



Community characteristics & orientation

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Community (UN SD goal): Zero Hunger (Goal 2)

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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? | The number of people suffering from hunger are increasing again since 2015. UN estimates, this ever growing community will hit 840 million by 2030. This is not a good sign and requires new methods and programs to control it. Few measures taken by the government in this aspect are not sufficient to address this community needs as the raising numbers suggest. Better way is that every individual can contribute to this community and help to reduce their number. |
| <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? | |
| Constitution | | |
| Diversity: How diverse is the community? | | |



| Topic | | Your notes |
|--|---|--|
| What are the different types of members and what are their levels of participation? | | <p>This project mainly concentrates on three groups of people:</p> <ul style="list-style-type: none"> • Hunger driven people: This group are the ones who need help. They may or may not have the access to the technology(mobile) • Donor: Restaurants, farmers and other individuals. • Helpers: This is the group who are willing to spare sometime to help the above group. Most of the people here are equipped with a mobile phone where they can access the application being developed in this project. |
| How spread apart is it in terms of location and time zones? | | The problem of hunger is all over the world apart from very few communities. The numbers are even more in the locations with high density of population and where people stay below poverty line. |
| What language(s) do members speak? | | This community is spread across the world. Most speak their own local language. As English is a window to world, it will be used to reach larger group of people. |
| What other cultural or other diversity aspects may affect your technology choices? | | <p>All the people of this community may not have a smart phone to access the application.</p> <p>Individuals who want to help might not be well versed with the usage of the application(to update the information about food)</p> |
| 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 | <input type="checkbox"/> To be private/secure <input checked="" type="checkbox"/> Open boundaries <input type="checkbox"/> Both private & public spaces | The community is open to the outside world completely. This will actually enable to know who needs food and how it can be delivered to them. |
| How does your community need to interact with other communities? Do you need common tools for sharing and learning with them? | | The main motto of this project is to bridge the gap between the community in discussion and others. The community will interact via a mobile application with outside world. This will be a common interface for both the parties. |
| 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? | | This depends on the individual, the education that he/she possesses and also the affordability. |
| What is their capacity for learning new tools? | | The capacity of learning new tools is again a mixed concept because of the same reasons mentioned above. |
| What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction? | | The skills are diverse. Anyone who cannot afford food will be hungry. This group can include poor people, students, etc. |



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| How tolerant are members of the adoption of a wide variety of tools? | It is a mixed bag again as few will be interested in using more tools and few not. |
| 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. | The community can learn to use new tool as it will help for their own good (this project). They can also give up the old tool if the new one serves the purpose with a better user friendly interface. |
| What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)? | This community may or may not have a better internet connectivity. The mobile application being developed is based on android. People will be using other phones such as iPhone where the application doesn't work. |
| 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 | Food is essential for everyone. People of this community will be using this application for their needs on a daily basis (whenever they need food). The usage time is limited. |

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"/> | 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 type="checkbox"/> Online synchronous <input type="checkbox"/> Online asynchronous | Everyone here works on their own and there is no need of meetings in this community. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 | <input checked="" type="checkbox"/> Single-stream discussions <input type="checkbox"/> Multi-topic conversations <input type="checkbox"/> Distributed conversations | Suggestions to improve the application can be single-stream discussion which the application allows. |



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|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|--|--|---|
| | | | | | | conversation going as they “bump” into each other. | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> Practice groups <input checked="" type="checkbox"/> Project teams <input type="checkbox"/> Instruction | Few people (helpers) can form a team and distribute food to the needy to avoid repetition. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> Open self-publish <input type="checkbox"/> Content integration | Community members can share the information about the application to others who can the start to participate to donate the food. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input 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 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 | This is not applicable. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> Connecting <input checked="" type="checkbox"/> Knowing about people <input type="checkbox"/> Interacting informally | Knowing about the people in need and also about the people who donate can build a strong bond among the community and help to share the food in a proper way. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | Individual participation | <input type="checkbox"/> Levels of participation | Individual involvement is important for the betterment of |



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|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|---|---|---|
| | | | | | | 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"/> Personalization <input checked="" type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership | this community because the individuals should come forward to help or ask for help. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 checked="" type="checkbox"/> Democratic governance <input type="checkbox"/> Strong core group <input type="checkbox"/> Internal coordination <input type="checkbox"/> External facilitation | This community works completely on the voluntary terms. There are not set of rules or governance here. |
| <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 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 checked="" type="checkbox"/> Public mission | Interactions with other communities will help a long way for making this community better. The communities who have surplus food can participate in this mission. |

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

The community comprises of the restaurants, farmers, other individuals who are willing to donate leftover food and other groceries and also people who want to spare sometime to the society in getting the food distributed to the needy.