



## Community characteristics & orientation

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Community & UN SDG(s): Small Scale Producers of Cocoa and Coffee [SDG 1 and 12]  
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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 checked="" 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.	I'm specifically focusing on the producers who have no idea where to begin getting their Fairtrade certification. The producers themselves may not necessarily be new to producing, just new to the certification process.  They need a basic tool to help guide them along the certification process.
<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 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?	
<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		
Diversity: How diverse is the community?		
Topic	Your notes	



What are the different types of members and what are their levels of participation?	<p>Members range from the owners of a small holder (basically a small farm), anyone who helps on the small farm (family members, hired help, etc.), and up to the owner of the co-operative if the smallholder is part of one.</p> <p>The smallholder plays a very active role in the management of their farmland as the owner of it. Anyone else who helps out on the farm typically just assists the smallholder in the manual labour aspect of it. If the smallholder is part of a co-operative, the managers in the co-operative would assist in managing the farm.</p> <p>With respect to the certification process itself, helpers would be akin to lurkers whereas the smallholder (and managers of the co-op) would be active participants who would be looking into getting the certification and be the ones going through the process.</p>
How spread apart is it in terms of location and time zones?	I've attached a copy of the Fairtrade Producer Network to the scratchpad. A single smallholder is usually located in a single geographical location, but that smallholder can be located in any country within the Producer Network. The overall community is fairly spread apart.
What language(s) do members speak?	Since the Fairtrade Producer Network spans the globe, a multitude of languages are spoken by individual community members (Spanish, Portuguese, etc. etc.). Hence, this project would benefit from either supporting multiple languages (which could be difficult for me to do properly within the time limit of this class) or making sure that the English I write is as accessible as possible (i.e. not using over complicated words).
What other cultural or other diversity aspects may affect your technology choices?	<p>Since the cultures of these communities are so varied, I should aim to make this application as 'culturally neutral' as possible. I will have to be very aware of how my world view informs the way I typically interact with the world and try to remove these biases if possible.</p> <p>Some members of the community may be more technologically inclined than others, so I have to make sure that this application is user friendly and accessible to those who aren't as good with technology. Something to keep in mind as well is users may be trying to use this application from either a mobile phone or a desktop computer, so the experience of using the application on either should be pleasant.</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 checked="" type="checkbox"/> To be private/secure <input type="checkbox"/> Open boundaries <input type="checkbox"/> Both private & public spaces	Sensitive financial records are one type of information that has to be submitted as part of the certification process. I'd imagine that most smallholders don't want this type of information to be public.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		They may interact with farmers who are not looking to become Fairtrade certified. Since this project is aimed at streamlining the application process, I don't think it's necessary at this stage to focus on how the target community interacts with outside communities.

**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?	Varies based on the individual. Some smallholders may be more interested and willing to use technology whereas some may not.
What is their capacity for learning new tools?	Again, this is highly dependent on the individual. Since they'd be busying managing the rest of their farm, they might not have a high capacity to learn a complicated piece of software; hence, this needs to be simple and user-friendly.
What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	As a baseline for the current application process, the smallholders have to be able to use e-mail, navigate the Fairtrade website, and use word processing and spreadsheet software. At a minimum the target audience for this project has basic computer skills.
How tolerant are members of the adoption of a wide variety of tools?	As stated above, members currently, at a minimum, are expected to be able to use Internet, web browsers, word processing, and spreadsheet software which is a small 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.	If this application is not simpler to navigate than the Fairtrade and FloCERT websites, they might not be willing to adopt it and instead stick to their normal applications/ways of doing things.
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	Limited Internet access based on the country they're located in. May have limited bandwidth as well. Some members may only have a mobile phone; some may only have a desktop computer.
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	Smallholders might have very limited online time due to the fact that sometimes they're the only person who is running/working on the farm. They might also have limited online time based on the adoption status and financial accessibility of the Internet in their country. Hence, the ability to have an application that can be used offline would be beneficial.

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meetings	<input type="checkbox"/> Face-to-face/blended	Meetings with respect to Fairtrade certification happen



						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"/> Online synchronous <input checked="" type="checkbox"/> Online asynchronous	infrequently and aren't the core focus.
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/> Single-stream discussions <input type="checkbox"/> Multi-topic conversations <input type="checkbox"/> Distributed conversations	Open-ended conversations with other community members could happen, but again this is not the primary focus.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Practice groups <input type="checkbox"/> Project teams <input type="checkbox"/> Instruction	Not relevant in my opinion.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Structured self-publish <input type="checkbox"/> Open self-publish <input type="checkbox"/> Content integration	Not relevant in my opinion.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Access to experts <input type="checkbox"/> Shared problem solving <input type="checkbox"/> Knowledge validation <input type="checkbox"/> Apprenticeship & mentoring	Community members do have access to Fairtrade experts and can contact them for help when needed.



<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/> Connecting <input type="checkbox"/> Knowing about people <input type="checkbox"/> Interacting informally	Again I would argue that this isn't a core focus of the community.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/> Levels of participation <input type="checkbox"/> Personalization <input type="checkbox"/> Individual development <input type="checkbox"/> Multi-membership	Again I'd argue that this isn't a core focus but it is possible since every member of the community does participate differently.
<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	I don't think this is applicable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/> Organization as context <input type="checkbox"/> Cross-organizational <input type="checkbox"/> Other related communities <input type="checkbox"/> Public mission	I'd argue this would be the main community orientation.  The mission in this case is to produce products in a sustainable and fairly traded manner, and it's critical to the way it operates. To become Fairtrade certified, they have to follow Fairtrade processes.

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



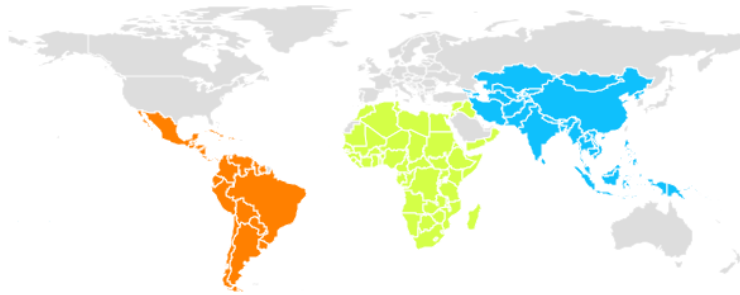
Fairtrade Producer Networks:

## Producer networks



Regions

Current producer countries



● CLAC ● Fairtrade Africa ● NAPP

- CLAC is the Latin American and Caribbean Network of Fair Trade Small Producers and Workers
- Fairtrade Africa represents farmers and workers in Africa and parts of the Middle East
- NAPP is the Fairtrade Network of Asia & Pacific Producers

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