Community characteristics & orientation

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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
☐ **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.	
☑ **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.	as an RCE , they already have their mission statement. They just need a better landing page to revitalize their outward image not only would this help engagement within the community. this could be at least showcasing the projects and research on the leadership side they could do with some tools to automate the population of project data for the members and newcomers to theses areas of research and projects in saskatchewan
☐ **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?	
☐ **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?	

Constitution

Diversity: How diverse is the community?

Topic	Your notes

What are the different types of members and what are their levels of participation?	There are many different kinds of members - members from other RCEs - members that have a project supported by the RCE that are reported annually to the United Nations University . - members interested in the education aspects of the organization - members interested in the recognition awards - Sponsors - Volunteers - from the RCE concept page (https://www.rcenetwork.org/portal/rce) : - An RCE involves school teachers, professors at higher education institutions, environmental NGOs, scientists, researchers, museums, zoos, botanical gardens, local government officials, representatives of local enterprises, volunteers, media, civic associations or individuals who work in the spheres of sustainable development such as economic growth, social development, and environmental protection, students and learners at all levels. -
How spread apart is it in terms of location and time zones?	This is group is mainly from saskatchewan, but care must be taken to remember that there may be lurkers from other communities such as other RCEs or people from the United Nations University who may want to look at the progress of our reported projects
What language(s) do members speak?	The Language seen in the habitat is english may need to talk to stakeholders more about this just because this connects to a world network of RCEs
What other cultural or other diversity aspects may affect your technology choices?	Unknown at this time

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	☐ To be private/secure ☐ Open boundaries ☑ Both private & public spaces	I am right now saying that this community is probably a mix of both public and private space, I only say this because I do not know if it is intentional to leave off links to the online meetings to have that private space. Maybe very open as they want user submitted projects that can be displayed in the saskatchewan project data
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		Community interaction with other communities is part of the global RCE mission statement "The success each RCE achieves on the local level is brought to scale through the Global RCE Network worldwide. Local knowledge, expertise, and best practices are shared globally through the network and can be adapted and applied successfully in other regions." and thus must have some sort of common tool for interacting. we can see the interaction based on reports from RCESask posted on

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?	during a presentation one of the leaders of the community was showing interest in Google's suite of online applications, with the goals of the technology they have in the community
What is their capacity for learning new tools?	the community seems to be comprised of life long learners, I was actually recommended a new tool to utilize by one of the members
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	The range of skills and ability for the members is most likely very diverse due to the RCE stakeholder statement: "An RCE involves school teachers, professors at higher education institutions, environmental NGOs, scientists, researchers, museums, zoos, botanical gardens, local government officials, representatives of local enterprises, volunteers, media, civic associations or individuals who work in the spheres of sustainable development such as economic growth, social development, and environmental protection, students and learners at all levels." as well the RCE mission statement states "The Global RCE Network brings together multi-sectoral and interdisciplinary members who might not usually work together." This could include technical skills so we may want to keep the technological barrier low in order to accommodate a wide range of technical know-how.
How tolerant are members of the adoption of a wide variety of tools?	the community seems to be ready and willing to adopt a variety of tools to accomplish their goals
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.	like the adoption of a wide variety tools , there is also a fair amount of willingness to cross boundaries to access theses tools , although this may lead to the community's data to be copied in different boundaries, with individuals at the admin level using different tools for the same task
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	small volunteer based community, the constraints have to align with giving the volunteers the elements for success. this means constraint to technology that is well supported with documentation. They have low hosting capabilities mostly wordpress
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 diverse	Members may be expected to mostly be online for the monthly meetings which is a time to share what the different facets of the community is doing , other then that online activity is based more on individual need and activities.

| | | | | | | situations can affect participation | | |

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
☐	☐	☐	☑	☐	☐	**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	☑ Face-to-face/blended ☑ Online synchronous ☐ Online asynchronous	- virtual monthly meetings - annual recognition ceremonies - may be need to fill gaps for people that cannot make the monthly meetings
☑	☐	☐	☐	☐	☐	**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.	☑ Single-stream discussions ☐ Multi-topic conversations ☐ Distributed conversations	- I would say that there is probably little to no open ended communication in the habitat aside from email but this may be supplied from the monthly meetings
☐	☐	☐	☐	☑	☐	**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	☐ Practice groups ☑ Project teams ☐ Instruction	not only are their projects sponsored by the RCE and reported to the United nations university, but there is also local projects that are part of annual recognition events. the main goal of the RCE is to educate this also means learning from the experiences of other members and their projects
☐	☐	☐	☐	☐	☑	**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	☐ Library ☐ Structured self-publish ☑ Open self-publish ☐ Content integration	- in part this habitat serves to provide access not only to educational materials not only for people to learn about the SDG, but also serves to report on projects that are locally recognized and those that are reported

								towards the United Nations. it provides links to projects created by members and thus resources created by members
☐	☐	☐	☐	☐	☑	**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	☐ Questions & requests ☑ Access to experts ☑ Shared problem solving ☐ Knowledge validation ☐ Apprenticeship & mentoring	- part of the connections listed (https://saskrce.ca/connect/) is the ability to request expertise to teach in their more local community about the Sustainable development. further more annual recognition events allow time to explain projects this includes problem solving that may be applicable to other projects
☐	☐	☐	☑	☐	☐	**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	☑ Connecting ☐ Knowing about people ☐ Interacting informally	- connecting most likely from meetings and events mostly the goal of the community is connecting and learning "The Global RCE Network brings together multi-sectoral and interdisciplinary members who might not usually work together."
☐	☐	☑	☐	☐	☐	**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	☑ Levels of participation ☐ Personalization ☑ Individual development ☐ Multi-membership	I think there are levels of participation some members may just be looking for educational resources of the SDGs or what is happening in Saskachewan , While others may be interested in recognition from the RCE or at even higher participation one may be working closely with the RCE on a UN reported project. further more there is ideividual development , some people may not know much about the

								sustainable development goals. the community aims to provide resources to
☐	☐	☐	☑	☐	☐	**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	☐ Democratic governance ☐ Strong core group ☐ Internal coordination ☑ External facilitation	- I say external facilitation is the goal of the community, and attention to the community should most likely correlate to attention and education of sustainable development
☐	☐	☐	☐	☐	☑	**Service context** In some cases, serving a specific context becomes central to 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	☐ Organization as context ☐ Cross-organizational ☐ Other related communities ☑ Public mission	They are serving the context of the overarching RCE which is to "facilitate learning towards sustainable development in local and regional communities." and "RCEs aspire to translate global objectives into the context of the local communities in which they operate."

Scratchpad (other interesting insights, questions/answers, etc.)

No physical center, digital habitat

Looking into the online habitats of other RCEs to see what functionalities they serve to their community

may want to redefine some of the interactions on the main website before adding more from the collaborations list.

They are a forming group, their last recognition event was the highest on record

!5 years of data to migrate if needed. may start with 2 or 3 years.

see how data is structured and tagged. capturing sgds for 5 years.

search by local regions , sgd, project themes. make search easier for similar projects

how are we going to resemble the projects on the map?

start with sgds.

global community would be more educated for what would.

how we enable the user to reduce search scope. (goals , themes , target audience [acidemic , kids?, community, higher prior and secondary]).

they are volunteers.

set volunteers for success.

maybe just a searchable spreadsheet that leads to a map.

bust apart the idea that projects going on are not big projects, all projects in our journey big or small are important

automate website population.

Social media has been kind of useless to community outreach .

Searchable spreadsheet is ideal.