerce web site, but it is only free for 10 days. Licenses for use of this software are available.

More Lone Eagle Resources are at <http://lone-eagles.com/future-proofing.htm>

A Beginner's Guide to
PROFITING
from the
INTERNET

(Rural Ecommerce & Telework Strategies)



FRANK ODASZ

Dedicated to those Lone Eagles, who as self-directed Internet learners, willingly lend their wings to others to help us all become both learners and earners.



This guide was edited and published at Idaho State University through the WORKFORCE TRAINING office at the College of Technology as part of an overall customized training program in partnership with Mr. Frank Odasz, president of Lone Eagle Consulting, for the purpose of rural economic development. It was made possible through funding for its development from the USDA, Rural Development office and the Workforce Training Network of the Idaho State Division of Professional Technical Education.

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To inquire regarding Internet empowerment training and/or presentations for your school district, community, or organization, or to request copies, special printings, or reprint permission, contact Frank Odasz, frank@lone-eagles.com. Other inquiries may be addressed to WORKFORCE TRAINING, ISU College of Technology, PO Box 8380, Pocatello, Idaho, 83209.

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A Beginner's Guide to Profiting from the Internet (Rural Ecommerce and Telework Strategies)

<http://lone-eagles.com/ecom.htm>

A non-credit online course sponsored by the Idaho State University College of Technology Workforce Training Office

Course Description and Registration

<http://lone-eagles.com/ecom-registration.htm>

- ☐ Begin Here - Welcome to "A Beginner's Guide to Profiting from the Internet"
<http://lone-eagles.com/ecom-welcome.htm>
- ☐ Lesson One - Ecommerce and Telework Readiness Skills
<http://lone-eagles.com/ecommercenew1.htm>
- ☐ Lesson Two - Ecommerce Fast-track Strategies
<http://lone-eagles.com/ecommercenew2.htm>
- ☐ Lesson Three - Ecommerce Cooperatives and Virtual Incubators
<http://lone-eagles.com/ecommercenew3.htm>
- ☐ Lesson Four - E-Marketing Strategies
<http://lone-eagles.com/ecommercenew4.htm>
- ☐ Lesson Five - Entrepreneurship Training Opportunities
<http://lone-eagles.com/ecommercenew5.htm>
- ☐ Lesson Six - Online Resumes and Job Sites - Selling Yourself
<http://lone-eagles.com/ecommercenew6.htm>
- ☐ Lesson Seven - Telecommuting and Telework Opportunities
<http://lone-eagles.com/ecommercenew7.htm>
- ☐ Lesson Eight - International Trade Training
<http://lone-eagles.com/ecommercenew8.htm>
- ☐ Lesson Nine - How to Start a Business
<http://lone-eagles.com/ecommercenew9.htm>
- ☐ Lesson Ten - New Rules for the New Economy
<http://lone-eagles.com/ecommercenew10.htm>





Course Description and Registration for A Beginner's Guide to Profiting from the Internet (Rural Ecommerce and Telework Strategies)

<http://lone-eagles.com/ecom.htm>

Course Description

This online Internet course is designed specifically for non-technical learners as a first online learning experience. This non-credit mastery learning online course offers ten two-hour lessons covering the basics of buying and selling on the Internet - called "Ecommerce," and for working at home via the Internet called "Telework."

This hands-on overview of what's working for others like you includes activities exploring many of the best Ecommerce and telework training materials and resources available - from which you'll easily be able to determine the resources best suited for your continued self-directed learning.

This Ecommerce course is designed to develop an accurate self-assessment of individuals' current skills and to develop a defined pathway for continued skill development. The goal is also to develop realistic personal strategies based on the best knowledge and resources available. This course focuses on becoming aware of opportunities. It is designed to be an enjoyable, fun, social, learning experience.

Who Is It For?

- Individuals interested in learning entrepreneurship, Ecommerce, and telework readiness.
- Existing businesses wanting to learn to use the web to market their products and services, monitor their competition, and stay current with web Ecommerce innovations
- Everyone interested in helping build learning communities to create social and economic value

How Does It Work?

All you need is a computer, basic point and click skills, a means of getting on the Internet and your own email account, (free at <http://hotmail.com/> or <http://yahoo.com/>.) This course is presented in a mastery learning format, which means you master the skills as you "learn by doing."

This printed guide, "A Beginner's Guide to Profiting from the Internet (Rural Ecommerce and Telework Strategies)" is included with the course. It may also be purchased. For purchasing information, call (208) 282-3372.

Basic computer literacy skills are strongly recommended. However, if your computer skills are weak, you may need extra patience with yourself and your computer. Most tasks using



computers and the Internet are easy. Patience and perseverance are the keys to success during the initial confidence-building process, particularly if you're still nervous around computers. When you have questions, you're encouraged to email your instructor.

The most important thing you'll need to bring to this class is a good attitude and a willingness to explore new possibilities. This is an online learning adventure. Success is guaranteed; your instructor won't give up if you don't! Consider partnering with someone locally to share the experience. If you're ready to go, then begin at your convenience. (Exploring the new capabilities presented in the course lessons will build your confidence, and you will soon begin to discover how to learn anything you want, at anytime, from anywhere.)

Course Instructor

Frank Odasz, Lone Eagle Consulting
Email: frank@lone-eagles.com
Web Site: <http://lone-eagles.com/>
Resume and Biography <http://lone-eagles.com/articles/frank.htm>
PH/Fax: 406 683 6270

Course Format

Each lesson is presented in the following format:

Lesson Goals - A checklist of what you'll learn in each specific lesson.

Hands-on Activities - Activities to build your confidence, skills, and knowledge.

To Complete This Lesson - Simple specific requirements to complete each lesson.

Optional Skill-BUILDER Activities - Additional resources and hands-on activities.

Course Cost

\$39 for ten two-hour lessons. This is a mastery learning non-credit online course. You can begin at anytime and work at your own pace.

To Register for the Course

Call the Idaho State University College of Technology customized training office
PH: 208-282-3372 or register online at <http://continuinged.isu.edu/> (click on the course title).



Welcome to A Beginner's Guide to Profiting from the Internet (Rural Ecommerce and Telework Strategies)

Note: Before continuing, be sure you've read the Course Description and Registration Information at <http://lone-eagles.com/ecom-registration.htm>

This course is intended to give you a hands-on overview of what's working for rural citizens like yourself regarding making money using the Internet whether it is selling products you've created or buying products at one price from one source and reselling them at a higher price elsewhere. Making money buying and selling online is called "Ecommerce." More and more people are finding they can work at home for businesses located elsewhere just by learning to send and receive email and work files. This is called "Telework."

While many adults are nervous around computers, most of our youth find computers exciting and fun. With a little patience and perseverance you'll find that you can have fun, too. Because there are so many resources on the Internet, it can be overwhelming, but as you learn how to easily find specific information it will become more and more useful.

Important Tips for Conducting the Lessons

1. Take notes on each lesson to keep track of the web addresses you will want to return to later.
2. Read each lesson before reviewing the lesson websites. Note the online lessons will be frequently updated, and it is recommended you regularly check the online versions for updates.
3. Conduct the step-by-step hands-on activities for an introduction to some of the best resources on the Internet related to the topic for each lesson. While it is possible to spend unlimited amounts of time exploring, budget your time to fit your convenience.
4. Note that this course is the shortened fast-track version of the advanced course "**Rural Ecommerce and Telework Strategies**" which includes creating an online resume and a special certificate of completion. It is supported by a 211-page handbook with extensive resources including rural community leadership resources, K-12 integration, a local train-the-trainer model, rural community grant templates and grant-writing resources, and more. The new updated version will be available January 2004. For more information on the advanced course and the printed handbook go to <http://lone-eagles.com/ecommerce-registration.htm>. The printed handbook is also online at <http://lone-eagles.com/eguide.htm>.
5. During the hands-on lessons, you're invited to ask questions of the instructor electronically (email) whenever necessary.
6. There are optional readings and hands-on activities for each lesson for continued explorations.



Beginning the Course

Your first step will be to register for the course via the registration page (<http://lone-eagles.com/ecom-registration.htm>) and to send an email message to your course instructor saying you're ready to begin.

Your course instructor is Frank Odasz. Email: frank@lone-eagles.com

This first message should include a short description of your past computer and Internet experience and your specific goals for taking this course.

Begin Lesson One at your convenience.

The course lessons page is at <http://lone-eagles.com/ecom.htm>.



Lesson One - Ecommerce and Telework Readiness Skills

Lesson Goals

- **Get Comfortable with the Class Format**
- **Join the Class Listserv (online mailing list)**
- **Review the Essential Internet Skills**
- **Learn about eBay Online Auctions**

NOTE: To begin this lesson, you already should have read the "Welcome to the Class" bulletin at <http://lone-eagles.com/ecom-welcome.htm> .

This class will provide a hands-on overview of your key opportunities related to Ecommerce and Telework. You'll review what has already been proven to work for others and will learn where to find specific information when you need it. If you're an adult, don't try to force yourself to try to remember everything. Try to loosen up and approach the lessons with a sense of play and exploration.

Plan on spending one hour per lesson reading interesting articles and one hour exploring online with the hands-on activities. Keep a personal listing of the strategies you plan to adopt as you progress through the lessons. Trust your own first impressions regarding what sites you like the best, and remember you're looking only for the best-of-the-best instead of everything under the sun. The more great sites you explore, the more naturally selective you'll become. Eventually you'll feel more and more in control and better able to find what you need.

Enjoy the Journey and Don't Let Yourself Feel Pressured

It may take some time for you to become comfortable and confident with learning to learn online. At first, the technology is strange, even foreboding to some. But if it is useful and you use it regularly, soon it becomes second nature. One major strategy for this class is for you to get comfortable learning online in order for you to become a self-directed Internet learner.

Three Indisputable Historical Firsts

Internet access gives us three key historical firsts;

1. The ability to access specific human knowledge within seconds of having the need (using tools called search engines).
2. The ability to collect the best resources from worldwide sources and self-publish these globally with original contributions as web pages.



3. The ability to collaborate with individuals and groups worldwide using email and listservs (also called "mailing lists").

With such tools at our fingertips, we are limited only by our imaginations.

THIS course does not focus on developing these essential skills for using the Internet, but you will find self-directed lessons on these skills below. The recommended skills course is at <http://lone-eagles.com/essential-skills.htm>

Essential Skills for Internet Readiness

1. **Level One - Searching and Browsing Skills**

(The Power of a Self-Directed Learner)

<http://lone-eagles.com/ecommerce-search.htm>

Successive hands-on experiences are presented to build the basic Self-Directed Internet Learning Skills for web browsing, cut-and-paste, and using search engines to learn anything from anywhere at any time.

2. **Level Two - Creating Your Own Web Pages**

(The Power of Self-Publishing Globally)

<http://lone-eagles.com/ecommerce-web.htm>

Learn the basics of Web Self-Publishing Skills, creating and posting web pages with text, images, and hyperlinks.

3. **Level Three - Communicating and Working Together**

(The Power of Building Learning Communities Through Internet Collaboration)

<http://lone-eagles.com/ecommerce-email.htm>

Learn about efficient uses of Online Collaboration Skills. It includes many related resources for advanced learning.

Hands-on Activities

A listserv is a "mailing list" with multiple email addresses which is used for group communications. Anyone can send a message to the single listserv address and everyone on the "mailing list" gets a copy of the message. For this class we have a listserv ready to go and it is easy to subscribe to get on the list.

1. **Subscribe to the Class Listserv and Post an Introduction Message.**

First, subscribe to the listserv by going to

<http://mm.isu.edu/mailman/listinfo/isu-ecommerce> and following the instructions. Or, email your instructor (frank@lone-eagles.com) and ask to be added to the listserv.

2. **View a sampling of the past listserv messages via the web archive. Go to**

<http://mm.isu.edu/pipermail/isu-ecommerce/>. Take a look. Click on "Subject" for a listing of message subjects.



3. **Send an introduction message to the class listserv using the listserv's email address:** isu-ecommerce@mm.isu.edu Include an introduction with who you are and your personal goals for this class. Listservs are a convenient way to ask questions and get help! You are invited to ask questions on the listserv as that is what the listserv is for. You're also welcome to privately ask questions of your instructor at anytime - Email: frank@lone-eagles.com.

You should receive a copy of your message with [ISU-Ecommerce] in the subject line of the message, as will everyone else registered for the class who has also subscribed to the listserv mailing list. You can review other listserv features, such as subscribing and unsubscribing, whenever you like at the listserv information web page at <http://mm.isu.edu/mailman/listinfo/isu-ecommerce>

4. **Exploring a few great resources.**

Before conducting the step-by-step instructions below, you might find it convenient to first print this page so you'll have your instructions handy OR you can open another browser window by selecting File/New Window and then switch between windows at your convenience.

- A. **Go to the eBay Learning Center and read "How Does eBay Work"**

<http://pages.ebay.com/education/index.html>. Click on "How to Sell" on the left to see what more you might like to read.

- B. **eBay is an easy way to start making money online!**

Click on <http://www.ebay.com/> and look over what is there. Then, click on "What is eBay?" Follow the tour by clicking on the "Continue" button on the lower right of the screen. Return to the main eBay screen when finished and then click on "How to Shop on eBay" and follow that tour. Use any of the many tutorials available at this site to learn more about using eBay. Note the "Site Map" is a good way to quickly see all that's available. Explore and see what you can learn.

You're advised to set aside several hours to get online at eBay and browse around, study listings, read the help pages, understand the various tools and how you can use them, check out the forums and get comfortable with how the site works.

Did you know that over 50 million eBay users exchange over 60 million dollars daily! Over 150,000 people now work for themselves full-time buying and selling online and many don't create their own products - they buy them and then resell them at a profit.



C. There are many fine sources on the Internet for learning about Ecommerce.

Review the following easy Ecommerce curriculum.

Access Ecommerce <http://www.access-ecom.info/>

Click on the link above, then click on "Electronic Commerce Basics" and then click on "Defining Electronic Commerce" and read that one page. Hit the BACK button three times to return to this lesson page.

The Access Ecommerce site is dedicated to enhancing rural development through electronic commerce and provides an easy curriculum for those new to the idea of rural Ecommerce. (An inexpensive booklet is also available.)

To Complete This Lesson

1. Send an email to your instructor stating what new skills you plan to develop.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting resource not specifically given in the lesson.

Optional Skill-Builders:

1. **Perhaps you'd like a fun beginner's tutorial on browsing?**

Go to the Cyber Playground

<http://www.edu-cyberpg.com/>

Click on Beginner's Tutorial on the right.

2. **Perhaps you'd like to learn more about using listservs?**

Explore Level Three - Communicating and Working Together

(The Power of Building Learning Communities Through Internet Collaboration)

<http://lone-eagles.com/ecommerce-email.htm>

Learn about efficient uses of **Online Collaboration Skills**.

3. **Ecommerce Start-UP Training Resources Web Tour.**

<http://lone-eagles.com/entrelinks.htm>

Spend only a few minutes at each site to first get a quick idea of the vast resources available, then return to those sites you found most exciting.

4. **Seven major sites with extensive Ecommerce training resources.**

The National Small Business Development Center's Ecommerce Resources

<http://sbdnet.utsa.edu/SBIC/e-com.htm>

(Worth the time for a thorough review!)



The Access Ecommerce Guide

<http://www.access-ecom.info/>

(Excellent lessons on Ecommerce.)

The SBA's online lessons on starting a business

<http://www.sba.gov/training/courses.html>

(Their home page is at Small Business Administration <http://www.sba.gov/>.)

The Minnesota Virtual Entrepreneurs Network

<http://www.bizpathways.org/>

Read "Becoming a Business" and look for the entrepreneurial community champion handbook (\$10).

The Small Business Knowledge Base

<http://www.bizmove.com/>

(Resources on how to start a business, marketing, financial management and international trade! (Too many ads, but if you keep digging you'll find serious resources.)

The Wall Street Journal Start-up Journal and Center for Entrepreneurship

<http://www.startupjournal.com/>

(This includes a toolkit for creating a business plan, trademark searches, and more.)

ABC's of Rural Teleliteracy and Ecommerce

<http://www.nmtabcs.org/>

(Downloadable guides for the ABC's for Ebusiness, Egovernment and more. For a fee - CDROMs and Videos are available.)



Notes for Lesson One



Lesson Two - Ecommerce Fast-Track Strategies

Lesson Goals

- Deal with Information Overload
- Use Search Engines to Find New Ecommerce Resources
- Start with Online Auctions as The Easiest First Ecommerce Experience
- Find Local and Global Ecommerce Success Stories

Strategies for Dealing with Information Overload

With the world changing so rapidly, you need to find a way to keep track of new trends in order to know what's working for others and what's coming next. Because there's so much that's changing, finding ways to deal with information overload is a priority. Take advantage of available resources that have already summarized what you didn't know you needed to know. By using the very best online resources, you will find you can quickly be on top of major trends and opportunities.

Lifelong learning is important to stay current in a changing world. Learning to learn online can help you stay current with the convenience and efficiency of anywhere, anytime learning. **As a strategy, plan to get comfortable with online learning as an essential skill.**

One-fourth of all US business-to-business purchasing is done online and over 63 percent of Americans are surfing the web. Already, 86 percent of all businesses have a web presence. Currently, there are over 67 million online shoppers. Expectations are the number will double to 132 million over the next four years. **Globally, there are over six billion potential shoppers who will be coming online over the next few decades.**

Learning what's already working for others makes sense as the safest and smartest place to start. While risk-taking can create a first-to-market opportunity, your money is generally safer replicating proven successes. The Internet makes it easy to learn what's working for others and to follow new and emerging trends and opportunities. **As a strategy, focus on what's already working for others.**

There are many web tools and services available including Ecommerce sites where you won't be charged a fee. **As a strategy, plan on becoming aware of the best existing free web tools and services.**

As people become more comfortable using the Internet, their readiness for more and more services will grow. Anticipating what people will soon be ready for can be identified by



looking at new emerging businesses and tracking their degree of acceptance and success. Women and seniors are the two fastest growing groups of new Internet users. Pioneering entrepreneurs are always exploring new emerging markets. **As a strategy, become better aware of new opportunities and watch for emerging new markets!**

It is easy to find market projections on the web regarding predictions about what's coming in the resources presented in this course. In short, business-to-business sales (b2b) are projected to be ten times greater than business-to-consumer (b2c) sales. Hence, there's a big rush of b2b start-ups. There are many new terms to learn related to Ecommerce. In the hands-on activities for this lesson you will learn how to find glossaries of terms, resources with overviews of key trends and insight as to what's most important.

Finding Local and Global Ecommerce Success Stories

eBay is one of the easiest ways to become familiar with simple buying and selling on the Internet. Many people who started with eBay then learned to create their own web sites so they wouldn't have to pay commissions to eBay. (eBay will also help you create your own web site on eBay!) They also learned that e-marketing is necessary for people to find your web site. The more you learn about how others found their way forward, the better you'll understand what has proven to work and what mistakes to avoid. Despite the millions of eBay users, eBay has only tapped 4 percent of the potential market so you can still enjoy major opportunities! **You'll find many eBay success stories that will inspire you at the eBay site.**

Just as Wal*Mart offers better selection, convenience, and prices, and caused many existing businesses to fail, so may the Internet also change the dynamics for other local businesses. While you might not sell many handmade quilts locally, posting your quilts on a web page could create a viable fulltime job regardless of your rural location. You now have advertising access to a global market that you didn't have before. The web permits tapping into specialty niche markets never accessible prior to the Internet. Numerous examples of global niche marketing success stories can be found with a little effort. **Your economic strategy should be to find success stories similar to what you'd like to achieve and to learn from these successes.**

Used cars are an example of a local product. Posting pictures of available used cars on the web can provide convenient local advertising. Used car databases are now available which allow any used car dealer to market cars nationally, even internationally. Using the web to sell locally, one has to take into consideration that the Internet allows everyone unlimited comparison shopping. There are a rapidly growing number of national directories showing all local flower shops, hotels, fly-fishing outfitters, and more.



Using Search Engines to Find New Ecommerce Resources

We've become a hunting and gathering society looking for the highest quality information. In the hands-on activities for this lesson you will have the opportunity to learn to use search engines to collect your own great resources. Extensive listings of quality resources already exist on nearly any topic you can name. Knowing how to find these listings can save you countless hours of time. Creating your own high quality collections of specific resources can save valuable time for others as either a community service or as a for-profit service or product.

Search engines are everywhere. They exist in nearly every software program. Select the HELP button of the program you're using and explore how you can search for help tips on any aspect of that software program. Most web sites have their own search engine, which allows you to search for specific resources, but only within that particular web site. There are many different types of specialty search engines on the Internet. Learning a few simple basics about using search engines is one of the smartest investments in your future that you can make.

Learn to use bookmarks. Your browser allows you to bookmark all web pages you'd like to return to later. To learn how to use bookmarks, click on the HELP button on the menu bar of your browser (if you're using the Netscape browser) and find the tips on "Bookmarks" or "Using Bookmarks." (The Internet Explorer browser calls these "favorites.")

Hands-on Activities

1. Go to <http://lone-eagles.com/montpelier-story.htm> and read about Montpelier, Idaho, which has local Ecommerce success stories and in particular read the section on the outstanding story regarding <http://batsbatsbats.com/> - a business that started with using eBay.
2. Review more success stories at <http://lone-eagles.com/idaho-E-successes.htm>
3. Test your searching skills -Go to <http://google.com/> and type in the following exact keywords in Google's search engine and hit return to see what comes up. Then, experiment with keywords and key-phrases of your own. Explore their help tips. A searching trick is to put specific phrases in quotes so only resources with that specific phrase will appear. For example, "Ecommerce success stories."

Experiment to see what you'll find by searching for (don't forget to use quotes!) "Ecommerce lessons," "Ecommerce tutorials," "Ecommerce courses," "free Ecommerce web pages," and e-marketing. To find Internet glossaries of terms, search for "Internet glossaries," or "Internet terms."



To Complete This Lesson

1. Send an email to your instructor stating what strategies you are planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting new eBay or Ecommerce success story or resource.

Optional Skill-Builders

1. **Read the articles once without clicking on the included supporting web addresses. Then return to explore those links that interest you.**
 - **Homesteading the Ecommerce Frontier**
<http://lone-eagles.com/ecommerce-homestead.htm>
An introduction to the issues and possibilities for rural Ecommerce.
 - **Articles on Benefiting From Online Auctions**
<http://www.auctionknowhow.com/articles/>
Read what's on the first page to appreciate what's available to learn.
2. **Review the Suggested Hands-on Learning Opportunities at**
Level One - Searching and Browsing Skills (The Power of a Self-directed Learner)
<http://lone-eagles.com/ecommerce-search.htm>
Successive hands-on experiences are presented to build the basic self-directed Internet learning skills for web browsing, cut-and-paste, and using search engines to learn anything from anywhere at any time.
3. **Explore eBay at <http://eBay.com/>**
 - Review the Site Map for tutorials on using eBay. Find and review the tutorial on uploading an image.
 - Research prices for something you might buy, or similar to what you might want to sell.
 - Select "My eBay" to create your own eBay page for keeping track of items you've bid for, or are selling. Do this to see what you can learn in the process.
 - Buy something from eBay or Amazon.com (Amazon offers free Ecommerce web sites called Z Stores, which you should locate and explore.)
 - Self-assess how you handle frustration when exploring a new web site. Are you patient with yourself? You should make a point to take breaks when stuck or frustrated and return when refreshed to continue "noodling around." You'll find your skills for discovering things will continually improve if you spend the time exploring.
 - As a strategy, ask people in your area who already have experience with eBay to show you how they use it. Whenever you can learn from others locally, do so.
 - Note: The book "eBay for Dummies" is available at <http://amazon.com/>.



Lesson Three - Ecommerce Cooperatives and Virtual Incubators

Lesson Goals

- **Alternatives to Creating an Ecommerce Site**
- **How Will People Find Your Site?**
- **Review Models of Ecommerce Cooperatives**
- **Identify the Best Strategies to Create Your First Ecommerce Web Site**

Alternatives to Creating an Ecommerce Site

If you are a crafter and just wish to sell your crafts, perhaps you don't need your own web site. You might use eBay, or you might just post your crafts on a crafters' cooperative web site along with the crafts of many others to benefit from collaborative marketing. Or, if you do wish to create your own web site, you might use eBay, Amazon, Yahoo, or other e-mail services so your web site is listed along with lots of others in an e-mail where shoppers are already browsing.

Creating a free Ecommerce web site can be fairly easy at any of the sites listed in this lesson. Consider creating one just to see what you can learn from the experience. Note that some free sites offer you shopping cart features for a small fee as an easy way to list multiple products for sale and to receive automated orders online. Some offer merchant accounts that allow you to receive credit card orders via the Internet for a small fee for each transaction. Most such sites include tutorials on the basics for creating and maintaining an Ecommerce site. At some sites such as Yahoo, your site is free only for a limited period.

While it can be easy to create a simple Ecommerce web site, realizing a steady stream of customers will not be as easy. It takes hard work to be successful selling on the Internet whether through eBay or through your own web site. However, you will find many stories where the big problem has been more orders than the entrepreneur can handle! Being ready to meet large orders can become a serious, if happy, problem. For example, if your new quilting web site receives an order for 500 quilts, you'll need to know with whom you can collaborate to meet this order.

As you'll see in the Hands-on Activities for this lesson, some web sites post crafts for crafters who are not yet ready to create and maintain their own web sites. Others post the web sites for many small businesses as a collaborative e-mail. Virtual incubators exist to help businesses get a first web site. E-marketing services are available to help you market your web site.



A web site is not something you just create and wait until the money comes rolling in. A web site is something you will continually be maintaining and developing. You may consider adding interactive collaborative services for your potential customers. As your competition becomes more innovative, you'll borrow these innovations and add them to your web site. Successful web sites are always changing. A successful web site must show signs of life and present a reason to return to the site again and again to see what is new and exciting.

Getting started by using the free services means you don't need web-authoring skills or software and you don't have to know how to upload web pages. If you learn web-authoring skills and how to upload web pages to your own web site through your Internet service provider you're likely to have more flexibility to improve your own site. **A strategic first step is to become familiar with what is offered by free Ecommerce site services in order to review the benefits and limitations of these free offerings.**

Ten Suggested Components of an Effective Web Site
(Created by Malcolm Dell of <http://www.giftmarketing.org/>)

1. Wide, shallow structure (2 clicks to select, 3 to buy)
2. Simple, easy to navigate
3. Graphics limited to need with small file sizes
4. Lots of product and company information
5. How to order and a secure ordering assurance page
6. Easy to find "contact" information
7. Embraces web technology (uses shopping baskets not "call to order")
8. Customer newsletter sign-up (and privacy policy)
9. Includes a links to related resources page
10. Rich content!

How Will People Find Your Ecommerce Web Site?

When you create your own Ecommerce web page, your first concern will be - how will people find it? You'll find it is inexpensive to register your own web domain: For example, search for <http://lone-eagles.com/> at <http://choicenames.com/> and then try a name you would like for your web site to see if it is available. Having your own domain name makes you look just that much more professional. Perception is very important in the competitive online marketplace.

By posting your web page on a web mall or online Ecommerce cooperative, you'll benefit from being part of a marketing cooperative. This will solve the marketing problem for you (at least in part). You'll also want to get as many web sites as possible - which sell similar products to yours - to post links to your site in exchange for you including a link to their site on your web page.

In the hands-on activities for this lesson, you'll explore a number of cooperative marketing models. The more you explore, the more different ideas you'll find regarding the



evolving art of cooperative marketing and the ease of creating your first Ecommerce web site using existing services. Note: easy tutorials on every aspect of the process for online marketing and maintaining a successful Ecommerce web site are found at nearly every site offering Ecommerce web page services. **Remember that these tutorials exist and make a point of specifically looking for them and other relevant key resources.**

Because most people are new to Ecommerce, simple instructions are essential for site providers to be successful promoting their services to those new to the Internet. For cooperative Ecommerce sites to survive, they should be user-friendly and provide easy step-by-step instructions. **As a self-directed learner, your strategy will be to watch for and take advantage of the most user-friendly learning resources and services.**

Review Models of Ecommerce Cooperatives

The more Ecommerce cooperatives and virtual incubator sites you visit, the more critical you'll become. At first, everything will look exciting, but with more experience you'll find certain sites leave you feeling something is lacking. Many sites have not changed their design in years, and while they might look pretty on the outside, not much energy has gone into them and very little is happening. The Native American site in the hands-on section of this lesson has high visual interest, and after carefully reviewing this site, you'll note that most other sites look dull by comparison.

Hands-on Activities

1. Explore the following cooperatives and resources

The New Clover Creek Mall

<http://www.clovercreekmall.com/>

This is a cooperative marketing site for crafters and their joint challenge is now to learn about effective e-marketing strategies. Find a product you like and click through as if you were purchasing it so you can see how the Shopping Cart works. (You'll have the option to cancel out without purchasing anything.)

The Idaho Mall

<http://www.idahomall.com/>

This site collaboratively posts web sites for small businesses on a commission basis. Take a quick look at two web sites of your choice. Note each web site may handle the purchasing process differently.

Free Native American Artist's Web Sites

<http://www.indianvillage.com/>

Check the products of at least two artists. This web site incubator offers free Ecommerce sites for Native American artists. This is a great example of how some services can enhance getting started in Ecommerce.



2. **Explore the following major e-mail sites and their related features and services such as free Ecommerce web sites for 30 days.**

Recognize the advantages of having an Ecommerce site at a location shared with many other Ecommerce sites. Compare the free web site offerings of different sources to understand the similarities and differences between systems.

Amazon.com's Z Shops

<http://amazon.com/>

Explore to see how others are selling online and see the offers for free trial Ecommerce sites and the Merchant's Resource Center. Find the link to Z shops (select z stores from the left hand menu) and look at the extensive listings of web sites operated by people like you. Amazon is the largest e-mall you can join. Amazon is an example of a huge web mall where your Ecommerce page will be listed with many others and is a great place to see the newest trends in online stores and Ecommerce. Amazon was one of the very first shopping sites on the Internet. Auctions are also available.

Yahoo.com

<http://yahoo.com/>

Review their resources on Ecommerce. Free Ecommerce sites for two-week trial periods are available at <http://store.yahoo.com/>. Compare their deal with Amazon. Yahoo is another example of a web mall where your Ecommerce page will be listed with many others. Auctions are available here, too and Yahoo is another great place to see the newest trends in online stores and Ecommerce.

3. **Planning your web site**

Access Ecommerce Guide

<http://www.access-ecom.info/section.cfm?sid=wm&xid=MN>

Read what you'll need to consider before attempting to create your own web site.

4. **Explore these two low-cost Ecommerce site services**

Homestead.com

<http://homestead.com/>

Take a quick look at their very easy and inexpensive web hosting options for personal and business web pages.

Bigstep.com

<http://bigstep.com/>

Take a quick look at their offering of free Ecommerce sites for 30 days, plus many services for creating your own e-business! Extra effort is made to make services easy for beginners.

To Complete This Lesson



1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting eBay or Ecommerce success story or resource.

Optional Skill-Builders

Explore more e-mails at <http://lone-eagles.com/emalls.htm> and conduct the included searching exercise.

Complete the Suggested Hands-on Learning Opportunities at Level Two - Creating Your Own Web Pages (The Power of Self-Publishing Globally)
<http://lone-eagles.com/ecommerce-web.htm>

Learn the basics of Web Self-Publishing Skills, creating and posting web pages with text, images, and hyperlinks.

Explore the Idaho Virtual Incubator

<http://www.idahovirtualincubator.org/>

This site provides a service to help businesses get started with their own web sites. Select the link to businesses and look at the Ecommerce examples. Other Idaho Economic Development resources and more are on their "Additional Resources" listing at <http://www.idahovirtualincubator.org/links/>. An Internet marketing plan outline is available. Follow the links to the Idaho Small Business Development Center and their list of other links.

Ecommerce Success Stories from Idaho

<http://lone-eagles.com/connect-idaho.htm>

Many resources related to two years of work in Montpelier, Idaho.



Notes for Lesson Three



Lesson Four - E-Marketing Strategies

Lesson Goals

- Learn about Available E-Marketing Resources and Strategies
- Develop a Strategy to Identify New Markets and Products
- Promoting a Community's Ecommerce Web Sites

Searching for What Is Already Working

If you're in a rural area and have access to the Internet, there's no reason you can't be as informed as someone in a big city. But, you have to be proactive and get out and about to see how others are succeeding. Using available resources, you can market your products or web site globally just as effectively as anyone in a big city - once you know how.

Use search engines to find web sites with products similar to yours to see what you can learn from them about marketing strategies. Subscribe to one or more of the many e-marketing newsletters to receive highlights on the best e-marketing practices on a regular basis. Become familiar with the extensive e-marketing resources available. Keep in mind many are outdated and poorly organized - so what you are really looking for is the best-of-the-best. Particularly note those which regularly summarize emerging trends.

As people grow more comfortable using the Internet, new markets for products and services will naturally emerge. Many businesses are spending huge amounts of money on research, collecting resources, and building web-based collaborative tools and strategies. You will be able to directly benefit by simply reviewing their best online strategies and accessing their free collected resources. Ecommerce businesses monitor their competition's web sites carefully - always watching to copy good ideas.

Promoting a Community's Web Sites

From a community perspective it makes sense to market all local web sites as a community initiative rather than leaving everyone on their own. Avoiding duplication of effort and realizing economies of scale just make sense. Plus, if all local web sites are in one place it facilitates local web shopping. Take the time to enjoy the following GREAT examples, or just look at the first page of each of the following sites.

Delta Discovery

<http://www.deltadiscovery.com/>

From Bethel, Alaska, here's a community web site where locals provide most of the news and



content. They have a business directory that clearly shows all the businesses web pages in just one or two screens.

<http://deltadiscovery.com/Shopping/shoppingalpha.html> This makes it very easy to shop locally via the Internet! Montpelier, Idaho, copied this effective model, below.

The Clover Creek Mall Business Directory for Montpelier, Idaho.

<http://www.clovercreekmall.com/business.html>

Caithness, Scotland, Community Site

<http://www.caithness.org/>

A community site showcasing web sites for local organizations, businesses and providing many convenient ways to share local information and available services.

Lumby, British Columbia, Canada, Community Site

<http://www.monashee.com/>

Another great community site showing many innovative ways to share local information.

It is very typical for a rural community to not list local business web sites conveniently in a single place that encourages local online shopping. It is also common not to recognize or celebrate local Ecommerce successes or those with valuable Ecommerce expertise to share. However, more and more community organizations are beginning to look at how best to market their communities online as is the case in Ely, Nevada.

Ely, Nevada, Community Site

<http://www.elynevada.com/>

The Chamber of Commerce offers a free multi-media mini-CDROM on Ely's attractions.

Hands-on Activities

Access Ecommerce Guide

<http://www.access-ecom.info/section.cfm?sid=wp&xid=MN>

Read through the lesson on promoting your website

E-Marketing (You built it and nobody came?)

E-Marketing Association

<http://www.emarketingassociation.com/>

Briefly look over the e-courses page, the resources page, and the links directory page.

Netpreneur.org

<http://netpreneur.org/>

The best regional entrepreneurship site in the country, from Washington DC - the most electronically wired, educated, wealthy, and politically charged community in the world.



Here are sophisticated and advanced resources for learning how to grow an online business. See the Research Desk at <http://netpreneur.org/Resources/researchdesk.html>

Netpreneur ad-marketing

http://www.netpreneur.org/connect/am/email_mktg/

Look over the first page, then go to their main ad-marketing page

<http://www.netpreneur.org/connect/am/default.html>

The following marketing resources were collected by Malcolm Dell of

<http://www.giftmarketing.org/>

We found his e-marketing workshop very useful. He says most crafters are not marketers and would do better having someone else do their marketing for them.

Search Engine Promotion Tips

You can submit specific information about your web site to top search engines so more people will find your website in their search results.

Self Promotion

<http://www.selfpromotion.com/>

Look at what's on the first page. This is an excellent place to start learning about using search engines to promote your web site.

Search Engine Watch

<http://www.searchenginewatch.com/>

Click on the Search Engine Submission Tips just to see what's there. You can always pay someone to submit your information to search engines but it helps to understand the process. This site is invaluable as nearly everything you'd ever wanted to learn about search engines can be found here. Note their departments are listed at the bottom of the page. Web Searching Tips is a good place to start.

General E-Marketing

There are dozens of tools, tricks, and tips for e-marketing. Many free e-marketing newsletters are available along with extensive resource web sites.

Wilson Web

<http://wilsonweb.com/>

Look over the first page, then click on the Web Marketing tab at the top of the page and look over the available resources. At the bottom of this page you can subscribe to a free email newsletter for regular updates on web marketing.



Internet Marketing Resource Center

<http://i-m-r-c.com/resources/index.htm>

Appreciate the less overwhelming design.

The Internet Marketing Index

<http://internetmarketingindex.com/>

Look over the 250 essential Internet and web marketing resources on one handy banner free page.

To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting e-marketing article or resource.

Optional Skill-Builders

Search <http://google.com/> for tutorials, lessons, and online courses on any topic:

If you'd like to try a neat "trick" for finding tutorials, lessons, and online courses on any given topic, just enter the phrase below substituting YOUR topic within the quotes for "Web Marketing." (Such as "e-marketing" or "Ecommerce marketing")

"web marketing" AND lesson* OR tutorial* OR course*

The "*" character tells the search engine to find anything with the initial letters regardless of what follows after the "*" such as both lesson and lessons.



Lesson Five - Entrepreneurship Training Opportunities

Lesson Goals

- **Become a Lone Eagle Entrepreneur**
- **Find The Best Entrepreneurship Resources**

Lone Eagles, Freedom, and Independence

Imagine being able to live anywhere, either working for yourself running your own business, or working for someone else, but still able to live anywhere and set your own work schedule. More and more people are doing this. You can too! In this lesson we'll take a first look at where you might go to learn how. Later lessons will explore additional directions for you to explore the ideal of total economic independence. Can you imagine the freedom of becoming a true "Lone Eagle?" **Life, liberty, and the pursuit of happiness have never been more attainable with the opportunities the Internet puts at your fingertips.**

Some "Lone Eagles" are webmasters, creating web pages for local businesses. Others are photographers, writers, or graphic artists. Some Lone Eagles work for companies that allow remote telework such as insurance underwriters, medical transcriptionists, and freelance journalists. New jobs are being created all the time. **One out of ten jobs in the U.S. are done via telework. There has never been a better entrepreneurial support system than the Internet!**

"If you find a job you love, you'll never work a day in your life."

Lone Eagles Build Their Collaborative Skills

Becoming a successful independent entrepreneur, particularly in a rural location, typically requires careful attention to developing contacts and sustaining relationships of all kinds. If you're a quilter, you might associate regularly with other quilters, locally and globally, sharing marketing strategies and even co-marketing as a virtual community or industry cluster. If a quilter receives an order for more quilts than one person can provide, then this cluster community becomes a manufacturing network with short-term partnerships which benefit everyone.

Online collaborative tools make it very easy to support others with convenience and efficiency. Supporting others in a service economy is fundamental to successful Ecommerce, as is providing online training. **Developing skills for creating and sustaining effective online relationships is vital at all levels.**



Stalking The Best-of-the-Best Opportunities and Training

It is easy to feel that all the good ideas have been taken and that living in a rural location puts you out of the loop regarding entrepreneurial opportunities. This is actually far from the truth. Through the Internet you literally have the world at your fingertips. If you so choose, you can easily peek in on an unlimited number of innovations and resources.

Knowing where to go to find cutting edge Internet entrepreneurial resources isn't as hard as you might first guess. Many exciting entrepreneurial training resources already exist, and because the Internet is so new, there are still an unlimited number of genuine opportunities waiting for you. What is working in one rural community just might work in your community. Keep an eagle eye out for these specific copycat opportunities. Cultivate an outgoing positive attitude and be continually exploring. **Often, you won't know what you're looking for until you find it.**

Consider your new part-time job to be spending a set amount of time every day or every week to specifically explore entrepreneurial training resources and find stories about successful Internet entrepreneurs. Don't let frustration from information overload inhibit your outreach and exploration activities - take lots of breaks.

Self-directed Internet learning is an essential skill for employability. Many of those employed in computer and Internet-related jobs have no formal training. They just developed their ability to use computers and the Internet for just-in-time learning as needs arose. When asked if they thought they could learn something new, they responded **"Yes, of course!"** and were hired. The world is rapidly changing. Many good jobs require employees to be able to learn what's needed, when it's needed, and who won't know until the time arrives what exactly needs to be learned.

Hands-on Activities

Review the following

The Future of Community Development - Make the Living You Want Living Wherever You Want <http://lone-eagles.com/comdev.htm>

Published September 2001 in "Future Courses - A Compendium of Thought about Education, Technology, and The Future" by Jason Ohler. Published by Technos Press
<http://www.technos.net/>

Entreworld

<http://www.entreworld.org/>

On the left note the "Entrepreneur's Search Engine." Click on "Growing Your Business" to see many categories. Click on Marketing and scan the articles until you find one you'd like to read, then read it.



The 'E' in Me"

http://www.ait.net/products/e_in_me/

Select the link to Online Resources and look over the rich listing. This site is hosted by the Kauffman Center for Entrepreneurial Leadership which also sponsors <http://www.entreworld.org/>. (Take a quick look.)

Business@ Home (Making a life while making a living)

<http://www.gohome.com/>

Click on "Marketing" in the box on the left marked "Sections" and look over that one page.

To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting entrepreneurship article or resource.

Optional Skill-Builders

A Basic Guide to Entrepreneurship Readiness

<http://www.makingajob.com/>

Assess your readiness to become an entrepreneur; from the Kauffman Foundation

More at <http://lone-eagles.com/entrelinks.htm> and <http://lone-eagles.com/entrelinks2.htm>

The Business@ Home directory of home-based business associations

<http://www.gohome.com/Departments/Resources/index.html>

A directory of associations by state and internationally. Find your state.

CEO Express; Business Resources

<http://www.ceoexpress.com/default.asp>

Look for marketing resources.

This is a portal for keeping current designed by a busy executive, for busy executives.

Kauffman Foundation

<http://www.emkf.org/>

The Kauffman Foundation has a billion dollar endowment for adult and youth entrepreneurship and offers free training and vast resources. Look for their training resources under the Education Tab.

Lone Eagles Learn to Teach From Any Beach

<http://lone-eagles.com/articles/eagle.htm>

Published in Technology Horizons Journal, Nov. '99 Related to the entrepreneurial potential of being able to teach anyone, anywhere, anything, anytime.



Community Internet Empowerment Resources for Rural Communities

<http://lone-eagles.com/ruralempowerment.htm>

Review the extensive articles and resources.

Lone Eagle Consulting

<http://lone-eagles.com/>

Read the mission statement.

Notes for Lesson Five



Lesson Six - Online Resumes and Job Sites - Selling Yourself

Lesson Goals

- Find New Career and Job Possibilities
- Build a Quality Electronic Portfolio Resume
- Learn to Effectively Market of Your Skills and Talents

Finding Jobs Through the Internet

Online you'll find job training resources of all types and employment opportunities even for jobs that have nothing to do with computers and the Internet (though most jobs these days do indeed require these skills).

If you can read, write, type, are comfortable with computers, and are willing to learn new things, you're highly employable! Extensive resources on all kinds of careers, both online and offline, can be found at job-finding sites that allow free posting of resumes and many sophisticated features. In this lesson you'll receive an overview of job hunting online. You'll review templates for creating an online resume, and you'll learn about jobs you never knew existed. A worker shortage of 10 million jobs is predicted by 2006. For every new job created, two workers retire. As baby boomers reach retirement age, more and more jobs are expected to become available.

New types of jobs are rapidly appearing. The more you explore, the closer you'll be to finding your dream job. In the hands-on activities for this lesson you'll explore many robust job sites offering free resume templates, resume posting services, job-finding services, and much, much more. Monster.com is perhaps the leader, from which you'll get the most complete overview of available services. Once you've created an online resume, you can post it on all the job sites you can find.

The Strategies Behind Building a Quality Electronic Portfolio Resume

There's a new emphasis on recognizing the value of good people, particularly those who work well with others. Selling yourself as a well-rounded person and not just a set of skills is increasingly important. Your ability to think for yourself and to learn whatever might be necessary is an important job skill. Most knowledge workers are primarily problem-solvers, lifelong learners, and self-starters able to produce knowledge work in a variety of word-processing and multimedia formats such as PowerPoint presentations, web pages, color documents with images, and so on.



Pay close attention to the model resumes and tutorials presented in the hands-on section below.

Hands-on Activities

Within the following resources you will find many exciting sites for learning about new careers, job training, and online resume posting services. Be thorough in your explorations, seek out other similar online resources, and keep your own listing of the best-of-the-best.

Monster.com

<http://content.monster.com/>

Look over their many free services such as the following three sites

Free resume posting

<http://resume.monster.com/>

Tutorials for creating a quality resume

Career advice

<http://content.monster.com/>

Job seeker information

<http://jobsearch.monster.com/> and on and on.

Freeagent

<http://freeagent.com/>

Select "Resources." INCREDIBLE! Point to each arrow in the center of the screen and read the contents for each pop-up menu for each of the major categories on the Resources page. Review their tutorials for becoming a free agent information technology professional. See what else you can find that will be useful to you.

Work At Home

<http://www.work-at-home-information.com/>

Look at their listing of 100 job search sites. Click on the "Free E-book" button on the lower right to see free resources.

To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting article or resource related to this lesson.



Optional Skill-Builders

The War Against Ignorance

<http://lone-eagles.com/hope.htm>

Read this short article.

Guru.com

<http://guru.com/>

Compare their offerings to the two sites you've just reviewed, monster.com and freeagent.com. Register your skills in their portfolio databases! Note the resources for marketing your services and finding work contracts.

Hotjobs

<http://hotjobs.com/>

See if they offer anything that the others don't. You'll have to first give yourself a free Yahoo account with ID and Password, then again for a Hotjobs account with ID and Password. Tip: You don't have to give real contact information if you don't wish to.

Notes for Lesson Six





Lesson Seven - Telecommuting and Telework Opportunities

Lesson Goals

- Learn Strategies Behind Telework, Telecommuting, and Telecomputing
- Know Strategic Differences Behind Volume, Value, and Human Bandwidth Benefits

Ten Percent of U.S. Workers are Teleworkers, and the Number is Rapidly Growing!

Telework relates to work performed via telecommunications. Telecommuting relates to commuting to work via telecommunications. Telecomputing is a term that also relates to working on a computer via telecommunications. All these terms share the same meaning. Be aware that many businesses have resisted hiring employees for telework for many years because they are unfamiliar with managing employees who are out of sight. Happily, this has begun to change. Telework requires a degree of trust, effective work performance measures, and sometimes, regular meetings face to face to maintain these working relationships.

Employers are finding the higher quality workers are demanding this type of flexible work arrangement as a condition for employment. Your strategy should be to learn as much as you can about what's actually working regarding telework opportunities, and where you can find the best training, support, and job-finding resources. The web tour offered in this lesson will present an initial exposure to outstanding telework and telecommuting resources.

More and more businesses are realizing that rural teleworkers offer

- less turnover
- a higher work ethic
- fewer missed work days
- and will often work for lower wages than their urban counterparts.

Telework as a Community Economic Development Strategy

While most teleworkers are independent individuals, developing the local capacity for telework can become a community economic strategy. Many communities are beginning to recognize how a community-wide initiative to develop citizens' skills for entrepreneurship and telework can become a valid economic development initiative. Communities can promote their skilled citizens as an available skills pool to attract corporate relocations. How then can both individuals and communities most quickly elevate their skills level and put it on public display?



Training certification programs, such as the advanced version of this course (<http://lone-eagles.com/ecommerce.htm>) can support community-specific listings of electronic portfolio resumes for citizens showcasing their skills, achievements, and willingness to receive additional training. Individuals who have shown the initiative to complete the certification training and post their electronic portfolio resumes will stand a much better chance for employment than those who have not. Having demonstrated your ability to learn online puts you in a likely position for future online training. Communities who are savvy enough to host electronic portfolio resumes online will stand out as innovative and "Ready!"

Telecenters have been created in communities as a workplace for teleworkers offering high speed Internet access in a supportive office environment. La Grande, Oregon, received over fifty telework jobs by finding funding to install fiber optics as part of a partnership with a Portland-based healthcare organization. Using these fiber optic connections, local workers became teleworkers telecommuting to the Portland headquarters.

Internet Access Speeds and Options

High speed Internet access is always preferred for teleworkers. Ask around locally for available broadband wired and wireless options. However, there is still a great deal you can do very effectively by using local dial-up Internet services.

The smartest use of dial-up Internet connections may not be obvious. Online collaboration can be very effective regardless of Internet speeds, but requires written communication and relationship-building skills. This type of "**human bandwidth**" relates to true collaborative capacity. The speed or volume of data transport should not be considered to be equal to the value of the information sent. You might find it useful to think in terms of "**value bandwidth**" instead of just "**volume bandwidth**." Maintaining an Ecommerce web site effectively may not require more than a basic dial-up Internet connection. **Watch for examples of the many smart ways to leverage the highest benefit, from even the slowest Internet connections.**

One example: Offline browsers are tools that capture any number of web pages for offline viewing in a manner similar to high speed Internet. Offline browsers can be used automatically to capture new information on any number of web pages during the night. A used car dealer could use an offline browser to have all the competition's web pages automatically ready for instant viewing every morning. The newer versions of the Internet Explorer browser have this feature built in. A \$45 offline browser called Webwhacker can be downloaded for a 15-day free trial from <http://bluesquirrel.com/>.

Satellite and Wireless Options

While waiting for fiber optics to reach your front door, there are some immediate options to consider, even if they might be short term. A broadband satellite can bring two-way Internet to any location in the lower 48 states for as little as \$70/month for a single PC. Other satellite



and wireless options can serve multiple PCs and businesses. Wireless connections can be far faster than copper phone lines, and the newer technologies are creating exciting economic opportunities for rural citizens. **Articles and resources for satellite and wireless solutions are at <http://lone-eagles.com/wireless.htm>**

Hands-on Activities

Canadian Teleworkers Association

<http://www.ivc.ca/studies/us.html>

Read the report on the current U.S. telework scene which includes the fact that one out of ten jobs today is conducted via telework.

The Mining Company Telecommuting Resources

<http://telecommuting.miningco.com/>

Note the related sites on the left-hand menu and notice you're invited to ask questions of a real person.

AT&T's Telework Webguide; real work, real people, real technology

<http://www.att.com/telework>

See their Telework Webguide and link (on the left) for How to Get a Teleworking Job and Getting Started.

Federal Telework Resources

<http://www.telework.gov/>

More and more federal telework jobs are becoming available.
Review their Telework Manual.

International Telework Web Ring

<http://www.ivc.ca/webring.html>

See the International telework web ring listing for what another countries are doing with telework.

To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting telework success story or resource.

Optional Skill-Builders

1. **Learn about Mentoring as an Essential Internet Skill**



**Level Four - Learning-to-Earn for Sustainable Communities
(The Power of Building Online Communities)**

<http://lone-eagles.com/ecommerce-mentor.htm>

2. Additional Links Worth a Look

Telecommuting Jobs Listing and How-To-Telecommute Handbook

<http://www.tjobs.com/>

Interesting focus for a home business to teach others telecommuting skills.

Rural Telework Tools and Telework Resources

<http://www.cbdd.wsu.edu/telework/links.html>

Extensive resources from the University of Washington. Includes a guidebook, training manuals, and links to similar resources.

Gil Gordon's Resources

<http://www.gilgordon.com/resources/howto.htm>

See what master teleworker Gil Gordon has gathered together for you. Visit his homepage, too <http://www.gilgordon.com/>

Assist U - Learn to be a virtual assistant

<http://www.assistu.com/>

Training offered by an entrepreneur for becoming a virtual assistance.

Telecommute-Now

<http://www.telecommute-now.org/> Home of the Essential Home Job Search Guide at

<http://www.telecommute-now.org/dir/essentialguide.html>

International Telework Resources

European Telework Online

<http://www.eto.org.uk/>

Look over the first page.

Jala International, Inc.

<http://www.jala.com/>

Look over who they say they are.

Telework and Telecommuting Resources

<http://www.jala.com/twlinks.php> Look over their hotlist of resources.

International Telework Association and Council

<http://www.workingfromanywhere.org/>



Lesson Eight - International Trade Training Resources

Lesson Goals

- **Identify Global Niche Market Opportunities**
- **Review the Best International Trade Training Resources**
- **Gain Perspective on the Emerging Global Economy**
- **Know About Third World Ecommerce - Competition or Customer?**

The Big Picture of a Global Economy

By U.S. standards, most of the world is still in poverty. Happily, new satellite and wireless systems will soon be able to bring the Internet to nearly any point on the globe - bringing the potential for new economic solutions. There are many emerging initiatives to use these new technologies in remote communities worldwide and there are already many international Ecommerce and telework resources available to you on the Internet. We are in the midst of witnessing the evolution of a new global economy. It is important to work toward thinking globally and at the same time support local community sustainability. As a strategy for balance - Act locally, think globally.

By posting products and/or services on the web, you can reach a global market. Many examples of rural individuals enjoying booming businesses selling unique products globally exist as models to follow. It is recommended you consider finding a global niche, something unique that you can do very well, perhaps better than anyone else. The sooner a niche is identified, the sooner your reputation can be established. **As a strategy, watch for how others are actively doing this, and prepare to copy the more effective strategies.**

Third World Ecommerce - Competition or Customer?

While half the population of the planet has yet to make their first phone call, billions will soon come onto the Internet. There are billions of people worldwide who could benefit from your help and expertise. While you might consider them potential competitors, you might also consider them potential customers and partners. The better you understand their needs, the better you'll understand the global market place. **There is a trillion-dollar market for whomever can provide measurable empowerment skills and services to the global populace.**

With the ease of online collaborative tools such as email, listservs, and many other tools, it will become easier and easier to engage in international trade. **Knowing that the doors are**



opening, you're advised to learn about existing international trade opportunities and to create a personal strategy for keeping current as new doors open.

As hundreds of thousands of rural communities gain Internet access, many will eagerly embrace the potential to pull themselves out of dire poverty. The time interval you now have before these communities become your direct competition is your immediate **first-to-market** opportunity to establish your global niche. Once Internet connectivity is established, whole countries will soon be dealing directly with the social challenges of creating an inspired and motivated citizenry. **While many rural communities have not yet recognized their advantage of being first in the world to have local Internet access, many will soon acknowledge their missed opportunities and will begin to take action.**

Workers in other countries will work for such low wages that an increasing number of manufacturing businesses are moving overseas leaving many Americans without jobs. Companies face the competitive choice of paying \$15/hour here vs. 50 cents or less an hour in a third-world country. **The emerging global economy is going to create many dramatic changes. Your best strategy is to inform yourself early about the coming inevitable changes in order to strategically position yourself to survive economically.**

While you may have started this online course thinking you were way behind, you've already leapfrogged ahead of most of the human race. Many of these coming trends can be terrifying due to their dramatic ramifications, but this knowledge of what is coming is far less threatening to your well being than the risks of not knowing. **Your strategy should be to maintain your awareness about the coming changes with a plan to turn them into opportunities.**

Hands-on Activities

Spend a few minutes at each of the following sites, focusing on their international trade training resources as well as their other resources listings. Then return to those sites you found most interesting for extended exploration. Consider creating a hotlist of the best resources for future use.

International Trade Center (ITC) of the United Nations

<http://www.intracen.org/>

Click on each of the categories "around the clock image" and look at just the first page in each category. ITC is the technical cooperation agency of the United Nations Conference on Trade and Development (UNCTAD) and the World Trade Organization (WTO) for operational, enterprise oriented aspects of trade promotion. It supports developing countries and transition economies and particularly their business sectors in their efforts to realize their full potential for developing exports and import operations. The ITC has recently published the "E-Commerce Legal Kit". The concept of the Kit is based on various demands ITC has received for training in legal aspects of e-commerce.



The New Gold Rush - Mining Raw Human Potential With Free Web Tools - Part II

<http://lone-eagles.com/mining.htm>

Characteristics of a global knowledge economy are fundamentally different from the industrial age physical products-based economy.

Global Tradepoint Network

<http://www.tradepointla.org/>

Search for international trade leads. Click on International Web Resources on the lower left for the most comprehensive searchable database of International Trade Web Resources on the Internet, a service of FITA - The Federation of International Trade Associations. More than 5000 links to International Trade and Import-Export Web sites are annotated and indexed.

International Trade Resource and Data Exchange

<http://www.i-trade.com/>

Learn how to trade internationally.

United Nations International Resources and Programs

<http://www.unsystem.org/>

Take a long look down the directory at the volume of resources.

World Trade Organization

<http://www.wto.org/>

In brief, the World Trade Organization (WTO) is the only international organization dealing with the global rules of trade between nations. Its main function is to ensure that trade flows as smoothly, predictably and freely as possible. See the Electronic Commerce section under the Trade Topics tab and the WTO distance learning section for free online lessons and Trade Resources link under the Resources Tab.

To Complete This Lesson

1. Send an email to your instructor stating what strategies you're planning to adopt.
2. Send an email to the listserv (send to isu-ecommerce@mm.isu.edu) with the web address for at least one interesting International trade success story or resource.

Optional Skill-Builders

Read each article once without clicking on the presented web addresses. Then return to explore those links that interested you.

Greenstar

<http://www.greenstar.org/>

Read the article "Sweatshops and Butterflies" found on the home page. Solar-powered satellite