

# MOVEMENT STRATEGY: NEW VOICES RESEARCH

*Findings & Opportunities from Indonesia & Brazil*



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by Reboot & the Wikimedia Foundation



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# Project Context

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To inform the Wikimedia Movement Strategy, New Voices Track D work seeks to understand how the movement can better serve new and existing readers in low-awareness regions. More information on the project can be found [here](#).

This presentation summarizes key findings and opportunities from Track D research conducted in Indonesia and Brazil, from May to June 2017. It also draws upon research done for New Readers in India and Nigeria.

This presentation was prepared by [Reboot](#), a social impact firm dedicated to inclusive development. Reboot led the research in Indonesia and Brazil, in collaboration with the Wikimedia Foundation. Full field data from those studies has been shared with the Wikimedia Foundation.

# Acknowledgments

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Reboot is grateful to the Wikimedia Foundation team for their vision and passion in this project. Special thanks to Adele Vrana for her leadership, and Jorge Vargas, Ravishankar Ayyakkannu, Anne Gomez, and Abbey Ripstra for their close collaboration. Over our 100+ research activities, over 6 weeks, across 4 time zones, in 3 continents, and over too many sleep-deprived field days, we were thankful for your energy and good humor.

Thank you to all our respondents and key informants in Indonesia and Brazil for letting us into your lives. We are excited to see your contributions help advance a world where every human can freely share in the sum of all knowledge.

To the Reboot team and partners who contributed to this work—Panthea Lee, Emily Herrick, Marielle Velandier, Adam Parker, Zack Brisson, Nina Kiernan, Georgette Stewart, Roby Pernawan, Paulus Dhanarto, Yunie Nurhayati, Adriana Alvarez, Iracema Marquez, Daniela Martins—thank you for your dedication to helping all people share their stories and shape their worlds.

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# A Note on Language

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In order to communicate findings succinctly, the term “people” is used throughout to indicate research participants in Brazil and Indonesia. The findings highlight patterns in attitudes and behaviors among research participants, and should not be interpreted to represent an entire population. Ethnographic findings are naturally qualitative, and should be used directionally only to better understand motivations and drivers.

The Wikimedia Foundation may consider conducting further quantitative studies (e.g. [mobile phone surveys](#), etc.) to determine the extent to which certain findings are representative of a broader population.



# Research Objectives & Key Themes



# Objectives

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- **Gather and synthesize relevant local behaviors and trends that will impact the future of the Wikimedia movement over the next 15 years.** Specifically, examine behaviors and identify trends related to how people seek, use, and come to trust information, particularly that which is found online.
- **Understand the current awareness, perception and usage of Wikipedia for potential and existing readers.** Compare awareness, perception, and usage with other platforms for information-seeking and learning to determine Wikipedia's comparative advantages and limitations—and to identify forward opportunities.
- **Learn from local experts and institutions in relevant fields** (knowledge, communities, and technology) on how the Wikimedia Foundation can better advance its mission in low-reach regions over the coming 15 years, as well as better serve users within it



# Key Research Themes

The project pursued six key research themes:

1. **General Information seeking and learning:** *How do people look for information and learn?*
2. **Internet Usage (Web & Mobile):** *How do people use the internet?*
3. **Online Information Behaviors:** *How are people accessing, evaluating, and using information online?*
4. **Awareness of Wikipedia:** *What are awareness / perceptions of the Wikipedia brand?*
5. **Use of Wikipedia:** *How does Wikipedia currently support or inhibit online learning?*
6. **Opportunities to Advance Mission\*:** *How can the movement deepen its penetration and better advance open knowledge?*

*\*Note: Theme 6 was a cross-cutting line of inquiry that surfaced through expert interviews and the other five themes.*





# Where We Went & Who We Talked To



# Sampling

## *Criteria & Definitions*

Reboot prioritized scheduling respondents with diverse and representative backgrounds.

**IN** In Indonesia, field research was conducted with 61 respondents and 3 key informants in West Java.

**BR** In Brazil, field research was conducted with 52 respondents and 5 key informants in the state of Bahia.

Respondents covered a range of characteristics that met the study's target sample criteria with less than 10% difference in terms of distribution across:

- Gender
- Age
- Employment
- Internet access
- Language ability
- Wikipedia awareness



Where We Went & Who We Talked To

# Who We Talked To: Overall

## 124 Total Users Interviewed

GENDER:

**47%** (59)  
**Female**

**53%** (65)  
**Male**



OCCUPATION:

**39%** **Employed**  
Education Sector (42)

**45%** **Employed**  
Other (56)

**16%** **Unemployed/  
Underemployed** (20)

**29%** **Teachers**  
(12)

**71%** **Students**  
(30)

AGE:



INTERNET  
ACCESS:

**42%** **Unlimited** (52)   **15%** **Limited** (19)  
**31%** **Moderate** (39)   **10%** **Unconnected** (13)





Where We Went & Who We Talked To

# Who We Talked To: Indonesia

## Indonesia

**3** Key Informants  
Interviewed

**64** Users  
Interviewed

**May 2-11,**  
**2017**  
(10 days)

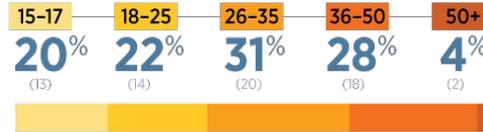
**55%** Bandung  
(Urban)  
(36)

**31%** Sukabumi  
(Peri-Urban)  
(20)

**14%** Cianjur  
(Rural)  
(9)

### USER INTERVIEWS

#### AGE:



#### OCCUPATION

**43%** Employed  
Education Sector (29) 12 Teachers  
30 Students

**48%** Employed  
Other (32)

**9%** Unemployed/  
Underemployed (6)

#### INTERVIEW LANGUAGE

**80%** Bahasa Indonesian (47) **20%** English (12)

#### GENDER:

**46%** (31)  
**Female**

**54%** (36)  
**Male**

#### INTERNET ACCESS:

**42%** Unlimited (28)

**34%** Moderate (23)

**13%** Limited (9)

**10%** Unconnected (7)





Where We Went & Who We Talked To

# Who We Talked To: Brazil

## Brazil

**5** Key Informants  
Interviewed

**52** Users  
Interviewed

**May 23–June 1**  
**2017**  
(10 days)

**54%** **Salvador**  
(Urban)  
(31)

**28%** **Alagoinhas**  
(Peri-Urban)  
(16)

**18%** **Santo Amaro**  
(Rural)  
(10)

### USER INTERVIEWS

#### AGE:



#### OCCUPATION

**33%** **Employed**  
Education Sector (19)    **6** Teachers  
**13** Students

**42%** **Employed**  
Other (24)

**25%** **Unemployed** (13)

#### INTERVIEW LANGUAGE

**93%** Portuguese (52)    **7%** English (4)

#### GENDER:

**49%** (28)  
**Female**

**51%** (29)  
**Male**

#### INTERNET ACCESS:

**42%** **Unlimited** (52)

**31%** **Moderate** (39)

**15%** **Limited** (19)

**10%** **Unconnected** (13)





# Methodology



# Methodology

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Field research in Indonesia and Brazil was conducted using design research methods—that is, contextual inquiry using primarily ethnographic research methods.

Design research emphasizes immersive observation and in-depth, semi-structured interviews with target respondents to understand the behaviors and rituals of people interacting with each other, with products and services, and with their larger environments.

It stresses interacting with respondents in their natural settings and observing respondents in their day-to-day lives to understand their deeper needs, motivations, and constraints.

To understand underlying motivations and drivers, researchers probe for the why's and how's behind stated and observed behaviours.



# Design Research

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- Foundational to user-centered design
- Has its roots in ethnography (“a portrait of people”), the art and science of describing a people or culture
- Helps learn about and interpret people’s needs, motivations, and constraints—and how they impact thoughts and actions
- Over time, reveals the complex ecosystems in which people operate



## Market Research

## Design Research

### Primary Goal

To generate value (often financial) for the organization

To generate value (often utility) for the end user

### Process

Systematic gathering of theoretical data that is then analytically processed

Cumulative gathering of human experiences and artifacts that is then synthetically processed

### Primary Processing Tool

Logic

Empathy

### Common Communications Approaches

Reports and presentations that use words, charts, and graphics to present linear market analyses and projections. Data reigns.

Multimedia presentations that use words, photos, drawings, and stories to present complex human archetypes, needs, and patterns. Data becomes narrative.

### Enables Practitioners To

Make a sound decision based on identified options

Develop a sound solution that meets identified needs

# Primary Methods

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## Ethnographic Interviews

Semi-structured individual interviews lasting up to 1.5 hours. Conducted in context and in private—e.g., in respondents' homes, workplaces, or other natural locations—allowing researchers to observe and ask about artifacts in the environment that may give greater insight into respondents' experiences.

## User Observations & Technology Demos

Guided observations of respondents as they live, work, and use different products or services to identify otherwise unarticulated needs, motivations, habits, and challenges that may be otherwise subconscious. Respondents “think out loud” (articulate their thoughts as they perform different tasks) to provide insight into their thought process and how they react to different environmental stimuli.

## Key Informant Interviews

Interviews with experts in various fields who have insights into market dynamics, user behavior, and other relevant topics for Wikimedia. Experts were largely drawn from the fields of technology, education, media, and telecommunications.



# Opportunities Framework

## Key Trends

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- People are decreasingly seeking information by visiting individual websites or web properties; instead, **they are getting content from peers or curators on the platforms where they socialize.**
- People no longer expect their content to be mediated by “trusted institutions”; instead, **they want their content curated by trusted individuals.** Online, trust is often a badge bestowed by the crowd—in the form of high volumes of likes or followers—on individual experts or influencers for a particular content area, who may not be associated with institutions.
- People and organizations are increasingly content creators and curators themselves, but **they need foundational ingredients from trusted sources** to help them make their arguments, develop their brands, and fulfill their missions.

## OPPORTUNITY 0:

# Define the movement. Help people understand its values, its work, and its key product.

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The Wikimedia movement must first determine what it stands for. Its first 16 years focused on developing and sharing an unprecedented, remarkable, and wholly open body of knowledge. Today, with a model that has proven successful in many regions and languages, is the goal to continue along this trajectory and expand to new regions? Does the movement seek to go further, and help people develop the skills to process knowledge and apply it meaningfully to their lives? Does the movement seek to contribute its unique experiences in advancing free knowledge to policy discussions?

Once the movement determines the direction of its forward work, and the scope of activities it will undertake to advance those, it must **communicate its values and work to a global audience**. For some audiences, it must also **address brand confusion**. A strong grounding in the movement's principles, model, and projects is foundational to attracting, retaining, and growing new audiences.



## Opportunities to Grow Impact

This framework maps opportunities for Wikimedia surfaced through New Voices research in Indonesia and Brazil—and, to a lesser extent, New Readers work in Nigeria and India—against Movement Strategy themes. Opportunities to advance Theme A have been left blank, as they will come from other tracks.

### First Things First...

#### OPPORTUNITY

**0 Define the movement. Help people understand its values, its work, and its key product.**

Help new audiences understand what Wikimedia and Wikipedia are, how the movement and the product work, and why they should care. This is foundational to attracting, retaining, and growing new audiences

#### Key:

<b>OBJECTIVE</b>	Objectives for the Wikimedia movement, adapted from Movement Strategy themes
<b>METHOD</b>	Methods to achieve movement objectives, adapted from Movement Strategy themes
<b>OPPORTUNITY</b>	Opportunities for the Wikimedia movement, surfaced through research in low-awareness markets
<b>Time-frame</b>	Approximate time-horizons for implementation. Those most aligned with current strategies and resources are Near-Term. Those that require new ways of thinking about Wikimedia's work are Long-Term.



**OBJECTIVE**

**Ensure Wikipedia remains a relevant and respected source of knowledge**

*THEME D*

**OBJECTIVE**

**Establish and sustain a truly global movement**

*THEME C*

**METHOD**

**Advancing with technology, leveraging innovations that enable greater creativity and productivity**

*THEME B*

**METHOD**

**Engaging the knowledge ecosystem, through partnership with diverse allies in free knowledge**

*THEME E*

#### OPPORTUNITY Near-Term

**1 Help people find what they need on Wikipedia** through more precise search and topic guides/curation.

#### OPPORTUNITY Medium-Term

**2 Meet user expectations and preferences for online content** by getting more visual, real-time, and social.

#### KEY OPPORTUNITY

### Wikimedia in 2030: A Source of (not a Destination for) Knowledge

Wikimedia movement can empower and enable learning, wherever and however people learn. It can do this by making content more modular and portable, and by partnering with diverse actors. In doing so, its content will be a source of and an engine for learning, in all the diverse and dynamic ways humans consume information.

#### OPPORTUNITY Near-Term

**4 Where internet and mobile data are expensive, improve accessibility** by reducing bandwidth requirements and optimizing the mobile browsing experience.

#### OPPORTUNITY Long-Term

**3 Build a community passionate about helping people learn**, by working with niche content experts, curators, and ambassadors.

#### OPPORTUNITY Medium-Term

**5 Become a source of otherwise hard-to-get local history and culture**, through work with local partners and targeted local content drives.

#### OPPORTUNITY Long-Term

**6 Advance information access for marginalized and hard-to-reach populations**, through partnerships to expand digital access and literacy.

# Being a Source of (not a Destination for) Knowledge

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The Wikimedia movement can empower and enable learning, wherever and however people learn. It can do this by making content more modular and portable, and by partnering with diverse actors. In doing so, its content can be a source of learning. In 2030, this might mean:

- For other publishers, Wikimedia is a central provider and distributor of transparent and reliable information.
- For other knowledge creators, Wikimedia is empowering their development of content.
- For the community, Wikimedia has increased the visibility (and attractiveness) of Wikimedia contribution across diverse communities and contexts.

The movement can exponentially grow its impact by using its rich content to power knowledge creators and platforms worldwide. It can help people discover, learn, and debate in all the ways and places they like to do so.

## *Specific activities may include:*

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- **Identify and communicate around highly relatable use-cases.** (Finding 2: Small, hyper-targeted networks have become hugely popular, as it has become easier to create “groups” on messaging apps. Because it is so easy to do so, people are now forming such networks for diverse use-cases.)
- **Add indicators of popularity or trustworthiness to articles.** (Finding 5: The value of information is increasingly assessed based on indicators relating to the individual producing the content, rather than the institution with which they are associated.)
- **Reveal people and process in an easily accessible way to build trust.** (Finding 5: The value of information is increasingly assessed based on indicators relating to the individual producing the content, rather than the institution with which they are associated.)
- **Invest in awareness-raising initiatives, both online and offline.** (Finding 14: Wikipedia’s open contribution model is poorly understood, and therefore viewed as a weakness.)

OVERARCHING OPPORTUNITY:

# Wikimedia in 2030: A Source of (not a Destination for) Knowledge

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The democratization of knowledge and content creation has led to a mushrooming of learning platforms. Users, for their part, are enthusiastically learning in diverse ways, from how-to videos on YouTube to homework-help communities such as Brainly.com.

While Wikipedia may no longer be a primary destination for learning, it has the potential to **be a primary engine of learning, by providing relevant, trusted, and customizable content to other content providers.**

It can support resource-strapped nonprofits developing skills-building curricula for the unemployed. It can support after-school clubs that are interested in extending learning outside the classroom. It can support content experts that want trusted, easy-to-use content to support their curricula on diverse topics. Wikimedia has the potential to service all these communities and, in doing so, exponentially increase the impact of its content.

## *Specific activities may include:*

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- **Increase use and distribution of content via third-party platforms.** (Finding 3: The rise of messaging-based networks has profoundly impacted how people gather, share, and determine the value of information in their daily lives. People are getting increasingly used to information coming to them (versus seeking it out), then validating it via app-hosted networks.)
- **Partner with offline organizations and traditional media whose unique value and/or core audiences differ from that of Wikimedia.** (Finding 6: The unconnected have little control over their information diets and rely heavily on information disseminated through word-of-mouth and public intermediaries (e.g. television, radio, and public service institutions).)

Objective: Ensure Wikipedia remains a relevant and respected source of knowledge... (Theme D)

... by advancing with technology. (Theme B)

OPPORTUNITY 1 (NEAR TERM):

**Help people find what they need on Wikipedia** through more precise search results, topic curation, and/or “simple” or “lite” versions of Wikipedia .

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Information-seeking is becoming increasingly task- and search-led, and less discovery- and browsing-oriented. To learn new topics, people are increasingly looking to content curators or presenters—whether via niche blogs or YouTube channels—to help them learn.

This means that on Wikipedia, people often find the articles ill-suited for their specific needs: “too long” and “too hard to find / learn what I need”.

**Wikimedia can improve its usability by helping people navigate its content, find exactly what they need, and present content in easy-to-understand language.**

## *Specific activities may include:*

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- **Develop topic portals that guide learners through a specific topic of interest.** (Finding 4: People are increasingly getting new information primarily from individuals, and supplementing it with information from institutions.)
- **Direct readers to specific parts of articles that address their search query.** (Finding 10: When consuming text online, people tend to be quicker and more task-oriented (“scanning for what I need”) but they tend to consult multiple sources.)
- **Expand the range of the Simple Language version of Wikipedia articles or produce “lite” (simplified) versions of the site.** (Finding 10. When consuming text online, people tend to be quicker and more task-oriented (“scanning for what I need”) but they tend to consult multiple sources. When consuming visual content online, people tend to take more time and be discovery-oriented (“exploring for what I like”).)

## OPPORTUNITY 2 (MEDIUM TERM):

# Meet user expectations and preferences for online content by getting more **visual, real-time, and social.**

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Visual, real-time, and social aren't just buzzwords. Young people are getting their news by following the Instagram accounts of news sites, looking at trending topics on Twitter, and then discussing their collected news with friends in WhatsApp groups.

These behaviors are forcing media organizations to **adapt how they package, distribute, and support conversations around their content**—and Wikimedia will need to consider how it adapts its model in this changing landscape.

Might it allow videos to serve as references, to appeal to how young people like to learn? Might it push alerts on rapid, concentrated edits to prominent pages to popular platforms, to help break news events that may not otherwise reach the global radar? Might it support conversations on messaging platforms through in-app article previews? Such ideas are worth considering as Wikimedia adapts to the content preferences of the next generation.

## *Specific activities may include:*

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- **Encourage and support more visual content to attract and retain the next generation.**  
(Finding 11: Young people are increasingly defaulting to visually-led browsing. This is leading organizations to prioritize visual content and platforms in their strategies, even for activities that are typically not designed for such formats.)
- **Show Wikipedia's values as a unique source for real-time updates on current events.**  
(Finding 3: The rise of messaging-based networks has profoundly impacted how people gather, share, and determine the value of information in their daily lives. People are getting increasingly used to information coming to them (versus seeking it out), then validating it via app-hosted networks.)
- **Optimize Wikipedia content for sharing on instant messaging (and social networking) platforms.** (Finding 2: Small, hyper-targeted networks have become hugely popular, as it has become easier to create “groups” on messaging apps. Because it is so easy to do so, people are now forming such networks for diverse use-cases.)

Objective: Ensure Wikipedia remains a relevant and respected source of knowledge... (Theme D)

... by engaging the knowledge ecosystem. (Theme E)

## OPPORTUNITY 3 (LONG TERM):

**Build a community passionate about helping people learn, by working with niche content experts, curators, and ambassadors.**

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Wikipedia has a brilliant community passionate about developing the most respected source of knowledge in the world—it **now needs to invest in building a community that is equally invested in getting that knowledge out into the world.** People today are increasingly looking to trusted individuals to curate their content.

Moving forward, Wikimedia should consider attracting and **investing in allies and community members that focus not on just generating content (which is the focus of the community today), but on getting it out to people in the forums and channels in which they learn.** This may be programs to support digital influencers in using Wikimedia content and integrating it into their work. It may be ambassadors in schools that empower students to teach their peers about how to access and appropriately use Wikipedia for school assignments. Cultivating allies and champions within the education sector—and particularly in institutions of higher education—can have outsize pay-offs, given the negative impact of skepticism generated within this sector.

## *Specific activities may include:*

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- **Recruit topic ambassadors / content curators to help people discover and navigate content on topics they are deeply passionate about.** (Finding 4: People are increasingly getting new information primarily from individuals, and supplementing it with information from institutions.)
- **Explore and initiate engagement with educators at the high school level to build trust among teachers.** (Finding 16: Although people may say they do not trust Wikipedia, they still find it useful—some even find it essential—in surfacing the information they need.)

Objective: Establish and sustain a truly global movement... (Theme C)

... by advancing with technology. (Theme B)

## OPPORTUNITY 4 (NEAR TERM):

**Where internet and mobile data are expensive, improve accessibility** by reducing bandwidth requirements and improving the mobile website.

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Users in many emerging communities face difficulties in accessing the internet, including high bandwidth costs, inconsistent internet connections (which disrupt downloads), and limited storage on their phones (often less than 16GB). For many, **data and device memory are precious commodities that must be carefully rationed.**

The mobile site is how the majority of respondents access Wikipedia. Across research in Brazil and Indonesia, the team found only one user of the Wikipedia app. Thus, optimizing the mobile site should be a priority for low-awareness communities. For the site, there are lessons to be gleaned from the popularity of browsers such as Opera Mini and UC Browser, which allow users to view data usage and customize preferences for data compression.

For the app, the current size of 11MB on Android and 19MB on iOS is a good starting point, but Wikipedia should consider making the app smaller.

## *Specific activities may include:*

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- **Improve the mobile version of Wikipedia.** Implement engineering solutions to help save data usage, improve the user interface, or provide different options or modes to customize data usage and compression (as with Opera Mini and UC Browser). (Finding 7: Both Brazil and Indonesia are mobile-first countries. Mobile-reliant internet users have different mental models and behaviors related to the internet.. & New Readers findings.)

Objective: Establish and sustain a truly global movement... (Theme C)

... by engaging the knowledge ecosystem. (Theme E)

## OPPORTUNITY 5 (MEDIUM TERM):

# Become a source of otherwise hard-to-get local history and culture, through work with local partners and targeted local content drives.

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Compared to counterparts in the Global North, citizens in many Global South countries struggle to get the same quality and volume of information about their history and culture, whether in print or online. This leads to frustrations both small (the inability to find information online for a school project) and large (disappointment that one's national identity is not represented on the worldwide web).

Many articles in local languages, such as Bahasa Indonesia and Portuguese, are not of the same quality and length as the English Wikipedia; sometimes, they seem like subpar translations that are off-putting to native speakers.

Wikipedia has a unique opportunity to distinguish itself as an inclusive resource that represents all the world's knowledge and in all the world's languages. It can be a source for information that is significant to readers in emerging communities. Wikimedia's content development model and global community position it well to source and capture such information. More broadly relevant content could grow readers, and potentially attract new editors, as Wikimedia's mission and its outcomes resonate with a wider, global community.

## *Specific activities may include:*

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- **Partner with like-minded communities to grow the quality and volume of locally relevant content.** (New Readers & Finding 9: There is a lack of online news and quality content in local languages. Many Brazilians and Indonesians use translation tools to make the most of their online experience.)
- **Consider targeted content drives to grow editors and attract readers by appealing to national, regional, or linguistic pride.** (New Readers & Finding 9: There is a lack of online news and quality content in local languages. Many Brazilians and Indonesians use translation tools to make the most of their online experience.)
- **Strengthen quality assurance mechanisms when translating content from one wiki to another.** (Finding 9: There is a lack of online news and quality content in local languages. Many Brazilians and Indonesians use translation tools to make the most of their online experience.)

## OPPORTUNITY 6:

# Advance information access for marginalized and hard-to-reach populations, through partnerships to expand digital access and literacy.

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Wikipedia has immense global reach. Yet there are many—those digitally unconnected, those that are illiterate or with basic reading abilities—that Wikimedia’s core products cannot serve. Moving forward, the movement should consider **partnerships to expand digital access and literacy**.

This may include support of wifi access points in public places or developing customized content for digital literacy courses. This may mean community members that provide support services (e.g. adapting Wikipedia content for specific use-cases or curricula) for socially oriented organizations. And all this may require partnership with governments, civil society groups, educators, and other new allies.

## *Specific activities may include:*

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- **Reduce the barrier of affordable internet through product and partnerships solutions. Work with institutions and local leaders to support access to content with or without the internet.** (Finding 8: As mobile internet usage dominates, people's level and range of internet access (and therefore digital literacy) is highly correlated with their income.)



# Key Findings & Opportunities



Theme 1:

## General Information Seeking & Learning

### How do people look for information & learn?

- How do people find the information that they need for their i) day-to-day life, ii) education, and iii) work? What information is hardest to find?
- How do people come to trust information? Why do they trust some information and not others?
- How do people develop new behaviours around information—seeking and learning?





FINDING 1:

# The rapid growth of messaging apps has blurred the line between online and offline information-seeking and -consumption.

**The popularity of messaging apps (e.g. WhatsApp, Line, Telegram) has skyrocketed in recent years, due to various social, practical, and economic reasons.**

IN

In Indonesia, it is common for people to have multiple messaging apps installed on their phone—each for connecting with a different social circle.

BR

In Brazil, WhatsApp still reigns as the most common for people to connect across their multiple social networks.

These apps enable people to pursue existing social behaviors—both Brazilian and Indonesian cultures are collectivist and highly social—with:

- greater ease (i.e., access to individual family members and friends wherever they may be);
- greater efficiency (i.e., enables the rapid and widespread collection / dissemination of information), and;
- at decreased cost (i.e., telcos offer free or low-cost access to messaging apps to entice customers).



FINDING 1:

# The rapid growth of messaging apps has blurred the line between online and offline information-seeking and -consumption. *(cont'd)*

**Getting information via messaging apps is seen as equivalent to information passed by word-of-mouth—just faster and through a broader network.** These apps are seen as a way to extend existing, offline social behaviors, and not necessarily by “being online”. This is especially common in those with low digital literacy and/or access, as they tend to primarily use the internet through messaging apps (which are a common entry point to internet usage).

**For many, using apps is often seen as different and distinct from using the internet.** Especially those with limited digital literacy or internet access typically did not think of “using apps” (messaging and social media apps in particular) as “using the internet” (which is associated with using a web browser). Even those with moderate internet access and literacy did not always make the connection between using mobile apps and being online.



## FINDING 2:

**Small, hyper-targeted networks have become hugely popular, as it has become easier to create “groups” on messaging apps, and people are now forming such networks for diverse use-cases.**

**By allowing people to organize their connections into “groups”, messaging apps have led to the proliferation of small, hyper-targeted networks for a broad range of personal and professional applications.** The popularity of established social networks is waning—one 17-year-old Indonesian respondent said “Facebook is for old people”. People want greater control over what information they share (and what conversations they have) with whom. Messaging apps allow this control via customized, hyper-targeted networks for specific purposes.

As a result, people are now establishing networks organized around: specific topics (e.g. hyperlocal / neighborhood-level news, sports teams) types of relationships (e.g. family, colleagues, classmates), and shared experiences (e.g. participants of a specific event).

## ACTIVITY:

# Identify and communicate around highly relatable use-cases.

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Identify specific hyper-targeted networks whose purpose and composition may lend themselves to finding utility for the types of content Wikipedia provides. Consider using these high-likelihood, high-impact use cases to ground communications campaigns or materials in ways that people are increasingly finding and sharing information.

ACTIVITY:

## Optimize Wikipedia content for sharing.

---

Examine the types of content people are sharing in instant messaging groups, and consider making the ingredients of Wikipedia articles more modular and easily shareable, highlighting those ingredients with the attributes (format, design, etc) that lend themselves to sharing.



FINDING 3:

**The rise of messaging-based networks has profoundly impacted how people gather, share, and determine the value of information in their daily lives. (1/2)**

**Information—particularly that which is topical or sensational—tends to spread rapidly via these hyper-targeted networks, even if information dissemination wasn't the intended purpose of these networks.** People share all sorts of information via messaging groups, whether that which is related to the group's purpose or otherwise. Because people belong to multiple groups, they may take information shared in one group and distribute it in other groups, so long as they perceive it to be of interest to recipient groups.



FINDING 3:

# People are getting increasingly used to information coming to them (versus seeking it out), then validating it via app-hosted networks. (2/2)

The dynamics of messaging-group information-sharing has contributed to the sense that:

- i) **The information being spread via messaging apps is urgently important.** Push notifications from apps contribute to the sense that the news being shared via these channels is urgent and important.
- ii) **The information you need will come to you, so long as you are connected to the right people.** There is a growing trend towards using people as content navigators and curators.
- iii) **Information is true only when it has been validated through multiple sources, which is reinforced by growing mistrust in formal institutions, and the increased ease of digital search.** This can be achieved by:
  - **seeing the same facts in multiple places** (for those with higher digital confidence), or
  - **seeing the same news story passed around in multiple groups** to which you belong (those with lower digital confidence).

ACTIVITY:

## Increase use and distribution of content via third-party platforms.

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The movement should consider how it might move away from thinking of the web platforms and properties as the central organizing body, but think of the way to fulfill the mission via third-party platforms whereby its platform is merely the central repository of content. (This, of course, is how many news and information platforms are thinking today, but Wikipedia's unique design and production model may make this more challenging to execute in practice.)

## ACTIVITY:

## Show Wikipedia's values as a unique source for real-time updates on current events.

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Help people follow “exciting” (e.g. articles getting uncommon editing traffic) or more interest-specific (e.g. a specific football team) Wikipedia content. Identify the types of edits to Wikipedia articles that people would want to “follow” and get alerts on, and identify where these alerts are most likely to reach a global audience (e.g. via a messaging app). Help users create customized alerts for specific types of article updates. This creates the sense that Wikipedia is a highly relevant, live resource they would want to integrate into their regular communications streams.



FINDING 4:

# People are increasingly getting new information primarily from individuals, and supplementing it with information from institutions.

---

**Information is now about getting it from the right people, rather than the right organizations.** This has led to the sense that you should follow the right people—for those less digitally literate, via messaging groups; for those more digitally literate, in the form of specialist social media accounts—to get the information that you need. Information on websites is increasingly becoming a supplemental source of information—not to learn, but to verify or deepen knowledge.

**As a result, it is becoming increasingly rare, especially among younger and more digitally savvy users, to browse the internet or go to specific websites.** When people—especially those younger and/or more digitally connected—do initiate searches for information, it is typically either i) to verify or learn more about something they have learned about from their peers, typically through messaging apps, or ii) to learn about something that is directly and immediately relevant to their personal needs (e.g how to do something, such as cook a specific dish).

ACTIVITY:

## Develop topic portals that guide learners through a specific topic of interest.

---

Portals would ideally be curated and maintained by passionate community members (or external content experts / influencers). It not only helps readers get quick and direct access to information they need, but (especially for younger audiences) also builds trust in the content by demonstrating that it is tailored to their interests by a person like them.

ACTIVITY:

## **Recruit topic ambassadors / content curators to help people discover and navigate content on topics they are deeply passionate about.**

---

These content curators should be on the platforms that people are using to discover, discuss, and share content, rather than just being on Wikipedia. They can share their passion for certain topics in a way that is more authentic and relatable (and aligned with how people currently want to receive information), and package bite-sized pieces of Wikipedia content and mix it with relevant content from other sources, for sharing in other platforms.



FINDING 5:

# The value of information is increasingly assessed using indicators relating to the individual producing the content, rather than the associated institution.

**The trend towards individually-based information gathering has led to new indicators of value—a blend of utility and reliability of content—for information producers.** Ways of assessing value include:

- **Closeness of social connection:** The closer to me they are, the more likely it is they know what I want / need (utility) and the more I can verify the content with our shared social connections (reliability)
- **Volume of social validation:** The more followers they have, the more likely it is that they are providing content that is useful to other people (utility) and I will trust the wisdom of the crowd (reliability)
- **Intersection of closeness of connection and volume of validation:** The more that my friends and peers are validating a particular source, the more I know this is a valuable source for me.
- **Independence of content-producer:** When credible professionals self-produce content independent of institutions, I can trust it because this content is produced free of institutional bias and influence.

ACTIVITY:

## Add indicators of popularity or trustworthiness to articles.

---

These may include the number of readers to date, the number of citations in the article, the number of contributors that have edited or reviewed it, articles that are “protected”, or other quasi-social or technical indicators of popularity or trust. Other platforms that reveal that stats include YouTube (number of views per video) and Google Scholar (number of times an article has been cited). Such indicators help build user confidence.

ACTIVITY:

## Reveal people and process in an easily accessible way to build trust.

---

Wikipedia's people and process is its greater asset, but it's currently perceived as a liability. Consider how to reveal how Wikipedia is made in an easily accessible way to readers, e.g. a vlog series on YouTube to show how Wikipedia works and the people that make it work.



FINDING 6:

# The unconnected have little control over their information diets and rely heavily on information disseminated through word-of-mouth and public intermediaries.

**Those that are unconnected are mostly pushed information with limited ways of seeking for the information they need beyond word-of-mouth.** To reach the unconnected, social institutions are sending staff into communities to pass information about service offerings directly. This physical information exchange is effective, but can only reach a small part of the community. The most effective organizations have identified community influencers and leaders to pass information to—making the most of word-of-mouth model.

**As an extension of word-of-mouth, television and radio are still main information sources for those with low-no internet access.** Often, those with limited access do not question the validity of these sources, rather they rely each to deliver both the practical and news information they need in their day-to-day lives. Those that rely on TV as a main information source tend to recognize and trust specific TV personalities before channels or media organizations. They will make sure to tune into specific educational or expose programing throughout the day to learn from these personalities.

ACTIVITY:

**Partner with offline organizations and traditional media whose unique value and/or core audiences differ from that of Wikimedia.**

---

Use relationships between communities and local organizations and companies to integrate information about and from Wikipedia and other projects in existing programs on television, radio, and printed newspapers. Utilizing partnerships will provide relevant and localized information through mediums that are more likely to reach those with limited or no internet access.



Theme 2:

## Internet Usage, Web & Mobile

### How do people use the internet?

- Why do people connect to the internet? How do they connect, and how frequently?
- What are barriers to using the internet?
- What are people's technology ecosystems like? How do they access and find the tools they need?
- What are perceptions and usage of the internet compared to other sources of information?
- What apps are people using most frequently? Why? How do they learn about these apps?





## FINDING 7:

# Both Brazil and Indonesia are mobile-first countries. Mobile-reliant internet users have different mental models and behaviors related to the internet.

**Mobile penetration in Indonesia and Brazil is extremely high.** Mobile penetration is around 130% (meaning many people have more than one SIM card) in both Indonesia and Brazil. Mobile phones are more affordable and easier to learn (and get support from peers on) than computers.

**This, however, doesn't necessarily mean internet usage is predominantly mobile-first... yet. It is difficult to determine just how much internet behavior is mobile-first or mobile-only at present.** Statistics differ for just how much mobile accounts for internet usage. In Indonesia, some studies show that 70% of web page views come from mobile (StatCounter, January 2016) while others reference 36% of internet users are accessing it via mobile (Nielsen Indonesia, 2016).

**A reason for imprecise statistics may be that people don't always know they are "on the internet".** Those that are using messaging apps, for example, may not consider the usage as "being on the internet". This is exacerbated by the fact that many mobile operators offer low-cost or free bundles for messaging apps, which can be interpreted by users as "free".



## FINDING 7:

# Both Brazil and Indonesia are mobile-first countries. Mobile-reliant internet users have different mental models and behaviors related to the internet. *(cont'd)*

**Mobile-first users tend to be heavier users of messaging or social networking apps, particularly those whose usage is discounted or free. Over time, this impacts how they understand and are able to navigate the internet.** This impacts how they like to receive content (prepackaged and with specific UI or visual design preferences), and it may impact the degree to which they are comfortable navigating the internet (without a curated, directed experience like those provided by apps).

Those with moderate to unlimited access to internet prioritize downloading and using apps that save them time. They choose apps that aggregate information for them (i.e. those that pull together multiple news sources) or serve a very specific function (i.e. banking or sports tracking apps).

Cost conscious users are more selective of apps they download. They are careful of not downloading (or keeping) apps that consume significant data, memory, or time spent using their device.

## ACTIVITY:

# Be proactive and strategic, but discerning, about the implications of a mobile-first or mobile-led generation.

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There is a lot of discussion about a mobile-first generation, but many of the headlines and quantitative studies do not cover the specifics of what people do or don't do on mobile, and what their preferences are. Before investing too heavily in an all-mobile strategy, the Wikimedia Foundation needs a more granular level of understanding of habits, preferences, and trends relevant to mobile behavior, and to invest in heavy user testing around new product opportunities. For this work, coordinated research and testing among different functional teams interested in the opportunities (and limitations) of mobile may lead to more cost-effective work.

ACTIVITY:

# Improve the mobile version of Wikipedia.

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Implement engineering solutions to help save data usage, improve the user interface, or provide different options or modes to customize data usage and compression (as with Opera Mini and UC Browser).



## FINDING 8:

# As mobile internet usage dominates, people's level of internet access (and therefore digital literacy) is highly correlated with their income.

**Cost of mobile data is a barrier to getting connected for low income users.** A recent PwC study found that mobile data costs need to decrease by 65% in Indonesia and 68% in Brazil for it to be generally affordable for currently unconnected populations.

Low income users tend to buy data “pay as you go”. They purchase it when they can afford it, use it straightaway, and go without data for a period of time thereafter.



**The cost of mobile data is still relatively costly.** Most Indonesian consumers buy pre-paid data bundles. An Indonesian worker being paid minimum wage would have to work just over 5 hours to afford 1GB of data (which cost, on average, USD 2.84 in 2015).



**Data is costly for the average Brazilian, despite the government's work to lower the price of data.** The government has been working with telecoms since 2014 to lower the price of data, but it would still take a minimum wage worker (earning USD 1.05/hr) about 34 hours to pay for a 500mb data plan (USD 35.80).



## FINDING 8:

**As mobile internet usage dominates, people’s level of internet access (and therefore digital literacy) is highly correlated with their income.** *(cont’d)*

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**For those that only have data intermediately, access to affordable wifi is key for getting online.** In Brazil, low-income families are accessing “under the table” cost-sharing models to access internet in the home. Some models are as simple as sharing a router and password with a downstairs neighbor while others are more complex, with small scale entrepreneurs setting up neighborhood enterprises and selling cheap radio internet to neighbors. In Indonesia, having wireless internet at home is uncommon.

**While public wifi networks are growing in availability, these offerings are limited to urban centers and still largely inconvenient, defeating one of the key benefits of mobile internet: information that you have when you want it.** To mitigate the financial burdens associated with getting online, lower- and middle-income Indonesians in urban areas often access internet through public wifi spots, which are increasingly common and openly available in public spaces and many offices, schools, cafes, and restaurants (though requiring a password). Those with computers will often tether their phones. In more rural areas, this pattern is less common.

ACTIVITY:

## Reduce the barrier of affordable internet through product and partnerships solutions.

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Work with institutions and local leaders to support access to content with or without the internet. For example, sponsored access through public wifi points or partnering with public libraries or universities to develop offline alternatives only needing periodic updates.



Theme 3:

## Online Information Behaviors

### How do people access, evaluate, and use information online?

- What are motivators and barriers to accessing information online?
- What activities do people prioritize on the internet? What information is most valued? What do people search for but cannot find or have difficulty finding?
- How do people look for what they need online? What are their most used online information sources?
- How do people come to trust information online?
- How do people move between online and offline information seeking and consumption behaviors?





## FINDING 9:

# Online news and quality content can be difficult to find in local languages. (1/2)

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People are looking for local-language content on local events, movements, and perspectives and see a gap in the availability of this content on the internet. This content not only makes people feel seen and valued—which in turn builds trust—but helps make the leap to understanding new knowledge. For example, when researching social movements on the website of international organization a respondent was better able to understand the Black Lives Matter movement in the US when he contextualized it against his knowledge of similar Brazilian movements.

High-quality specific online content in Portuguese and Bahasa Indonesian can be difficult to find. Outside of national and local news and information, respondents found it challenging to find useful information in local languages they can use for school, work, or even personal interest. Respondents with high digital literacy commonly mentioned that “the more specific their question the more likely the answer would be in English.” As a result, they sensed that to get the most out of the internet, one must at least be comfortable with written English.



## FINDING 9:

# Many Brazilians and Indonesians are comfortable with using translation tools and apps to make the most of their online experience. (2/2)

---

**People with limited written English proficiency do not see it as a barrier to using the internet in English.** Generally, those with limited English ability browse the internet in their local language. When searching for specific information though, they look to English results. Regardless of language ability, most users with medium digital confidence (or higher) were comfortable using translation tools. For Wikipedia, those with higher digital confidence often toggled between languages.

**Those with above-average written English proficiency tend to browse internet in English, and access more content from international sources.** This is seen as being more efficient and effective for getting the information one needs, as there is a greater volume of content in English.

ACTIVITY:

## Partner with like-minded communities to grow the quality and volume of locally relevant content.

---

These may include issue-based student groups, civic innovation communities, and arts organizations. Hold edit-a-thons to grow local content and engage new people in the Wikipedia community.

ACTIVITY:

## Consider targeted content drives to grow editors and attract readers by appealing to national, regional, or linguistic pride

---

Consider targeted national content drives to grow editors and attract readers by appealing to national, regional, or linguistic pride and the satisfaction of seeing one's culture represented on an international media platform. Consider partnering with local media to promote awareness of local content on Wikipedia, e.g. radio programs that discuss the newest or most popular articles about local culture added each week.

ACTIVITY:

## Strengthen quality assurance mechanisms when translating content from one wiki to another.

---

Existing quality assurance practices (e.g. review by local editors that are also fluent in the source-content language) could be strengthened by developing tools and processes for reviewing machine translations or the translations of less-fluent editors. Human monitoring of translation can ensure content across all wikis are high-quality, precise, and relevant.



## FINDING 10:

**When consuming text, people tend to be quicker and more task-oriented (“scanning for what I need”) but consult multiple sources. (1/2)**

---

**People tend to proactively seek out and read text-heavy webpages and articles when they have specific questions they need answered.** This may be when they are looking for specific information for school or work, supplementing information they have received via other channels, or just have a specific question they need answered. When looking for this information, they tend to scan the page until they come to what they came for, and to ignore the other context.

**When searching for textual information, the stakes tend to be higher, since the information will be used to complete a specific task. As such, they are more likely to triangulate across multiple sources.** The quality of information becomes more important, since the completion of the task will be judged by external sources. As a result, it is even more important to cross-check the information in multiple places. In doing so, the way of consuming content is still largely “scanning-based”.



FINDING 10:

# When consuming visual content online, people tend to take more time and be discovery-oriented (“exploring for what I like”). (2/2)

When not seeking to a certain task, people (skewing towards younger populations) are surfing the internet via visually-led apps or content sources, e.g. Instagram or YouTube. They use the platforms’ Explore (Instagram) or Up Next and Recommend (YouTube) features to discover new content. It feels like a lighter, more fun way to discover new content.



**In Brazil, video, accessed through YouTube, has emerged as a preferred destination for students and how-to learners. Video is ideal because it converges both the depth of textual information and the appeal of visual content.** Video consumers tend to evaluate videos more quickly than text. To do so they look—not just at the credibility of the source—but at the production value, charisma of presenter, and specificity of instruction.

ACTIVITY:

## Direct readers to specific parts of articles that address their search query.

---

Task-oriented users appreciate the ability to go directly to content that meets their immediate need or interest, which can be enabled by anchors and links in articles. Consider investing in deepened search capabilities that better understand and float content that users are looking for.

ACTIVITY:

## Expand the range of simple or “lite” (simplified) versions of Wikipedia articles

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Expand the range of the Simple Language version of Wikipedia articles or produce “lite” (simplified) versions of the site to appeal to readers that have more elementary levels of reading comprehension and/or prefer higher-level overviews.



## FINDING 11:

# Young people are increasingly defaulting to visually-led browsing. Organizations are thus prioritizing visual content and platforms in their strategies.

**People (skewing toward younger populations) are increasingly spending time browsing and sharing visual content online.** As noted above, most of their time browsing is done using specific apps that prioritize visual content. The weight given to visual content is even impacting how they select apps to share visuals: some respondents said a key reason they preferred WhatsApp was its ability to share high-resolution images.

**Organizations are increasingly adapting to younger audiences' preferences for visual content, even for materials or activities that have not traditionally lent themselves to visual presentations.** News organizations are publishing content on Instagram, as some youth are using it as their primary news-gathering platform. NGOs are fundraising via Instagram, and even publishing basic financial audit information via the platform in efforts to show their transparency. This is both to attract young audiences, and recognizing their importance as early adopters in getting other generations in their networks (parents, younger siblings) online, and knowing that their behaviors will likely influence others.



One 17-year-old respondent said,

*“Instagram gives just the right level of content”*

when explaining why he prefers following the Instagram feed of his favorite news site rather than going to the actual site. The feed featured largely photos of politicians with news summaries of less than 100 words, and typically a few different hashtags to promote discoverability.



ACTIVITY:

## Encourage and support more visual content to attract and retain the next generation.

---

Wikipedia must consider how it needs to adapt its format, design, and distribution model to better meet users where they are. The nature and extent of these changes can fall on a spectrum—from a fundamental redesign of the platform, to establishing “lite”, “junior”, or more visual versions of the platform, to simply incorporating more visual content—but this should be considered in ongoing platform design and content strategy conversations.



## FINDING 12:

# The trustworthiness of information (or its source) doesn't determine its utility. (1/2)

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**Many factors have contributed to a loss of faith in the trustworthiness of news sources. These include:**

- **Indonesia and Brazil's history of media control.** Out of 180 countries in Reporters Without Borders' World Press Freedom Index, Brazil ranks 103 and Indonesia 124 out of. Other New Voices countries rank as follows: Nigeria 122; India 136; Mexico 147.
- **Widespread knowledge that media ownership is highly concentrated,** with a few corporate oligarchs that promote their business and political interests via their multi-channel media platforms. In this era, local news organizations have suffered and media empires have become increasingly powerful and centralized. This phenomenon is common globally but especially glaring in many emerging communities.
- **Increased use of the internet for information-seeking and consumption, where any person or entity can put information online.** Particularly for those i) not browsing in languages with high volume of digital content, and/or ii) looking for highly specialized topics in their own language, the likelihood of low-quality, unverified content grows higher.
- **Increased prevalence of sensational and untrue content on the internet,** as online business models are oriented towards gathering clicks at whatever cost.
- **Growing popularity of the term "fake news"**, which has increased since the 2016 US presidential election and has spread globally. "Fake news" is used to describe any sensational content and is increasingly correlated with information found on online.



## FINDING 12:

# Young people assume that most info online is biased, and adapt how they validate and/or use info accordingly. (2/2)

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**Young people assume bias in news sources (online or offline) and online information sources in general—the degree to which they are comfortable with bias depends on the extent to which the bias serves their interests.**

When bias aligns with their worldview, it's recognized but unquestioned. When the bias may not align with their worldview, they seek to discuss it within their networks. Recognizing that news information can't be trusted, they tend to scan the headlines—taking in many shallow data points—then fill in details of stories through peer conversations with people they trust, as means of passively finding “truth.”

**As a result, the indicators of trust are changing, and becoming more individually focused.** While older generations may have relied on institutional reputation to determine the validity of information being produced, young people now are looking for indicators of individual reputation. An individual's number of followers, likes, shares and “personality” of the brand are indicators of a source's trustworthiness. Young people look to their networks to help them verify sources—each “like” represents the opinion of a person.



Themes 4 & 5:

## Awareness & Use of Wikipedia

### What is general awareness and perceptions of Wikipedia?

- Are people aware of Wikipedia?
- What do people think of other popular online information sources? Why?
- What are sources of positive or negative information about Wikipedia?
- Do people use Wikipedia, either on the web or via the app?
- If people don't use Wikipedia, why not?





FINDING 13:

# People see Wikipedia as a finished product from an international tech company, not a growing resource and social movement led by a community.

**Although many people knew Wikipedia is an editable platform, they do not think of the actual content as adaptable and expandable.** People spoke about the content of Wikipedia as if it was static. The platform is seen as a final rather than an ever changing resource. When they see mistakes on Wikipedia, they judge it harshly, noting that it is a sign of Wikipedia's lack of professionalism.

**Most respondents believed that Wikipedia was run by a for-profit technology company—and one that was pretty boring and that lacked transparency.** The inability to see the people and/or process behind the product negatively impacted people's affinity for Wikipedia. Some respondents said that they liked flashy and innovative technology brands and organizations that were “transparent”, meaning that they could see the staff, processes, and even workplaces in which the product was made.



FINDING 14:

# Wikipedia's open contribution model is poorly understood, and therefore viewed as a weakness.

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**Many that know Wikipedia refer to it as an open source platform that anyone can edit, but they view the collaborative aspect of Wikipedia only in terms of the first stage of content contribution (the addition of content) and are unaware of the existence of possible, subsequent stages (the review, refinement, deletion or content, and the conversations that happen around open).**

Lack of understanding of the lifecycle of contributions and the benefits of Wikipedia's model lead them to mistrust the platform. Most working in academia have no idea about the processes Wikimedia puts in place to increase the quality of content on its platforms.

ACTIVITY:

## Invest in awareness-raising initiatives, both online and offline.

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For example, the Wikimedia Foundation could sponsor Festivals of Knowledge to elevate local knowledge. Think edit-a-thons meet street fairs that bring together local knowledge institutions like museums, cultural institutions, musicians, and social organizations to celebrate local knowledge and culture while also providing on-ramps for people to better understand the relevance of the free knowledge movement.



FINDING 15:

## People start using Wikipedia for broad context or specific facts on people and places. (1/2)

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**Wikipedia is frequently described as a “dictionary”—it is useful for understanding what something is, and sometimes for understand what a word means.** When googling nouns—typically people, places, things—people generally accept the Wikipedia page that comes up first in the search as a satisfactory definition of what they set out to find. This was the most common use of Wikipedia across all respondent groups.



FINDING 15:

**As people learn that anyone can edit, they state distrust in the content, but still use it for broad context or specific facts as well as verifying other online info. (2/2)**

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Those with low awareness of Wikipedia don't demonstrate mistrust in Wikipedia's content. They have few to no trust issues with the information that they find on the website. Those that have lightly used Wikipedia in the past and who have little awareness of its editing model or brand are quick to trust the content they find on the site.

Levels of trust fluctuate for two reasons.

1. **Those that have experienced errors in content** either intentional errors (i.e. an Indonesian respondent referenced seeing a whole paragraph of just gibberish letters), or more commonly, out-of-date information (i.e. a telenovela plotline not up-to-date).
2. **When they learn from others that the content is not trustworthy.**



FINDING 16:

**Although people may say they do not trust Wikipedia, they still find it useful—some even find it essential—in surfacing the information they need.**

**Mistrust of Wikipedia is a learned perception—usually reinforced through higher education institutions.**

Those affiliated with institutions of higher education levels tended to be more more skeptical of Wikipedia, stating that professors would not accept Wikipedia as a source. Having an authority figure saying definitively that a source should not be trusted obviously impacts perceptions. But those with lower-levels of education (i.e. high school) had higher levels of trust in Wikipedia’s information often because their teachers told them that Wikipedia was an acceptable source.

**And while many respondents said they cannot fully trust Wikipedia, this does not stop them from using the information.** Especially skeptical audiences—typically, those that have a reason to be skeptical, e.g. students whose usage of information will be judged by academic standards—may not necessarily trust the information contained in Wikipedia articles, but find it a handy resource to get reference materials.

ACTIVITY:

## Explore and initiate engagement with educators at the high school level to build trust among teachers.

---

Explore the shift in use and trust of Wikipedia from high school to university level, and find ways to engage the most impactful touch points in the education system. Interview and partner with educators at both the high school and university level to understand this shift better. Use that information to leverage educational partnerships and develop new training curriculums specifically targeted at high school teachers.



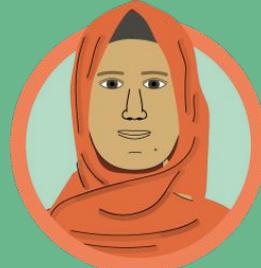
FINDING 17:

**Even those who have used and trusted Wikipedia throughout their education, leave Wikipedia behind after completing their degrees.**

---

**Many respondents were able to articulate how they have used Wikipedia in the past to support them throughout their education but were less clear about how Wikipedia could support them in their day-to-day life.** This was influenced by the fact that Wikipedia is perceived to be an academic resource connected directly with their education. For example, a woman in Indonesia who had used Wikipedia extensively for gathering background information for her university assignments didn't know she could look up her favorite Korean drama star—only thinking that “serious people” could be found on the site.

# User personas





NAME:

**Marcos**

AGE:

**31**

FROM

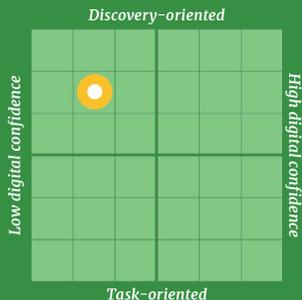
Agua Fria, Brazil

LIVES:

Salvador, Brazil

OCCUPATION:

Fruit Seller



Marcos works at a fruit stall in Salvador, and does odd jobs around town. He was born in the desert town of Agua Fria and left school when he was 13 to support his family. During a drought in his hometown, he came to Salvador in search of work and ended up staying. Today, he lives in a favela near the city center, where he shares an apartment with other young men. He only speaks Portuguese.

Marcos has a Nokia 1110 that he uses to call friends and family, sometimes to chat but mostly to ask if they know of job opportunities. He used to have a Motorola Moto X, given to him by a friend who was getting a new phone. **His friend taught him how to connect to the wifi of a nearby newsstand** and use WhatsApp, but **he still doesn't understand how data works and is wary of it**. He doesn't want the government having his information, and has heard that WhatsApp saves everything you send, so he stopped using it. Only two months after he got the Moto X, it was stolen. He isn't getting another one because he found it too complicated to learn, and not worth the hassle.

Marcos learns about what's going on in his community mostly by talking with people he knows and watching TV. **Sometimes people come to his local community center or church to teach classes**; recently, a government program came to discuss how to avoid mosquitoes. Marcos didn't know that mosquitoes could carry so many diseases, and **he discussed this finding with friends and neighbors**; this is how he typically gets more information on new topics. He hasn't heard of Wikipedia.

On TV, he likes to watch soccer matches and local news broadcasts featuring his favorite presenters. He feels the presenters truly care about the issues they cover, such as landslides and serious illness.



Nokia 1110



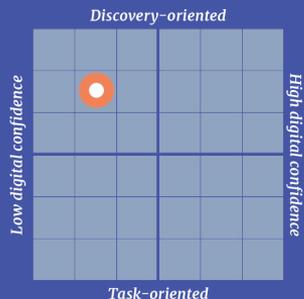
Motorola Moto X



NAME: **Nur** AGE: **34**

FROM  
Bandung, Indonesia  
LIVES:  
Bandung, Indonesia

OCCUPATION:  
Shop Owner

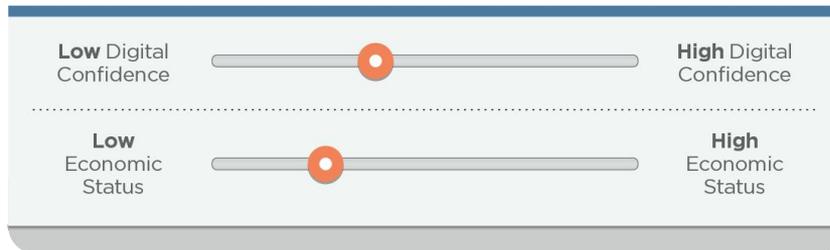


Nur runs a small shop connected to her home just outside Bandung. She graduated junior high school and lives in the same neighborhood where she grew up. Her husband left her a few years ago, so she now raises her teenage son and daughter on her own. Nur is very social. Neighbors not only come to her shop for daily needs, but also to exchange local gossip. She speaks Bahasa Indonesian and Sundanese, a local language; she does not know any English.

Nur has two phones. Her Nokia 3310 is used to call and text customers, family, and friends. Her OPPO N1 is used for WhatsApp and to take selfies with friends. **Her children download new apps for her, such as Line and Instagram**, but she hasn't used them yet; they seem to be for young people. Nur buys prepaid phone and internet packages. After her credit runs out, she waits until she has enough cash to buy another. Nur used to use BlackBerry Messenger (BBM), but now she only uses WhatsApp since all her friends are on it. **They use WhatsApp groups to share and discuss local news.**

She sometimes uses the web browser on her N1 to search for instructional videos, mostly related to cooking and beauty—recently, she wanted to fix her eyebrows and found a useful YouTube video. **She liked that the vlogger went step-by-step, and she could see exactly what she was doing.** She watches TV for entertainment. She loves soap operas and gossip shows about Indonesian celebrities whose scandals she discusses with her neighbors.

Nur selects inventory for her shop based on customer requests. If she doesn't have an item, she goes to the nearby market to get it from a salesperson she knows, or one that is recommended by a friend. This way, she knows she won't get cheated. **She has heard of Wikipedia from her kids, but thinks its the same as the online shopping site Tokopedia.**



Nokia 3310



OPPO N1

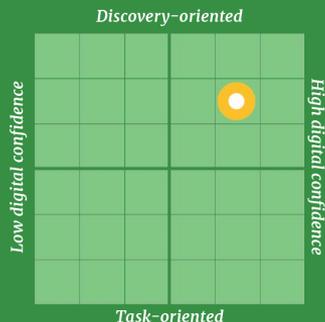


NAME: **Lucas** AGE: **24**

FROM  
Salvador, Brazil

LIVES:  
Santo Amaro, Brazil

OCCUPATION:  
University Student/Office Manager



Lucas is pursuing a Masters in economics at the Federal University of Bahia while working as an office manager at a car rental company. **He spends his day at work; when business is slow, he catches up on homework or watches online videos.** In the evenings, he attends classes. He speaks Portuguese, and is learning English through language learning videos on YouTube.

He is reliant on his Motorola Moto G phone and Amvox tablet for getting online. Despite the slow internet speed at his office and the university, he mostly uses their wifi to get online, to save money on mobile data. WhatsApp and Facebook are free to use with his monthly mobile data plan.

**Lucas has a mobile app for every purpose he uses his phone for; it is how he organizes his tasks.** He usually downloads free apps, but will pay for one that has been recommended by a friend or a blogger he follows. Besides Facebook and Instagram, he has specific apps on his phone for banking, listening to music, recording audios of his classes, sending email to colleagues and professors, and keeping a budget. He has the same apps on his tablet, as well as apps for reading PDFs. **His favorite app is YouTube, because of the range of perspectives and topics you can find.** He likes that the app makes it easy to share music videos or practical videos about tech hacks with his friends on Whatsapp. **He uses WhatsApp differently depending on the seriousness of the group.** He shares funny videos and memes with friends, links about local news and soccer with family, and readings (usually PDF documents) with school groups.

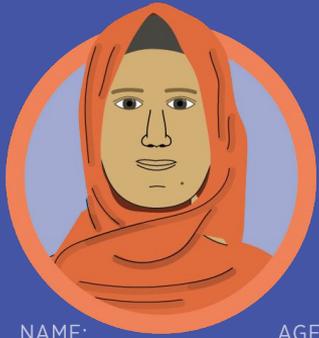
When Lucas visits his parents, who live an hour away in Salvador, **he likes to look up the places he passes or the people streets are named after to learn more about his region.** He usually finds that information quickly on Wikipedia using his phone or tablet's web browser. He trusts Wikipedia for quick facts like that but not for school assignments, because he can't see who wrote the content.



Motorola Moto G



Amvox ATB 440



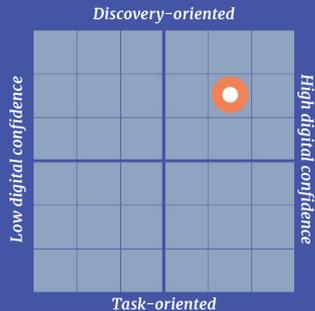
NAME: AGE:

**Intan** **17**

FROM  
Sukabumi, Indonesia

LIVES:  
Sukabumi, Indonesia

OCCUPATION:  
High school student

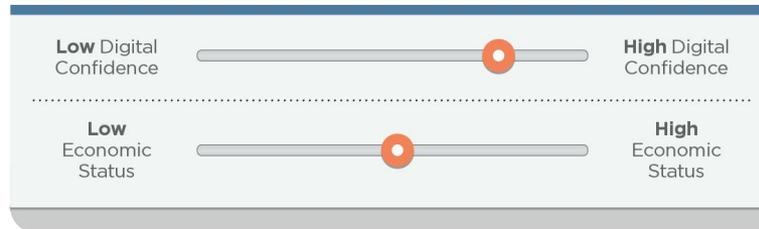


Intan is in her final year of high school. She lives with her parents and two siblings in central Sukabumi. In her free time, she sings in the local choir and practices K-pop dance routines with friends. Even though she has studied English since Grade 1, she doesn't feel comfortable speaking it.

Intan has an Android smartphone. While she has both WhatsApp and Line on her phone, **she prefers Line because all her friends are on it and there are more emojis to choose from. Her teachers use it to send assignments.** Intan has an HP desktop computer at home that she uses for school assignments. She connects it to the internet by tethering to her dad's phone. In the evenings, she watches Korean soap operas with her mom and the local news with her dad. She also enjoys reading comics from the school library and on webtoon, a free comics website.

Intan likes to learn visually. **She follows accounts on Instagram that presents facts with related images, like @WowFakta and @Faktapedia, because she learns new things that seem scientific and that she wouldn't have thought about before.** If she finds something interesting, she will look it up in a google search, and if she wants to learn more, watches a video about the topic in Youtube. Wikipedia articles are usually among the top results for most of her search queries but she finds it boring—there is too much text and not enough pictures or colors. As a result, she only uses it for schoolwork.

Her teacher accepts Wikipedia as a source, but only if she paraphrases the content. **Intan goes to various blogs to compare information she finds on Wikipedia, and to add additional details.** She doesn't know how Wikipedia works, but she knows that anyone can edit because one of her friend edited it with false information once as a prank. This has reduced her trust in the website.



Samsung Galaxy S5



HP desktop computer





NAME:

**Budi**

AGE:

**42**

FROM

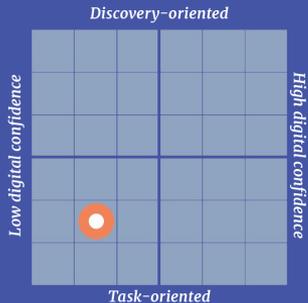
Cianjur, Indonesia

LIVES:

Cianjur, Indonesia

OCCUPATION:

High school teacher

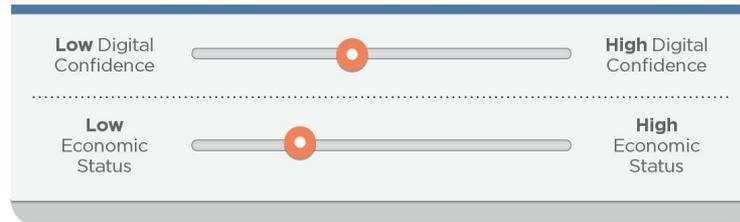


Budi is a teacher in a public high school. He has worked at the same school for 10 years. Before that, he was a teacher at a nearby junior high. He shares a small house in central Cianjur with his wife, a stay-at-home mom, and three children (aged 10 to 14). He has a bachelor's degree in teaching from the teacher's college in Bandung. He mainly speaks Bahasa Indonesian, but still uses Sundanese with his parents; he knows some English, retained from his student days and from watching TV.

**Budi owns a Samsung Grand Duo smartphone with two SIMs: one for calling and texting, and the other for using the internet.** He uses WhatsApp to coordinate meetings with other teachers, or social gatherings with friends. He occasionally goes on Facebook on his phone to check his school's Facebook page for news and photos on school activities. **When he gets home, his family tethers to his phone. His children like to borrow his Android to play games or watch music videos on YouTube.**

Budi prefers to receive information via books, television, and peers. **Budi would like to have more control over his children's and students' access to internet** because he thinks there is too much unnecessary—even dangerous—content on the internet. He encourages his students to read printed books rather than online sources. This includes Wikipedia, a website that he isn't familiar with, but that he knows other teachers don't allow.

Budi likes to watch the evening news on TV each night, and discusses the big stories with friends and neighbors. This is especially important for controversial political stories. **Since there is so much fake news nowadays, Budi feels he must discuss political stories with others before forming an opinion;** others can provide him context from other sources he hadn't considered.



Samsung Grand Duo



Laptop

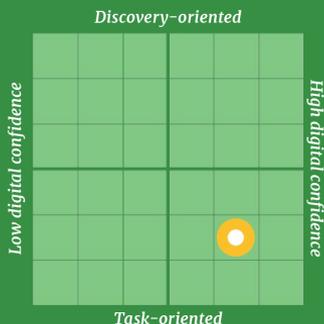


NAME: **Fernanda** AGE: **40**

FROM  
Belo Horizonte, Brazil

LIVES:  
Salvador, Brazil

OCCUPATION:  
Project Manager at a Non-Profit

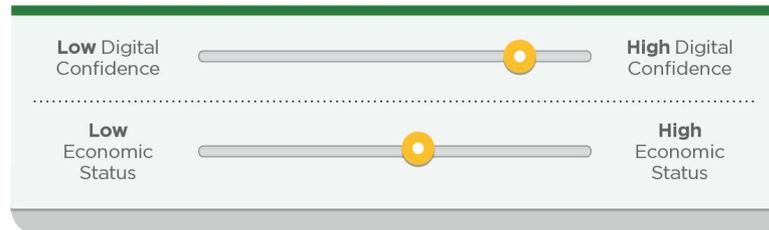


Fernanda works at a non-profit that supports at-risk youth in Salvador. In her free time, she volunteers for a feminist collective on women's rights advocacy campaigns. Fernanda moved to Salvador from Belo Horizonte to study women's studies and social work at the Federal University of Bahia. She lives in a small apartment near the sea with her two teenage daughters. She is raising them alone, since her partner left her. **She prioritizes their education, so much of her income goes to their private school tuition.** She speaks Portuguese and Spanish fluently, and can read and write English, although she doesn't feel confident speaking it.

Fernanda has a Samsung smartphone she uses to keep in touch with her daughters, colleagues, friends and family via WhatsApp. **She asks her daughters about new apps to download to stay up-to-date for her work with youth.** They helped her set up an Instagram account and follow some Brazilian musicians and politicians relevant to her work.

Fernanda uses her Dell laptop to write reports for work, but she rarely takes it outside of her home because she is worried it will get stolen. Her daughters borrow it sometimes for school assignments. **The laptop is connected to her neighbor's wifi. She pays her neighbor a portion of the monthly fee for sharing the password with her.**

Fernanda thinks all information on the internet is biased, so she checks a range of sources to get a critical view of a topic. For example, **when she watches news broadcasts on TV, she crosschecks the story through a Google search on her phone.** Fernanda doesn't use Wikipedia to cross-check information, even though she used it as a student, because anyone can edit it. **She thinks Wikipedia is useful for getting quick facts about people and places, but doesn't always give a well-rounded perspective,** especially of socially controversial issues such as femicide and mental health issues.



Samsung Galaxy S4



Dell laptop



NAME:

**Arif**

AGE:

**26**

FROM

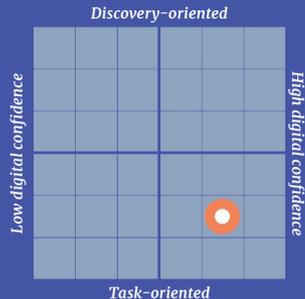
Malang, Indonesia

LIVES:

Bandung, Indonesia

OCCUPATION:

PhD student/University Lecturer



Arif is a PhD student and lecturer in sociology at Universitas Bandung Indonesia. He moved to Bandung for school. He also **volunteers for environmental advocacy campaigns**. He'd met his wife through his volunteer work; they got married a few months ago. They live in northern Bandung, where his wife works at a hospital. **He mainly speaks Bahasa Indonesian, uses the local language Javanese with his parents, and knows English from a high school exchange year he did in the U.S.**

Arif and his wife own Samsung S3 smartphones. He likes the camera, wider screen, and capabilities for faster internet. He has a set payment plan with Telkomsel that provides unlimited mobile data so he can always be online. **When he is not near university wifi, he tethers his Lenovo laptop to his phone to conduct research or browse online.** Arif also owns a Nokia 1110 with a Simpati SIM to call family back home in Malang, since that is the network that is strongest in Malang.

Arif uses his phone mostly to connect with his different social circles in WhatsApp. **He uses Facebook to request and share information on advocacy activities and class materials.** He uses Instagram to browse updates from activists, politicians, and local organizations he follows between classes. Arif prefers reading the news on his laptop because it is easier to check multiple news sources, both local, such as Kompas, and international, such as the BBC. He validates news items he is concerned are a "hoax" by circulating it in his WhatsApp groups and seeing if his peers believe it.

For work, **Arif goes to open access journals such as Portal Geruda and Google Scholar on his laptop.** Arif doesn't trust Wikipedia as an academic source because he doesn't consider crowdsourced to be the same as peer reviewed. **He will use Wikipedia to gain a general understanding of a topic, or to find references that he can use for deeper study.** For fun, he uses it to know more about people (e.g. soccer players) or places (i.e. a city featured on the news).



Nokia 1110



Samsung S3



Lenovo laptop

# Want More?

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For more information on this project, please contact:

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**Thank you!**