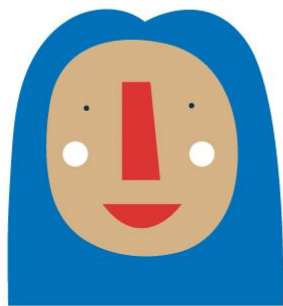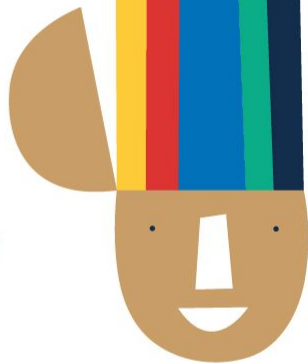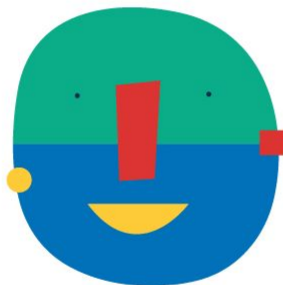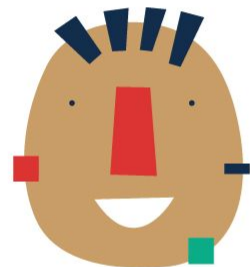LET'S CONNECT

# Peer Learning Program

Summary of the proposal for phase 1 (testing)

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# Contents

- Why this Program?
- Program characteristics and roles
- Creating a "Learning culture"
- Program components
- Support services and incentives
- Timetable
- Next steps

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# Why this program?

- Support beyond funding
- A space to build and share capacities
- Contribute to Movement Strategy recommendations around capacity building, people-centeredness and meaningful connections.
- Community requests during the grants relaunch consultation process

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# Why peer learning?

- Horizontal, non-formal and flexible ways of sharing knowledge amongst colleagues.
- Builds social connections and cooperation
- Diverse formats for a continuous, autonomous process, driven by needs and interests as they arise.
- Complements, not replaces, other forms of more formal training and other capacity building initiatives.

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# What is its added value?

- Combines "live" human interactions with resource sharing

- Enables connections to existing spaces, does not substitute spaces for formal training or peer learning that already exists.

- Experiments with new learning spaces where they do not currently exist,

- Learning spaces that coincide with funding proposal development or reporting

- Reduce barriers for those that currently find it more difficult to participate to share knowledge or learn from others.

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# Characteristics

- Values and promotes a **Learning Culture**
- Multilingual
- Adaptable and flexible: to different contexts, levels of development, needs + timing.
- Not a form of evaluation, a burden - something to look forward to and useful.
- Values learning from "failures"
- Practical and interactive
- Inclusive:
**We all have something to share**.

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# Fomenting a Let's Connect Learning culture and environment

- Peer learning requires the right mindset, environment, and incentives - a process that needs time to build and consolidate.

- It is necessary to work to co-create this culture in each learning space and communications.

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# A Program that encourages:

- Curiosity and where there are *no stupid questions.*
- Valuing errors and honest reflection about WHY and HOW something worked or didn't work.
- Sharing knowledge, without fear of it being misused by others.
- Newcomers, fresh ideas, and limited knowledge of the "Wikimedian ways of doing things".
- Giving space for groups that are not often seen
- Solidarity and mutual-aid
- Multiple connections: not one size fits all

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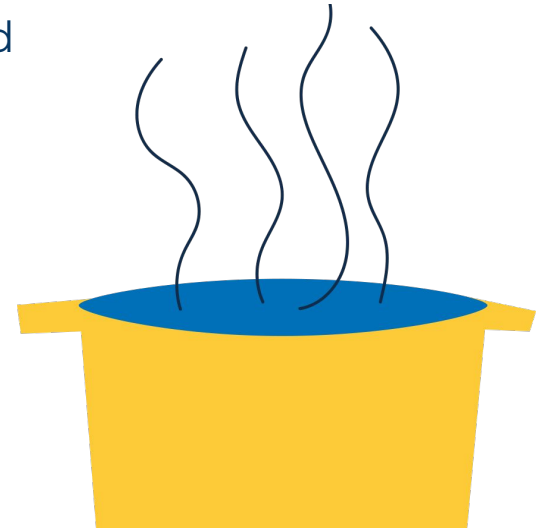
# For whom?

- Grantee partners <u>and</u> potential partners.
- Participation can be organization-wide - or as individuals in the different roles that community members play: staff, volunteer organisers, other types of contributions.
- Participants should be part of an organised group (even if not formally organised), seeking to learn to expand their work and share learning.

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# Roles:

**2. Let's Connect Ambassadors** (organising learning spaces in their region or around topics of interest).
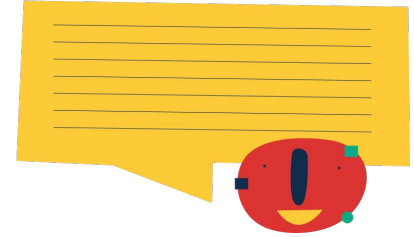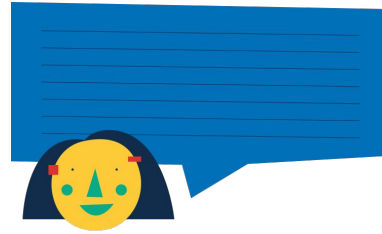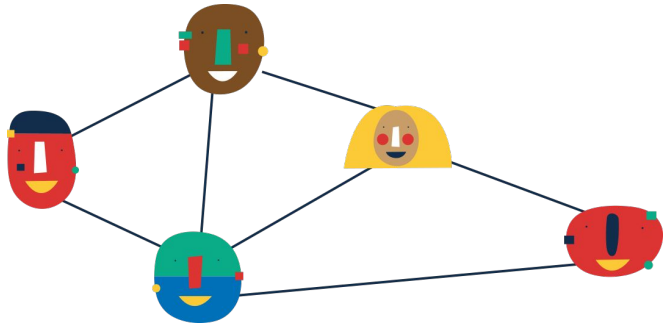
**1. Sharers** (community members engaging in the spaces to share their knowledge and experiences and learn from others).

**3. Let's Connect working group:** co-creators of the program, actively participating in the program design and roll-out according to interest and time.

# Working group (TBC)

## Advisory:

1. Nicola Zeuner (Germany)
2. Butch Bustria ( Philipines)
3. Ciell Van Bryssel (Netherlands)
4. Kayode Yussuf / Euphemia Uwandu(Nigeria)
5. Stella Agbley (Ghana)
6. Anna Torres (Argentina)
7. Rosie Stephenson-Goodknight (Women in Red)

## Working group:

1. Winnie Kabintie (Kenya)
2. Justice Okai Allotey (Ghana)
3. Florencia Guastavino (Argenina)
4. Julie Farman (US
5. Antoni Mtavangu (Tanzania)

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# Incentives to participate

**Intangible incentives:**

- Desire to offer mutual support and share with others
- Networking
- Make community work visible to others, with the necessary recognition and attribution.

**Tangible incentives:**

- Certification of participating with a number of activities and topics participated in as sharers or Learning Ambassadors.
- Barnstar, with the possibility of developing more robust badges/ gamification systems in the future.
- Recognition in Movement communications.
- Financial support (*see slides 27-29*)

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# Community Resources team/other Foundation teams:

- Logistical support and methodological guidance when required (tools/templates)
- Financial support and other incentives to motivate participation
- Communicate the program in different channels.
- Promote the "learning culture"
- Monitor and learn from the Program to iterate and adjust.
- Coordinate efforts with other Foundation teams and Regional Funds Committee to participate in the program, either as sharers or offering support.
- Align the program with relevant Movement Strategy developments and other Foundation or community-led initiatives.

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## Other Foundation teams:

Other teams have been consulted in the initial design phase and will participate in the Program implementation. Particularly Community Development, Community Programs, Movement Strategy, Movement Communications and Partnerships.

- Offer support to map interesting cases for learning spaces and topics of interest.
- Update information about other learning spaces to connect participants to these.
- Offer methodological support and training tools and approaches.
- Communicate the Program
- Participate in learning spaces as sharers.
- Help monitor and provide feedback on the Program.

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# Around which topics and levels of learning?

- Seeks to support initial connections and broader, higher -level learning of processes, approaches, key tools.

- However, the spaces will hopefully open further opportunities for deeper learning and practice - such as mentoring, formal training, resource sharing, etc.

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**An initial attempt to classify some of the common topics/areas that may be of interest.**
**Some interesting topics to start the program with are highlighted.**

| Category | Issue/topic |
|---|---|
| Specific<br>Funding-related issues | • **Strategy and program design: (reading contextual needs, understanding what change is needed, and developing strategies /approaches - beyond stating activities).**<br>• **Designing learning and evaluation plans**<br>• **Qualitative evaluation methods (ibid)**<br>• **Wikimedia tools to measure quantitative metrics, particularly participants, editors, editor retention, content contributions.**<br>• Budget development<br>• Reporting / storying telling / communicating results<br>• Strategies for thinking about sustainability, scaling and financing |
| Programmatic tactics | • **Effective training for newcomers/ newcomer experience**<br>• **New approaches to common themes - innovations in working in culture and heritage/campaigns.**<br>• **Effective strategies to bring in newcomers from underrepresented communities.**<br>• Approaches and lessons learned around educational programs, human rights, sustainability and the gender gap<br>• Campaign tactics for newcomers |

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**This will change over time and discovering if the spaces adequately provide the level of learning needed will central part of the test.**

| Category | Issue/topic |
|---|---|
| Organizational skills / capacities / sustainability | <ul><li>Team management (work balance/staffing/organization)</li><li>Leadership growth/renovation (preventing burnout, sustainability, diversity)</li><li>**Volunteer management and recognition**</li><li>Fundraising</li><li>Financial management practices</li><li>Establishing and maintaining effective partnerships</li><li>Advocacy skills</li><li>Dealing with harassment and conflict</li><li>Governance</li></ul> |
| Technical skills for Wiki projects* | <ul><li>**Mapping of available resources for newcomer editors**</li><li>Basic Wikidata use and how it can support other projects</li><li>**Identifying topics of impact**</li><li>Tools developed to automate processes (eg.AutoWikibrowser)</li></ul> |
| Interpersonal skills | <ul><li>Conflict transformation on Wiki and offline (with teams/within communities. Note: Community Development already has interesting sources around this).</li><li>**Skills that enable individuals and communities to cultivate more inclusive and safe environments online and offline. (For example, empathy, communication, etc). *There are a number of resources developed around this that could be useful)**</li></ul> |

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# Let's Connect strategies

## 1. Learning clinics

**Format:** Live 1.5h group sessions around a. "hot topic of the month" and b. proposal and reporting cycles
**Frequency:** a. monthly. quarterly.
**Participants:** 20 approx.

## 2. Coffees/teas

**Format:** 1:1 coffee/tea live conversation or resource sharing based on a proactive Connecting of learning and sharing interests.
**Frequency:** depending on interest, monthly Connecting.
**Part:** 2-6 people

**Learning spaces**

**Skills directory**

**Resource sharing**

**Connections**

**Support elements**

# Mapping and Connecting potential participants

One of the first tools will be to build a **"Skills Directory"** to identify sharing assets and learning needs.

The "Skills Directory" will use  two sources:

- Information from fund reporting (2020/21) and proposals (2021/22). Reports will be analysed to capture interesting cases and learning.
- A registration form that will be sent out to all affiliates, current and potential grantee partners.
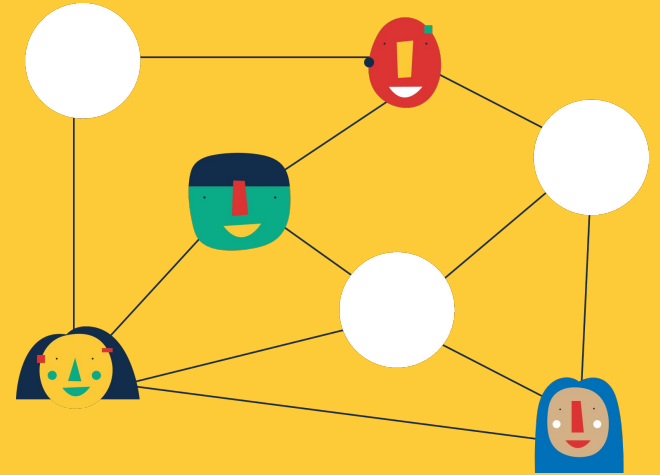
Note: A working group of Wikimedians is planning to develop a robust tool to do this through the Capacity Exchange initiative. Once this tool is developed (2022), this can be used by the Program. In this initial phase, basic data collection tools will be used.

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# 1. Learning clinics
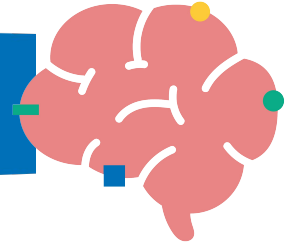
## Structure:

1. **Monthly clinics** around common topics of interest that can bring together several sharers at a time, including external cases/expertise. 1.5 live sessions with live interpretation. Max participants: 20.

1. **Quarterly regional/thematic group sessions** around Wikimedia funds reporting and proposal writing phases to share interesting tactics. This will help reflect on results and learning in a peer environment. It can also help first-time grantees learn from past experiences.

   - For MEA, LAC, US & Canada (September & February), for CCE, NWE, ESEAP, and SARC (October & April).
   - **Regional Fund Committees** can participate in this type of session to reflect on these experiences as a thought partners.

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## 1. Learning clinics
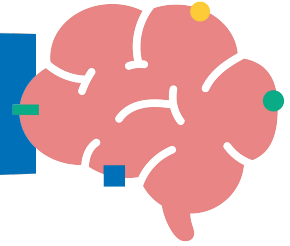
## Support:

1. The working group and Learning Ambassadors will use the database to identify interesting case studies to present. If there are not enough registered participants to share, they can actively seek these through community networks.
2. Community Resources (CR) can provide methodological support in the sessions if needed, as well as the technological platform and **translation services and financial support.**
3. CR will communicate the session through the Let's Connect space and through different channels.

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# 1. Learning clinics
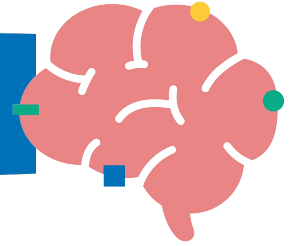
**Asynchronous participation:**
CR will organise the information after the session so that they are available to non-live participants on the Let's Connect meta space and also access the sharers to seek further connections.

**Follow-up connections after the live session:**
Participants in the session can determine spaces for further connections. Such as 1:1 mentoring, document reviews, or even setting up a Community of Practice.

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# 2. Coffees/teas

## Structure:

1.5 hour 1:1 live conversation. Max 4 people to enable more meaningful conversation and be able to go into more depth and contextualise to specific needs.

There are two ways to develop these 1:1 Connections.

- **Option 1:** Connections are promoted by the CR team and Working Group on a monthly basis by using the Skills directory.
- **Option 2:** Connections that are done directly by participants (sharers). They can contact the CR team for support if needed, ie. to offer translation services.

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# Support elements

### Connections
Informing and connecting participants to existing spaces within the Movement, particularly newcomers that find it harder to discover these spaces.
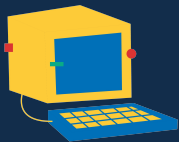
### Resource space
A very simple space to communicate the program and make public resources that are shared.

### Learning culture
Collectively building and promoting the principales, mind-set and practices that enable the type of learning space that we want. These should be practically tied into each process of the Program.

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# Connections

Aimed at informing and connecting participants to existing spaces within the Movement:

- List or *calendar of learning spaces and contacts* according to their areas of interest. If there are set events: a calendar should be based on the Movement's community calendar.
- As illustrated in the initial mapping (next slide), these spaces vary in each region and around different topics. This calendar should be built with the help of Foundation staff and community members leading these spaces.
- It is necessary to continually map and learn from these initiatives to make sure Let's Connect is complementing and feeding into other spaces.

# Connections

Let's Connect will feed into a wider ecosystem of spaces in the Movement, already led with a lot of time and effort. The names in grey boxes are just *some examples* and do not capture all the experiences.

**Let's Match**

## Learning spaces

**Wiki skills training**
- Newcomer experience
- Various training formats developed by communities
- Webinars / youtube tutorials

**Wiki-skills peer learning**
- Tearoom, newcomer mentoring and training functions

**Mentoring (as a program strategy or organically through 1:1 contact)**
- Afro Curation Wikimedia France, around global campaigns or contests

**Meetings**
- Periodical meetings by region, roles or affiliates: SWAN, ESEAP, EDs, etc.

**Conferences and events (organised or organic peer connections)**
- Regional conferences, Wikimania, Wikimedia Summit

**Telegram**
- Multiple groups such as Women in Red, community volunteer by language, campaigns, etc

**Social media/Giff/Newsletters**

**Capacity-building within projects (with WMF funds, partners or other sources)**
- Integrated into various grant proposals.
- Movement Strategy grants to test experiences. *There is potential to amplify this.

**Cross-regional + thematic learning spaces**

**Programmatic learning groups/ communities of practice**
- EduWiki Outreach Collaborators or EWOC (educational learning group WMF + volunteers). *Potential to amplify this with dedicated team and resources

**Conversation/ learning hours**
- Art+Feminism
- Wiki in Africa
- Monthly GLAM learning space (WMF)
- WMF staff conversation hours
- Regional Committee sessions

**Resource platforms**
- Learning patterns, Resource center
- Affiliate-region specific
- Recursos comunitarios (Argentina)
- Program/ project specific resource pages

**Capacity exchange platform**
- Being developed by WMDE +European affiliates

**E-learning courses**
- Capacity Development (WMF)
- Moocs (Algeria new editors)
- Online learning courses (education/glam professionals - Wikimedia Argentina)
- Wikimedia & Education Greenhouse project

**Train the trainer programs**
- Wikimedia Education
- Capacity Development initiative around leadership
- Train the trainer led by communities in their programs (Wikimedia UK, CIS-A2K)

**Volunteer committees (learning through deliberations / orientation or training)**
- Board orientation on governance (Capacity Development)
- Regional Funds Committees learning program + deliberations

# Learning spaces

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# Resource space

A very simple space to communicate the program and organise resources that are shared in the learning spaces.

**Possibilities in evaluation:** Meta or a specific space such as through a LMS or external open code site.

Note: Not robust resource centre that Movement Strategy calls for. There will be minimum curation, more curation will require community effort and staff to support this (desirable in future phases).

**Recursos Comunitarios: Wikimedia Argentina**



**Art + Feminism**



**Criteria: a space that is open and free, easy to navigate (even if it does have robust search options at this stage), where participants themselves can upload and download material and does not require a high internet connection. If it is on Meta, it must be proactively communicate and easy to find. A safe space that respects privacy and security issues.**
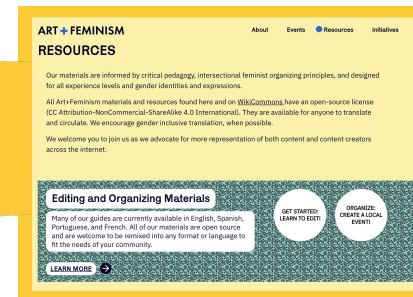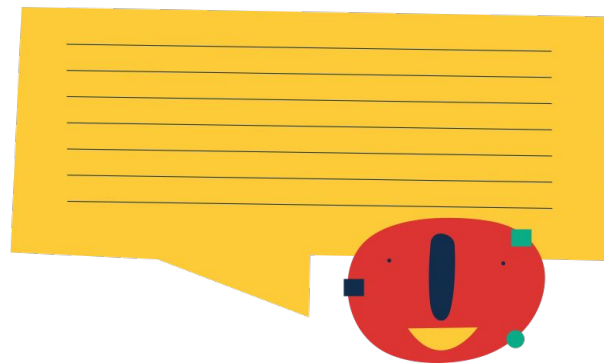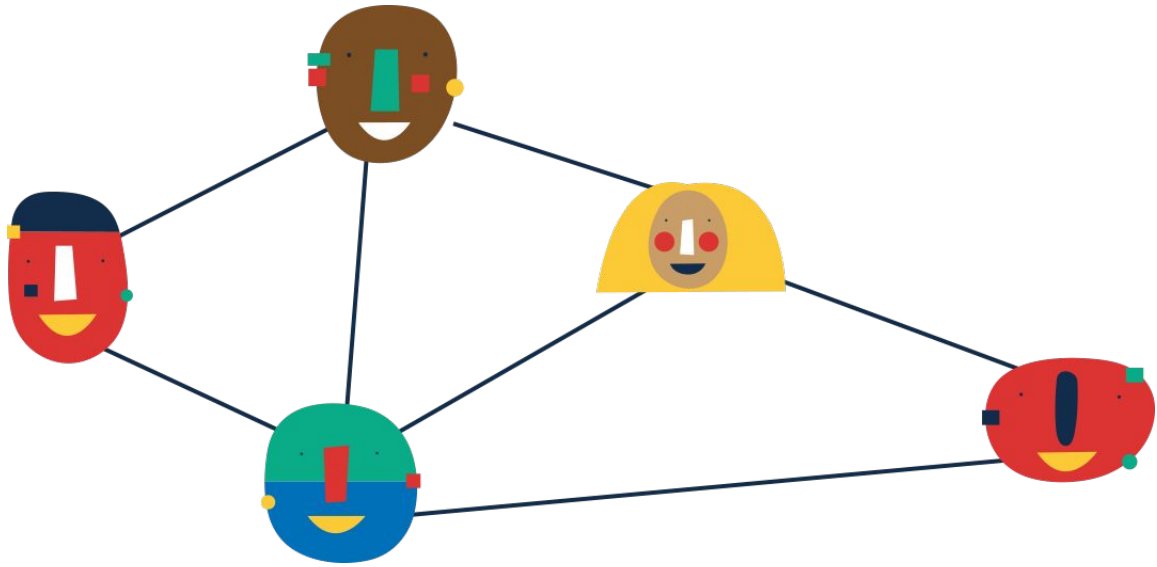
Below is a draft summary of the proposed role of each team and possibilities for financial support. The CR and finance team is currently exploring this based on the scope of their contribution, contextual needs, financial procedures, and guidelines regarding paid and volunteer services. This should not be considered a final decision.

| Role | Responsibilities | Possible financial support | Type of financial support |
|---|---|---|---|
| Sharers | • Register their learning needs and sharing interests<br>• Maintain the information in the Skills directory up to date<br>• Be open to sharing with other participants that contact them for 1:1 coffee/teas<br>• Organise the knowledge they wish to share, with the help of guidelines/templates.<br>• Request financial support if needed to take time to register and develop their material. | 1. For time taken to organise material and share with others.<br>2. For locally organising translation, when it makes sense to do this locally.<br>3. For investing in other logistical needs to share (documentation, technological support, etc). | • 100 USD stiped (for items 1 + 2)<br>• Amendments to existing organisationl funds to add resources for this. |

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| Role | Responsibilities | Possible financial support | Type of financial support |
|------|------------------|---------------------------|---------------------------|
| **Let's Connect Learning ambassadors** | • Organise learning spaces in their region or around topics of interest.<br>• Promote participation in the program by translating its services into local Wikis and communications channels.<br>• Help promote Connectes<br>• Help encourage participants to upload and curate material onto the resource space<br>• Help register other learning spaces for the connections calendar. | 1. For time taken to organise spaces and carry out the support role.<br>2. For locally organising translation, when it makes sense to do this locally.<br>3. For investing in helping participants - childcare, connectivity, transport.<br>4. For investing in other logistical needs to organise learning spaces (technology, physical space, etc). | • 100 USD stiped (for item 1)<br>• Amendment of existing organizational funds to support this. in the case of new grantees: Rapid fund (for item 1-4). (between 500 and 5.000 USD).The value will depend on the number and scope of the spaces. |

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| Role | Responsibilities | Possible financial support | Type of financial support |
|---|---|---|---|
| **Let's Connect working group** | Advisory:<br>- Participate in bi-weekly working group session.<br>- Offer feedback on specific tools, processes, etc.<br>- Promote the program in their community networks<br><br>Operational:<br>- Co-create the program design.<br>- Be an active part of the operational team that gets the program rolling, designing tools, communications, templates, etc.<br>- Organise learning spaces Promote participation in the program by translating its services into local Wikis and communications channels.<br>- Monitor learning spaces and help promote Connectes<br>- Curate material onto the resource space<br>- Register other learning spaces for the connections calendar. | 1. Operational: time taken to support the program (up to 10 hours a week during the testing phase) | - Advisory: flexible time, fully volunteer.<br>- Operational: Consultancy contract depending on the hours and tasks. |

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# Learning and Evaluation:
# what will success look like?

## Phase I expected results

Since this is an initial testing phase the main learning will be less about the number of participants,  and more about gathering inputs to see if the methodology, spaces, tools, etc make sense. The focus will be on learning from observation, individual feedback and group reflections/retrospectives to answer these

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## Learning questions:

- Did community members promote community participation in the program?
- It is useful for participants and they are motivated to continue?
- Do Community members feel they have a leading role to play and that the Foundation is offering the right support?
- Do we have a clear idea of what is needed to continue and scale this?
- Did we manage to promote a learning culture and environment?

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# Learning and Evaluation: what will success look like?

- **Some possible quantitative targets**
  - There is an initial Let's Connect learning space with resources
  - There is Skills directory with the information of at least 40 communities registered as participants (sharers).
  - At least 20 sharers participated in different spaces.
  - CR supported 8 live clinics and 8 coffees/teas.
  - 40% of these learning spaces were documented and the resources were shared in an initial Let's Connect resource space.
  - At least 5 Learning Ambassadors were identified and participated in the testing roll-out.
  - The working group involves at least 7 community members.

**In order to promote more diverse participation, it is important to effectively communicate the program through different channels and do proactive outreach to communities that have participated less in these spaces.**

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| Phase | Activity | Dates |
|---|---|---|
| Design and kick-off | Brainstorm with community and WMF staff | 9th Nov-15 Dec |
| | Feedback on initial proposal+ adjustment | Till 24st Jan |
| | Set up working group | 11th Feb |
| | Working group sessions | Starting 14th Feb (bi-weekly) |
| | Setting up support services and communications | 14th Feb-25th Feb |
| | Call to participate | 18th Feb |
| | Kick-off phase 1 with registration and data for first learning clinic | 4th March |
| Testing (phase 1) | Initial testing period | March - June |
| Learning and adjusting | Quick evaluation: evaluate feedback, results through quantitative and qualitative data. Program adjustment, guarantee future funding and support services. | June/July |
| Phase 2 | Program second phase. May include new scale and support services depending on results and feedback. | Aug-Dec |

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# Communication needs and possible channels

- **Program identity**
  - Design logo and name to be used in communications.
  - Deck, cards, posts for channels
- **Communications channels**
  - Participate in regional groups to communicate program (January/February) ESEAP, ED, Swan
  - Communicate on Let's Connect resource page on Meta (to be built)
  - Share an invite card and link to register
    - Email: a. Former and current grantees (and applicants), b. all All affiliates
    - Email or telegram through PO to their contacts and Regional Committee members
    - Communicate on relevant Meta pages
    - Support from other teams to in their mail list and telegram groups.
- **Communications spaces during implementation (to be further discussed)**
    - Let's Connect Telegram group (optional for registered participants) receive information about live clinics and new resources.
    - Bi-monthly updates through communications channels above.
    - Diff post (once the program is rolling?)

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# How can Community Programs be involved?

1. Complement the mapping learning/training spaces that already exist and keep information updated.

1. Identify interesting case studies

1. Suggest hot topics based on programmatic knowledge

1. Suggest learning spaces (i.e EduWeek)

1. Suggestions for advisory and working group

THANK

**Let's learn and Connect together**

YOU

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