Community characteristics & orientation

Name:	Mfonisoabasi Idorenyin James
Community (UN SD goal):	Goal 4 Quality Education
Date:	September 30th 2021

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.	
☒ **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?	In 2020, as the COVID-19 pandemic spread across the globe, a majority of countries announced the temporary closure of schools, impacting more than 91 per cent of students worldwide. By April 2020, close to 1.6 billion children and youth were out of school. Children in countries with slow and expensive internet are disadvantaged, so a huge advantage would be to find a way to make education available without the need for constant internet connection by creating offline apps in which they can pull educational resources from
☐ **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?	Members include: children, adolescents and youths who grow to becoming uneducated adults. Participation in the community is mostly male dominant with progress being made to increase education for girls.
How spread apart is it in terms of location and time zones?	Regions with most cases of lack of education include Africa and Asia. 85 percent of children in sub-Saharan Africa are not learning the minimum and half of the global illiterate population lives in South Asia
What language(s) do members speak?	Some of the countries under sub-Saharan Africa include: Angola, Benin, Botswana, burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, etc. There are good mix of different languages including: English, Portugese, and French(which is the most dominant language among most of these countries). Some countries under South Asia: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka. Languages here include a wide variety: Afghan Persian or Dari, Bangla, Dzongkha, Hindi, Dhivehi , English, Nepali , Punjabi , Sinhala
What other cultural or other diversity aspects may affect your technology choices?	The cost of technology may be a huge factor as most of these countries are still developing countries and as such do not have as much economic status like developed countries do where the vast majority is able to afford smartphones.

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	During the global pandemic it was noted that one of the 1.6 billion children and youth were out of school. Although some schools are offering distant learning, this is a resource that is not available to all especially countries with little to no internet infrastructure. It is this closed attribute that has both restricted and stifled learning for so many. This community would benefit largely from having open access to information and curriculum from the rest of the world.
How does your community need to interact with other communities? Do you need common tools for sharing and learning with them?		Children being able to receive quality education could help reduce poverty , create good health and well being and other important contributions to other communities. Common tools for being able to share and learn with would be any device such as a smartphone or a laptop, as well writing materials.

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?	The community is largely children, adolescents and youths , who are ideally very interested and open to technology
What is their capacity for learning new tools?	Since majority of the community are youths and young adults, they are more resilient to adopting and learning new tools and technology

What is the range of skills? If their interests and/or skills are diverse, could it cause conflict or distraction?	The range of skills is very highly encouraged and adopted when it comes to learning. Diverse skills leads to diverse discoveries and strengthen other learning areas. The one downside potentially to this might be a scenario where one packs on too much of learning and is not able to concentrate on one thing. However the general advice would be to attempt going down the path to achieving one skill before moving to a new one
How tolerant are members of the adoption of a wide variety of tools?	Because the members of the community get to choose their own path on things they would like to learn about or be educated on, it should have a higher tolerance as they pick courses based on their "interest". As such, despite the difficulty involved, what interest them can serve as a motivating factor to keep driving them forward.
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.	With the short attention a span of children and youth, having too many technological boundaries can actually be a hindrance to achieving the goal of learning. Technology boundaries would have to be considered and mitigated as much as possible to help facilitate un-distracted learning better.
What are your members' technology constraints (e.g., bandwidth, operating systems, etc.)?	Lack of internet connection, cost of owning devices(smartphones, laptops, etc), electrical power constraints to able to charge devices to help facilitate learning. These are all technological and economical constraint that would be faced by members in the community
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	Because we are dealing with most of our uneducated population being from developing countries, this would highly be dependent on the internet infrastructure and it's cost, which is vast;y different from developed countries.

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	When it coed to education, there is always a vast opportunity for learning and sometimes that can be facilitated being able to meet in person or learning online together with colleagues or at your pace. Individuals learn differently and meetings are a

								great way to facilitate learning
☐	☒	☐	☐	☐	☐	**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	Often times when trying to learn a skill, immediate conversations or attention might be needed about that specific topic. So it may not be as valuable to have open ended conversations but rather targeted ones on either a specific topic or multiple topics leading to the same point.
☐	☐	☐	☐	☐	☒	**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	Projects are a great way to facilitate education. They give motivation and help set goals in order to complete the project with a time constraint. They can also be a great collaborative effort. It is highly likely that projects are a staple in this community
☐	☐	☐	☐	☐	☒	**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	This community is built on collaborative efforts and as such content sharing is a great way for the community to thrive as well as also open it's boundaries to the outside world.
☐	☐	☐	☐	☐	☒	**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	This is certainly an area the community will need more of. Experts or highly skilled people in their being able to mentor and nurture younger ones to learn. Volunteers would definitely be required to facilitate mentorship in this community.
☐	☐	☐	☐	☐	☒	**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	☒ Connecting ☒ Knowing about people ☒ Interacting informally	Having strong and healthy relationships in this community is very important. It would help to drive all the other aforementioned things needed in the community.

☐	☐	☐	☐	☐	☐	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		
☐	☐	☐	☐	☐	☒	**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	As much as meetings are a great way to facilitate learning, humans are also individuals. And as such there needs to be an individual assessment and evaluation on things being learned to help enforce assimilation
☐	☐	☐	☐	☐	☒	**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	The end goal of picking up skills and having access to education is to in turn pour back into growing the community. It all should come back full circle
☐	☐	☐	☐	☐	☒	**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	Members of the community should be able help facilitate learning opportunities for others. Either by sharing resources they have or through other means. This service context can be facilitated online or in-person

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