



## Community characteristics & orientation

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Community & UN SDG(s):	Community: Canadian household and individuals who have concerns about their food waste and would like to reduce that and contribute to a more sustainable world. SDGs: 2, 12 and 13
Date:	19-Oct-2023

### 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"/> <b>Just forming</b> 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"/> <b>Self-designing</b> 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"/> <b>Growing &amp; restless</b> 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?	The community is ready and full of technologies and tools that help it in fulfilling the SDG. The community needs some improvements and lacks some tools and features that may help in adhering to their goal like a tool that can be used to help individuals in education themselves about their saves and usages. For instance, something like showing users that they have saved that much energy by using their leftovers to make the food.
<input type="checkbox"/> <b>Stable and adapting</b> 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		
<b>Diversity:</b> How diverse is the community?		



Topic	Your notes
What are the different types of members and what are their levels of participation?	Members of the community may include household and individuals who are interested in reducing their food waste and contributing in a positive way to the climate change challenge.
How spread apart is it in terms of location and time zones?	The community is diverse and spreads all around the world. The community of practice I'm developing is designed for every household in the world. (This may be not true, I may have to focus only on Canada if I'm to include the learning section.)
What language(s) do members speak?	Since Candid is a diverse nation, many individuals in Canadian households speak English beside other languages.
What other cultural or other diversity aspects may affect your technology choices?	If we are looking at Canadian household, depending on age, we may face people who don't know how to use technology and they face difficulties with technological innovations.

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

Topic	Your notes
<p>How much do you want to control the boundaries of your community? Does your community need</p> <p><input type="checkbox"/> To be private/secure  <input checked="" type="checkbox"/> Open boundaries  <input type="checkbox"/> Both private &amp; public spaces</p>	I want the community to have open boundaries allowing it to work with people from all over the country to encourage sharing and learning.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?	

**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?	Since the community encompasses Canadian household and individuals that are interested in reducing their food waste and contribute to a more sustainable world, then it's hard to determine how interested is the community in technology, but I think it's safe to say that since we are working with the general public their interest in technology is not that high.
What is their capacity for learning new tools?	This is cannot be summarized in few sentences, but I think that the community's capacity to learn new tools would be not very high, I would say medium. Because we know how most parents don't have a great capacity to learn new technological tools.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	
How tolerant are members of the adoption of a wide variety of tools?	



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.

What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?

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 situations can affect participation

If we are thinking that most people do have jobs, so we can think that the community members don't have much time to spend on being online and thinking that they may have other obligations at home, like taking care of the kids.

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Meetings</b> 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 type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous	The community doesn't have an means of meeting built to it.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Open-ended conversation</b> 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 type="checkbox"/> Multi-topic conversations <input checked="" type="checkbox"/> Distributed conversations	The members of the community will have open ended conversions where they discuss and share different recipes.



<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Projects</b> 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"/> <b>Practice groups</b> <input type="checkbox"/> Project teams <input type="checkbox"/> Instruction	The members of the community may work together toward a common goal to achieve something like setting a goal to save an X amount of money during a specific duration of time (i.e week) by using their food waste efficiently.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Content</b> 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 checked="" type="checkbox"/> <b>Structured self-publish</b> <input checked="" type="checkbox"/> <b>Open self-publish</b> <input type="checkbox"/> Content integration	Members of the community may be interested in sharing and learning through content sharing. These
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Access to expertise</b> 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 type="checkbox"/> Questions & requests <input type="checkbox"/> Access to experts <input type="checkbox"/> Shared problem solving <input type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Relationships</b> 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"/> <b>Connecting</b> <input type="checkbox"/> Knowing about people <input type="checkbox"/> Interacting informally	Members of the community may be interested in connecting together and building relationships with other members of the community especially if they have common interest.



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Individual participation</b> 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 type="checkbox"/> Levels of participation <input type="checkbox"/> Personalization <input checked="" type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	Sometimes members of the community have to be willing to participate and learn as they are using the app.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Community cultivation</b> 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 type="checkbox"/> Strong core group <input type="checkbox"/> Internal coordination <input type="checkbox"/> External facilitation	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Service context</b> 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	<input type="checkbox"/> Organization as context <input type="checkbox"/> Cross-organizational <input type="checkbox"/> Other related communities <input type="checkbox"/> Public mission	

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