



Community characteristics & orientation

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Community (UN SD goal): Regina Elementary schools(Goal # 2: Zero Hunger)
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Instructions

Research the community you are most interested in exploring using links from the UN Sustainable Goals website (<https://www.un.org/sustainabledevelopment/>) and others. In your exhaustive research, answer the following.

Community characteristics		
Community life-cycle (current state)		
Where is your community in its life-cycle?	What you need to focus on:	Special needs
<input type="checkbox"/> Just forming Need basic tools to connect, but not sure from there	Research and/or discuss the potential of some basic tools with members, explore what ideas it might give them, and see what they might bring in with them.	
<input type="checkbox"/> Self-designing Information stage, but with a strong sense of what it wants to accomplish	Contribute ideas to the design. Analyze systematically the implications of their community design for technology, infrastructure, and technology skills.	
<input checked="" type="checkbox"/> Growing & restless Ready to add new functionality to its tool configuration	Try to make this a community reflection and self-design event. Does their restlessness suggest a major change, such as a transition to a new platform?	<p>According to the UN Sustainable goals website, “The world is not on track to achieve zero hunger by 2030. If recent trends continue, the number of people affected by hunger would surpass 840 million by 2030” There has been an impact due to covid that has affected the 2030 projection. There is also acknowledgement that there needs to be a change to the food and agricultural system if we want to reach our goal of zero hunger.</p> <p>Within the Regina community there exists a ‘community fridge’ in where any individual can contribute food to this fridge and anyone who is in need can access the fridge at it’s central location.</p> <p>Currently there are some programs that assist in providing meals, but it is not dependable enough for all kids.</p>



		Create a system in which there is a fixed structure in place that provides lunches on the go for kids. Outside of providing for kids in school, some additional focus should be put on providing for families outside of school to access meals outside of school hours.
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<input type="checkbox"/> Stable and adapting Just needing some new tools	How much disruption will the community tolerate? How will the new tools be integrated into or affect existing practices?	
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Constitution

Diversity: How diverse is the community?

Topic	Your notes
What are the different types of members and what are their levels of participation?	Within the community there exists different types of participants. First we have to acknowledge the kids who are underprivileged, along with their families. They would stand the most to benefit from a program that would provide them meals so they would be fully participative. There might be some hesitancy to access free meals out of fear of embarrassment or shame, and we would have to find a way to consider such factors when thinking in terms of access to our technology or facility. The next participants would be restaurant owners/managers who would be much involved as they would have to want to engage in providing their leftover food, as well as packaging some light meals that they may have leftover. We also would consider the schools boards participants which could include but not limited to the principal, school program coordinators, and school counselors, all with varying levels of participation.
How spread apart is it in terms of location and time zones?	In terms of location, Regina elementary schools are quite spread out between south, east, north and west. Time zones would not be a concern.
What language(s) do members speak?	English/French speaking for the most part as these are the official languages in Canada. However, we are a diverse country in which many other languages are spoken.
What other cultural or other diversity aspects may affect your technology choices?	Since parents are included as stakeholders, there may be varying levels groups, and some may not be comfortable with technology, so I would have to consider them in my technology choices.

Openness: How connected to the outside world is your community?

Topic	Your notes
How much do you want to control the boundaries of your community? Does your community need <div> <input type="checkbox"/> To be private/secure <input checked="" type="checkbox"/> Open boundaries <input type="checkbox"/> Both private & public spaces </div>	I eventually want to see the community to expand into all schools and not just elementary schools, so it should be open boundary.



How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?

They can share knowledge on how they will be implementing their system into their school program either through the normal communication mechanisms they use or by joining meetings.

Technology aspirations

Technology savvy, tolerance, & constraints: What are your community's technology interests and skills and patience thereof? What are the constraints imposed by technology factors?

Topic	Your notes
How interested is your community in technology?	From my research within schools, the feedback I received is that schools would be very interested in having a platform that is able to provide meals for underprivileged youth where such technology is lacking.
What is their capacity for learning new tools?	Schools would not be difficult to integrate new tools in as the youth are very savvy with new technology. There is internet at these schools that would allow them to use any new tools that required connection. Restaurants would be familiar with similar technology for apps that they use for delivering food which they've had to become familiar with during these recent Covid times.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	The skill level would be a range from familiar with technology and configuring new tools to very used to configuring. I do not foresee any conflict arising from the diverse set of skills and interests.
How tolerant are members of the adoption of a wide variety of tools?	Generally, restaurants would be used to using different tools to distribute their product. The idea is to create something that is simple and easy to use
How many technological boundaries are they willing to cross, e.g. sign in to more than one web-based tool, learn to use new tools, or give up old favorites? This helps you understand what level of integration you need.	They would not want to add more layers of content to sift through in order to distribute the meals. A simple pickup system/tracking of the meals similar to what they may already use is fine.
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	No current technological constraints for restaurants. Access to internet for parents may be a constraint in order to locate these meal pick up locations. Technology would be on site for students to access so there are no constraints there.
How much time are members able to be online and from where (office, home, field)? Some people have limited online time, or are able to be online only in specific locations. Others are always on. Very	All community participants would generally not be online for long periods of time as they are either in class during school hours in the case of the students, or working in the case of restaurant managers. For managers this might be an end of day task or beginning of the week plan, and then they may not need to access the technology again for the week.



diverse situations can affect participation

Community orientation

Relevance to community: Use the range from 0 (no relevance) to 5 (high relevance) to determine what matters most to the community. Look at these from the perspectives of the different types of members (under “constitution”). Also discuss the “value-added” to each member group

0	1	2	3	4	5	Orientations	Variants	Key activities/your notes
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meetings Many communities place a great emphasis on regular meetings where members engage in shared activities for a specific time. Meetings, and the visible participation of members, assert the community's existence	<input type="checkbox"/> Face-to-face/blended <input checked="" type="checkbox"/> Online synchronous <input checked="" type="checkbox"/> Online asynchronous	Discussing distribution ideas for meals between restaurant managers and school program coordinators. Organizing which restaurants will be working with which areas. Feedback from school board on changes that may need to be implemented.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Open-ended conversation Some communities maintain ongoing conversations as their primary vehicles for learning. Open-ended conversations are common when a community is co-located and people keep the conversation going as they “bump” into each other.	<input type="checkbox"/> Single-stream discussions <input checked="" type="checkbox"/> Multi-topic conversations <input type="checkbox"/> Distributed conversations	Allow members to interact between each other to help find ways of supporting the main goal of providing meals for the kids.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Projects In some communities' members want to focus on particular topics, go deep, and collaborate on projects to solve problems or produce useful artifacts. Learning is not just a matter of sharing knowledge or discussing issues. Members need to do things together in order to develop their practice. Projects usually involve a subgroup within the community	<input checked="" type="checkbox"/> Practice groups <input checked="" type="checkbox"/> Project teams <input checked="" type="checkbox"/> Instruction	Volunteer groups that will help deliver food from restaurants.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Content Some communities are primarily interested in creating, sharing, and providing access to documents, tools, and other content. Valuable and well-organized content is a useful resource for members	<input type="checkbox"/> Library <input type="checkbox"/> Structured self-publish <input type="checkbox"/> Open self-publish <input checked="" type="checkbox"/> Content integration	Content such as information on location and availability of fridges on or nearby schools.



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Access to expertise Some communities create value by providing focused and timely access to expertise in the community's domain, whether internally or externally. Communities with this orientation focus on answering questions, fulfilling requests for advice, or engaging in collaborative, just-in-time problem solving	<input checked="" type="checkbox"/> Questions & requests <input checked="" type="checkbox"/> Access to experts <input checked="" type="checkbox"/> Shared problem solving <input checked="" type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	Feedback from school board on which areas require more attention. Access to Dieticians to make sure some healthy meals can be provided.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Relationships Some communities focus on relationship building among members as the basis for both ongoing learning and being available to each other. This orientation emphasizes the interpersonal aspect of learning together. Communities with this orientation place a high value on knowing each other personally, emphasizing networking, trust building, and mutual discovery	<input checked="" type="checkbox"/> Connecting <input type="checkbox"/> Knowing about people <input checked="" type="checkbox"/> Interacting informally	Restaurants and schools will be forming relationships with schools informally as they come together to help the youth.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Individual participation Learning together happens in the context of a group, but it is realized in the experience of individuals. People bring different backgrounds, communication styles, and aspirations to their participation in a community. People have different levels of commitment, they take on different roles, and they use tools differently	<input checked="" type="checkbox"/> Levels of participation <input type="checkbox"/> Personalization <input type="checkbox"/> Individual development <input checked="" type="checkbox"/> Multi-membership	Any individual can participate through volunteering their time to help gather meals from restaurants, and they can be from other programs that help with a similar goal.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Community cultivation Some communities are happy with loose self-organization and unplanned evolution, while others thrive on attention to community cultivation. They have a need to reflect on the effectiveness and health of the community to make things better, joined with a willingness to work on it	<input type="checkbox"/> Democratic governance <input checked="" type="checkbox"/> Strong core group <input checked="" type="checkbox"/> Internal coordination <input checked="" type="checkbox"/> External facilitation	There definitely needs to be importance placed on creating a strong core group that can work together to plan and coordinate how the community will work together. But also with the help of volunteering from outsiders will be very beneficial.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Service context In some cases, serving a specific context becomes central to the	<input checked="" type="checkbox"/> Organization as context	I think with providing meals for Elementary schools it allows for other collaborations in the



						community's identity and the ways it operates. They may live inside an organization, whose charter their practice needs to serve. They may have a mission to provide learning resources to the world or to recruit members widely. Or they may seek interactions with other communities whose domain complements their own	<input checked="" type="checkbox"/> Cross-organizational <input checked="" type="checkbox"/> Other related communities <input checked="" type="checkbox"/> Public mission	future such as high schools where they may also lack cafeterias. There are so many kids that go to school and have no food or way to get food while they are at school, no matter the age, so if communities find a system that works, the knowledge can be transferred into other organizations and related communities to benefit them as well.
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Scratchpad (other interesting insights, questions/answers, etc.)

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