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Welcome to Learning Days 2019: Cohort 3



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Refresh our thinking

Problem-solving → Possibility

Narrow interests → Common purpose

Blame → Taking responsibility

Retribution → Restorative

*Based on Peter Block's theory of civic engagement

http://www.peterblock.com/_assets/downloads/Civic.pdf

Community Agreements





Listening to Learn

[Overview](#) from Cultivating Leadership

Practice

Using your Module 1 worksheet:

- Take 10 minutes to reflect on your proudest accomplishment and biggest challenge as an organizer.

Find a partner from a different country.

- Take 3 minutes to share your accomplishment.
- While your partner is sharing, listen to learn!

Next share your biggest challenges.

- Take 3 minutes to share your challenge.
- While your partner is sharing, listen to learn!

Discussion

- How did you as the speaker feel when you were being listened to?
- What did you learn from listening to others' experiences?
- What did you notice about yourself when you could only listen and not interrupt or speak up when you wanted?
- Did you have any common achievements? Common challenges?
- Did anyone hear anything exciting that they want to try or build on?

A stylized illustration of a reindeer in shades of orange and peach, facing right. The reindeer has large, light-colored antlers and is decorated with white floral patterns on its neck and body. It is surrounded by green, leafy branches that frame the illustration.

15 MINUTE BREAK



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The journey to organizing



PATH TO ORGANIZING

ORGANIZING

Wikimedia
Awareness

Wikimedia
Literacy

Editing

Community
Awareness

Community
Involvement

First Wikimedia
Organizing
Experience

Committed
Organizing

Realization that
Wikimedia
projects exist

Understanding
how Wikimedia
is collectively
built, the
practices and
principles of
content creation

The first
experiences of
editing

Realization
that there are
communities of
people on the
platforms, not
just individual
contributors

Engagement with
community
groups, events,
discussion
forums, etc.

One time or
occasional. Often
invited by more
experienced
organizers

Shift from
occasional to
dedicated



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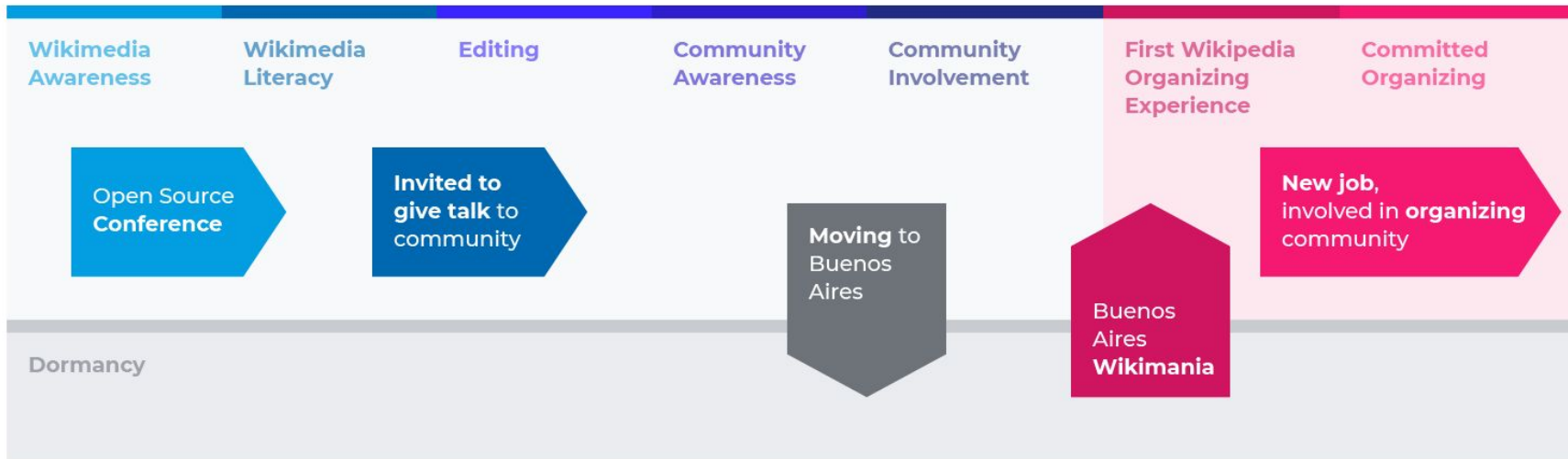
PATH TO ORGANIZING

ORGANIZING



PATH TO ORGANIZING

ORGANIZING



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Mapping your journey

Use Module 2 Worksheet

- What were your catalyst moments?
- What made you feel motivated and kept you engaged?
- What challenges did you encounter throughout your journey?
- Did you ever step away from organizing?
- Where did you receive mentorship along your journey?

Share your journey

In groups of 3 people, take 2 minutes each to share your journey.

- Identify similar patterns (catalysts, motivations, challenges, etc)
- Where are the points we can build catalyzing experiences for engagement?
 - Where can we mentor, connect, or support?
 - What does that look like in your community?
- How do we help build for resilience?



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The background is a dark green color with a repeating pattern of lighter green floral and leaf motifs. The pattern consists of stylized leaves and small, multi-petaled flowers arranged in a grid-like fashion.

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Movement Leadership

A leader...

- Is a role model, a strong listener, and is open to constructive criticism
- Recognizes and brings together the capacities of others to achieve a mutual goal
- Builds an inspiring vision and sets a clear direction to enable team members to collaborate successfully
- Solve conflicts instead of avoiding them
- Creates a safe and welcoming environment that supports and encourage newcomers
- Turns limitations into opportunities
- Inspires, motivates, and empowers others to take action



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Reflect & Post it

- Why is leadership important in our movement?
- What are some of the most important leadership skills?
- What do leaders in your community need to grow?



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Brainstorm

After reviewing the posters, what new possibilities have you discovered to support, empower, or build positive leadership in your community?

Take 5 minutes to write down your ideas on your worksheet.

Choose one idea you would like to practice in your community.



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Share & Develop

Get in groups of 3 people.

Each person will take 2 min sharing their idea with the group.

After one person shares the other group members will offer best practices and contextual factors to consider.

Plan

- What are the next steps you will need to take to implement this idea in your community?
- How will you know if you have facilitated leadership in your community? What will success look like?

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The background is a dark green field with a repeating pattern of lighter green floral and leaf motifs. The motifs include stylized leaves and small, multi-petaled flowers.

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Welcome to Learning Days Day 2!



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Module 4: Movement Organizers



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Movement Organizers Findings



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We suggest you listen for concepts that:

- Inspire
- Lead to questions
- Highlight your experiences



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Who are organizers?

In the Wikimedia Movement, Organizers are fundamental to the healthy functioning of communities; they organize events, build community identity, set movement strategy, develop partnerships, and propel campaigns producing quality content.





MORE THAN

400,000

INDIVIDUALS INVOLVED

IN ACTIVITIES



MORE THAN

6 million

CONTENT PAGES

CREATED OR IMPROVED

Why research now?



NAME: **Shilpa Bothra**

AGE: **48**

FROM: **Bhilwara, India**

LIVES: **Jaipur, India**

OCCUPATION: **Homemaker/Tutor/Artist**

BIOGRAPHY

Shilpa is an artist who taught herself how to paint in the traditional style of the Bhilwara region, where she grew up. She moved to the state capital, Jaipur, after marrying a clothing salesman. She supplements the family income by working as an art tutor for the neighborhood children. Her husband owns a desktop computer and has an Airtel WiFi modem at home.

Shilpa is very social, and it was her friends who first convinced her to go online. They installed Facebook and WhatsApp on her phone so that they could all stay in touch. She has also found the internet useful for her art. Her husband installed the YouTube app on her phone and showed her how to search for video tutorials on new painting techniques. A few loyal customers successfully encouraged her to sell her paintings on Facebook.

Shilpa speaks Hindi and Marwari, a regional language spoken by her family; but her main sources of news are in Hindi, which was her medium of education. She watches Hindi news on TV and reads the *Rajasthan Patrika*, a Hindi newspaper. Her husband can read English newspapers but subscribes to the Hindi versions for her and her mother-in-law, who lives with them.

Shilpa is very proud of her two children: Gagan, who is studying commerce to 12th grade to become a businessman like his father, and Savita, who is completing her Bachelor's in History at JNU in Delhi. She stays in touch with Savita usually via WhatsApp chat and voice calls. Her children don't have the patience to teach her how to make better use of her phone, so she sticks to familiar apps.

Last year, Shilpa's husband installed UC Browser Mini on her phone and told her that it is the fastest search engine, but she rarely uses it. She found the UC Browser notifications annoying, so he did something to minimize their appearances. Her husband used to help the children with school projects on the desktop computer at home; and by watching them, Shilpa learned how to search on Google. But today, if she needs to find information online, she still asks her husband for help because his English is much more advanced than hers, and he knows which links to click.

She has never heard of Wikipedia and cannot recall ever using it.

DEVICE USE

Xolo Era smartphone

PRIMARY USE: Social networking via WhatsApp and Facebook; selling artworks via Facebook Learning; painting techniques on YouTube.

NETWORK: Only uses her phone to go online while at home, when she can connect via the Airtel modem. Rarely leaves her home, so she does not have data on her phone.

DETAILS: Her husband bought her a phone with a large screen to make it easier for her to type and view images.

Desktop computer

PRIMARY USE: Husband used it to help their children with school projects.

DETAILS: Husband uses it to search for information for her when asked.



Awareness of Wikipedia

Access to Internet



Low Digital Confidence | High Digital Confidence

Low Economic Status | High Economic Status

Original Status | Current Status



Social Changer

Jae-Hee

AGE: 27 years old

EDUCATION: University

LOCATION: Seoul, South Korea

OCCUPATION: Freelance graphic designer

Technology comfort level

Low ----- High

Writing comfort level

Low ----- High

Macbook Pro PRIMARY USE: Graphic design work, maintaining her website, writing, editing Wikipedia.

iPad PRIMARY USE: Reading, looking for inspiration for her work, and doing internet browsing when she's not at home.

iPhone 6S PRIMARY USE: Calling, messaging, friends on Kakao Talk, Twitter.

Background

Jae-Hee graduated from university two years ago and currently works as a freelance graphic designer. She lives in the suburbs of Seoul, with her parents and younger sister. In her spare time, she works on her digital art and photography, which she uploads on her personal website, through WordPress. She loves reading, particularly fiction and science fiction stories, in both Korean and English.

Jae-Hee. While in university, she took a class on design and sustainability and became interested in environmental issues. Now she volunteers for an environmental education nonprofit which educates people about living a sustainable lifestyle, and stress their lifestyle tips on her personal website.

Tech Habits

She first started using a computer in grade school, and got her first smartphone in high school. She uses social media widely, particularly Twitter to share her work and writing, and to follow other

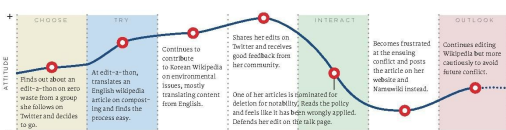
environmental groups. She is well-known by her online username, "Jip". She learned basic HTML to run her website, and uses Adobe software for her graphic design and art.

Perceptions of Wikipedia

She first used Wikipedia in university, and then started to use it more frequently while researching fantasy literature and inspiration for her art. She mostly uses English and Japanese Wikipedia, because she often finds Korean

translations or limited information on Korean Wikipedia. She uses Wikipedia as a formal, proper source of information, compared to other websites like NaverWiki which has more colloquial, but also more relevant and collaborative.

Editing Journey



Experience Goals

- To freely share her opinions and knowledge without conflict or restraints. Be able to share her online.

End Goals

- To raise awareness on environmental issues.
- To collaborate with other environmentalists.

Challenges

- Understanding Wikipedia policies. Her unfamiliarity and incoherence. Frustrates her that she can't edit when she has the answers. Like on her own website.
- Social conflict seen and experienced on Wikipedia. Has received strongly negative responses to her edits.
- Translation takes a long time. The multiple translation tool on Wikipedia on does so much, and she has to translate most of the content on her own.

REBOOT

New Readers (2016)

New Editor Experiences (2017)

What did we collect?



REMOTE INTERVIEWS:

28 one-hour remote video

interviews with Organizers and community experts from a variety of Wikimedia and analogous contexts.



IN-CONTEXT IN DEPTH

INTERVIEWS:

27 two-hour interviews with individual Organizers in Ghana and Argentina.



GROUP INTERVIEWS:

Santa Fe, Argentina and

Kumasi, Ghana: the research team met with three different local groups to better understand the interactions between team members and the shared identity, goals, and development of the group.



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Different types of positions within the movement

Volunteer

Paid by Wikimedia
Movement

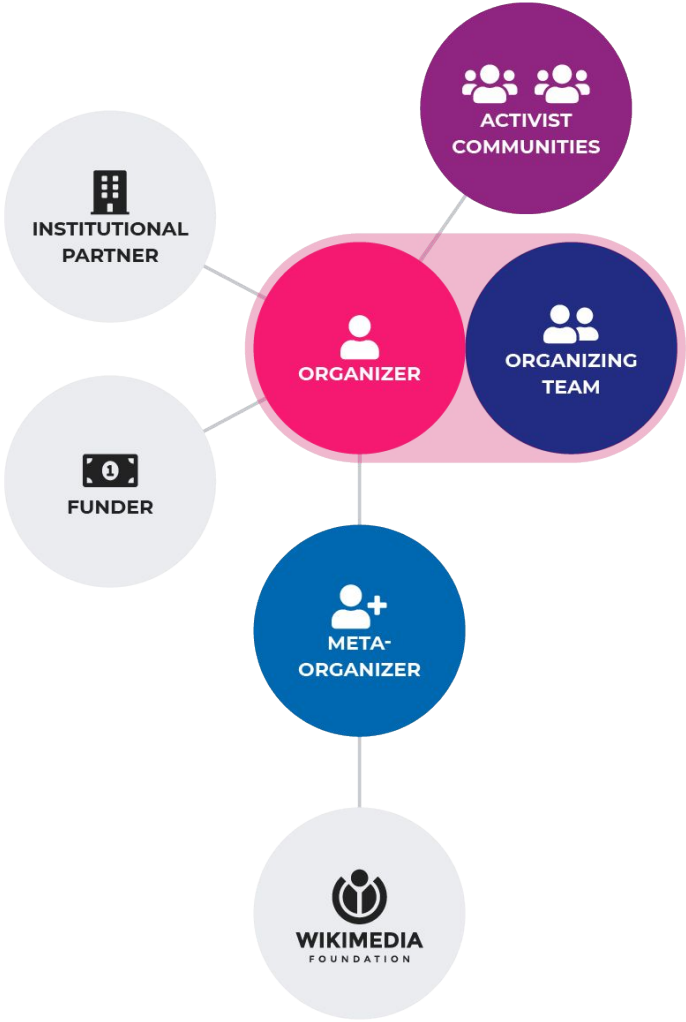
Paid by another institution

Professional ally

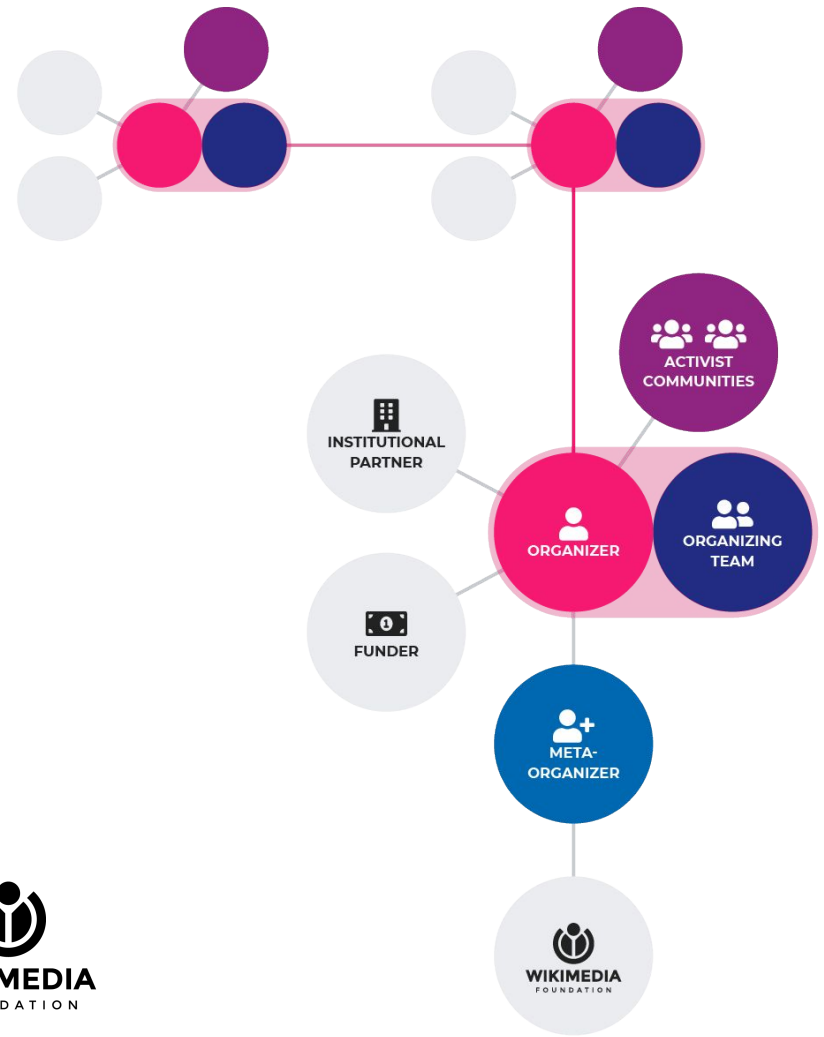
**Motivations
are diverse
and change
over time for
most folks**



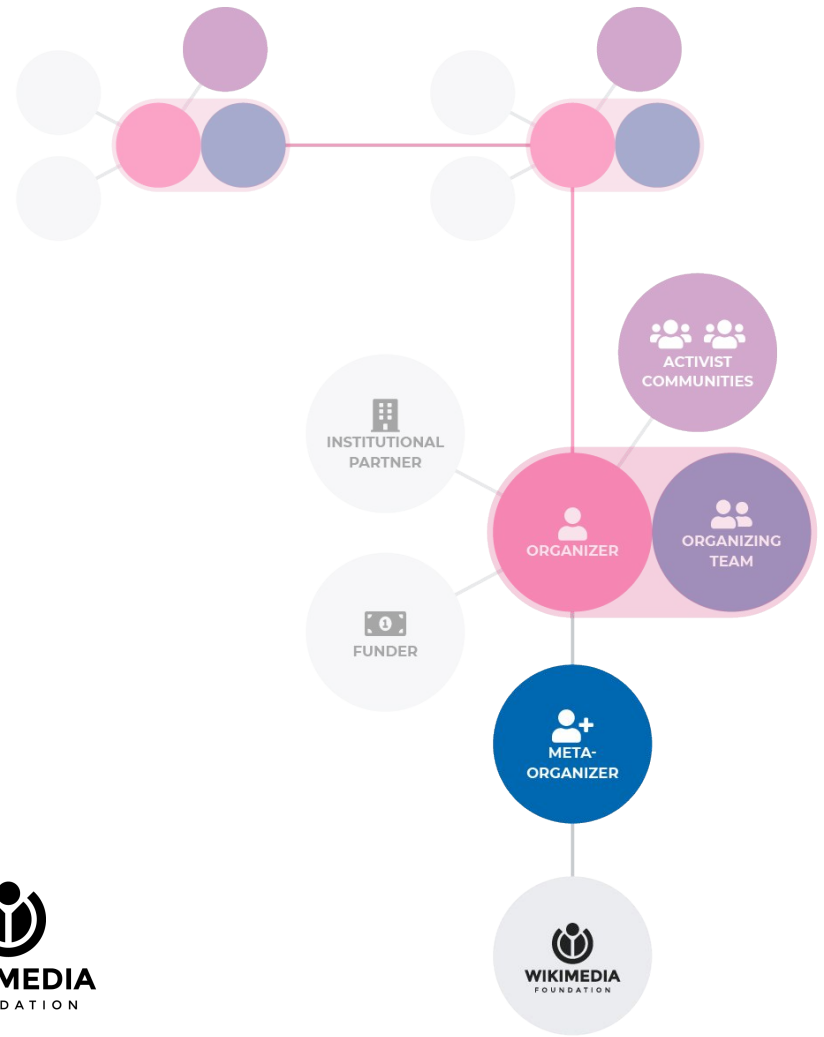
A Common Network of Collaborators



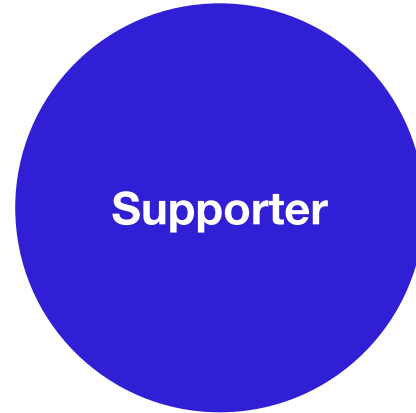
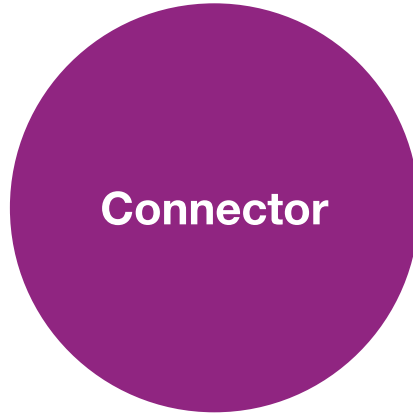
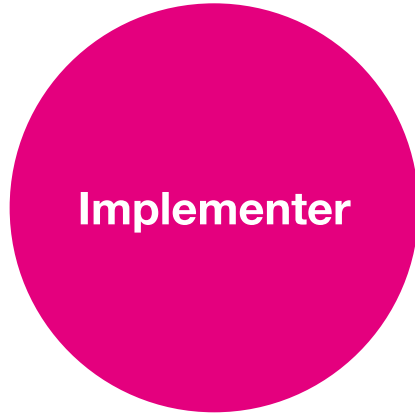
**Right now there
is a lot of risk
because new
organizers often
have one
Meta-Organizer
point of contact**



**Right now there
is a lot of risk
because new
organizers often
have one
Meta-Organizer
point of contact**



Among Organizers People Take on Distinct Roles



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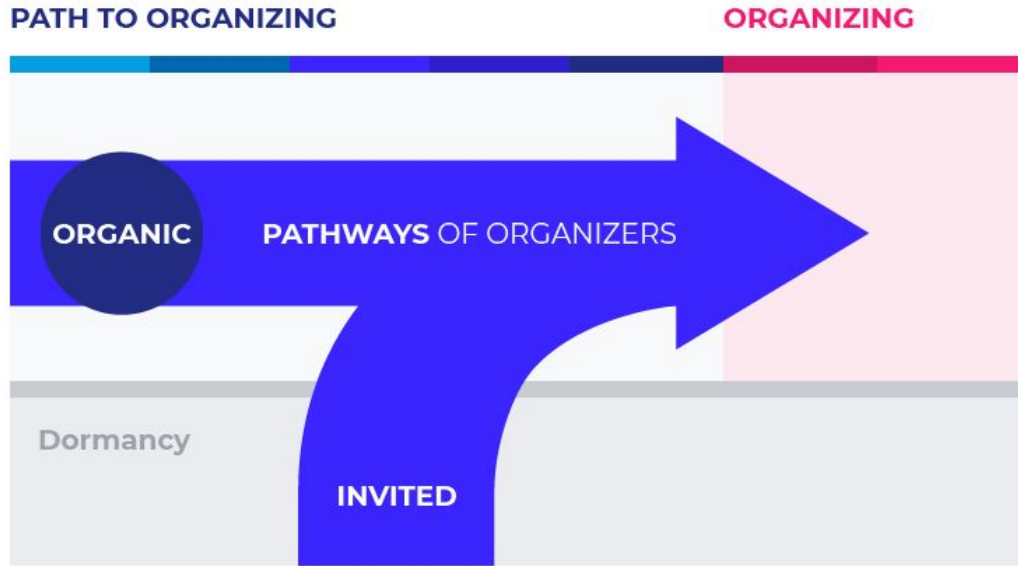
Design for Similar Journeys

PATH TO ORGANIZING

ORGANIZING

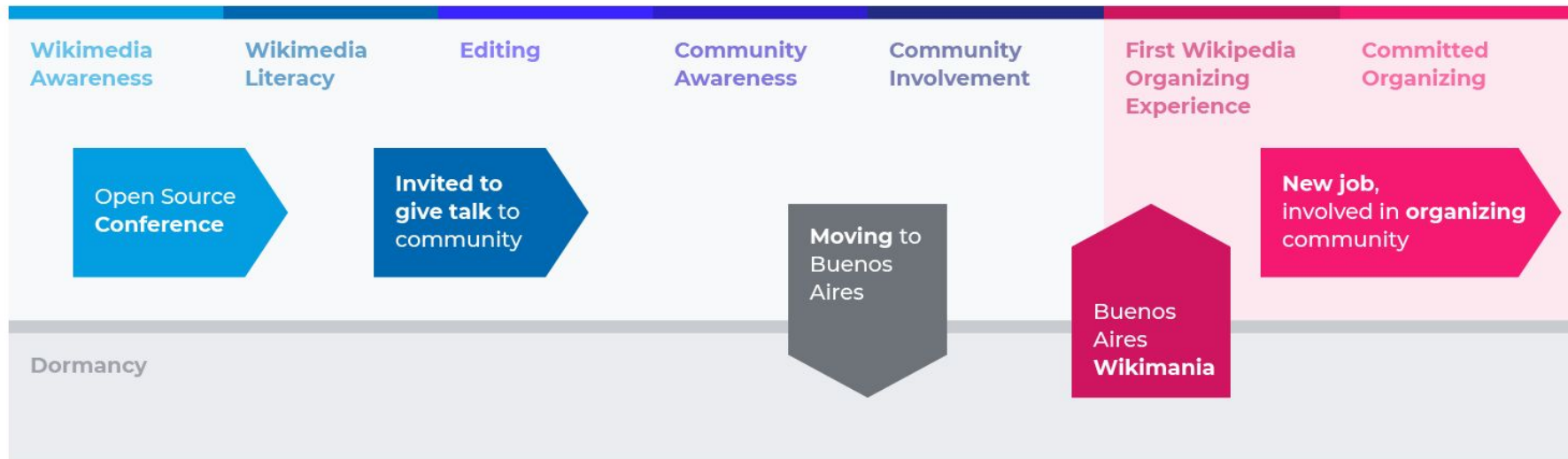


Recommendation 1

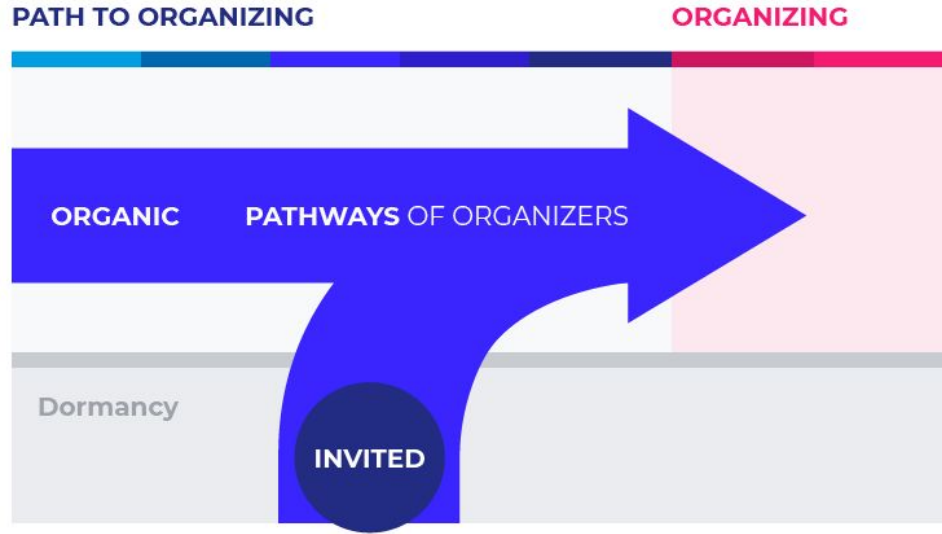


Plan to take advantage of catalyst experiences

PATH TO ORGANIZING



Recommendation 2



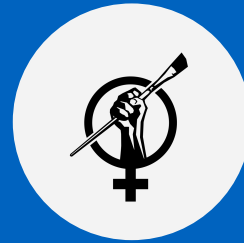
Align with activist and ideological communities



“Open”



Activism



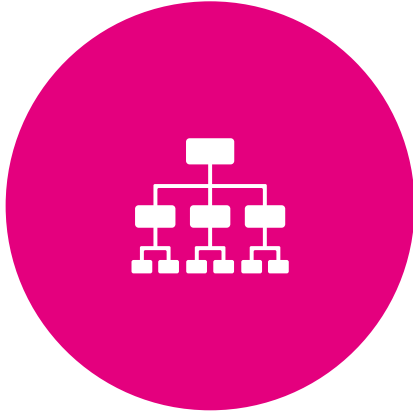
Recommendation 3:

$$\text{Engagement} = \frac{\text{Motivations}}{\text{Challenges}}$$

Retain Organizers by increasing motivation and decreasing challenges.

Range of Challenges

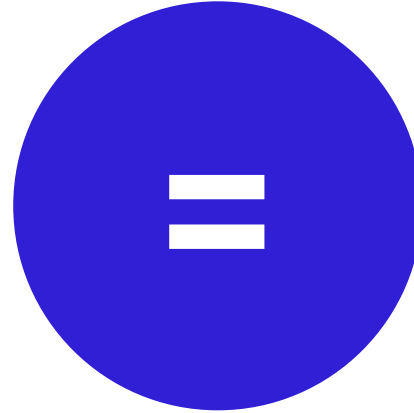
Structural / System
Challenges



Personal Risks
& Burdens



Contextual Equity
Challenges



Reflection

- Which insights speak to you? How would you want to use them? Where do you have questions?
- Looking at the table of motivations and challenges: what seem to be most pressing for organizers in your community? Which of these challenges do you want to learn more about from other community members?

Group discussion

- Does anything surprise you about these findings?
- Does anything feel familiar from the work you have done?
- Are there additional motivations, challenges, and recommendations that you see within your own community?
- What questions do you have?

Activity: Design Research



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Using research data to design new projects

Design research is a practice, consisting of many methods, to learn needs, challenges, goals and motivations of people, in order to solve problems, and address opportunities in support of people learned from.



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Analysis

Frame insights:

Find patterns in quantitative and qualitative data and extract insights.

Know context and people: Look at the big picture for insight into contexts and people, unmet needs, and opportunities.

Research

abstract

Synthesis

Explore concepts:

Generate and evaluate concepts against research data and with users they are designed for.

Frame solutions: Prioritize and plan for implementation of solutions and offerings.

Realize solutions / offerings: Define MVP and release plan, build prototypes, iterate toward refinement with beta, release, maintain and sunset.

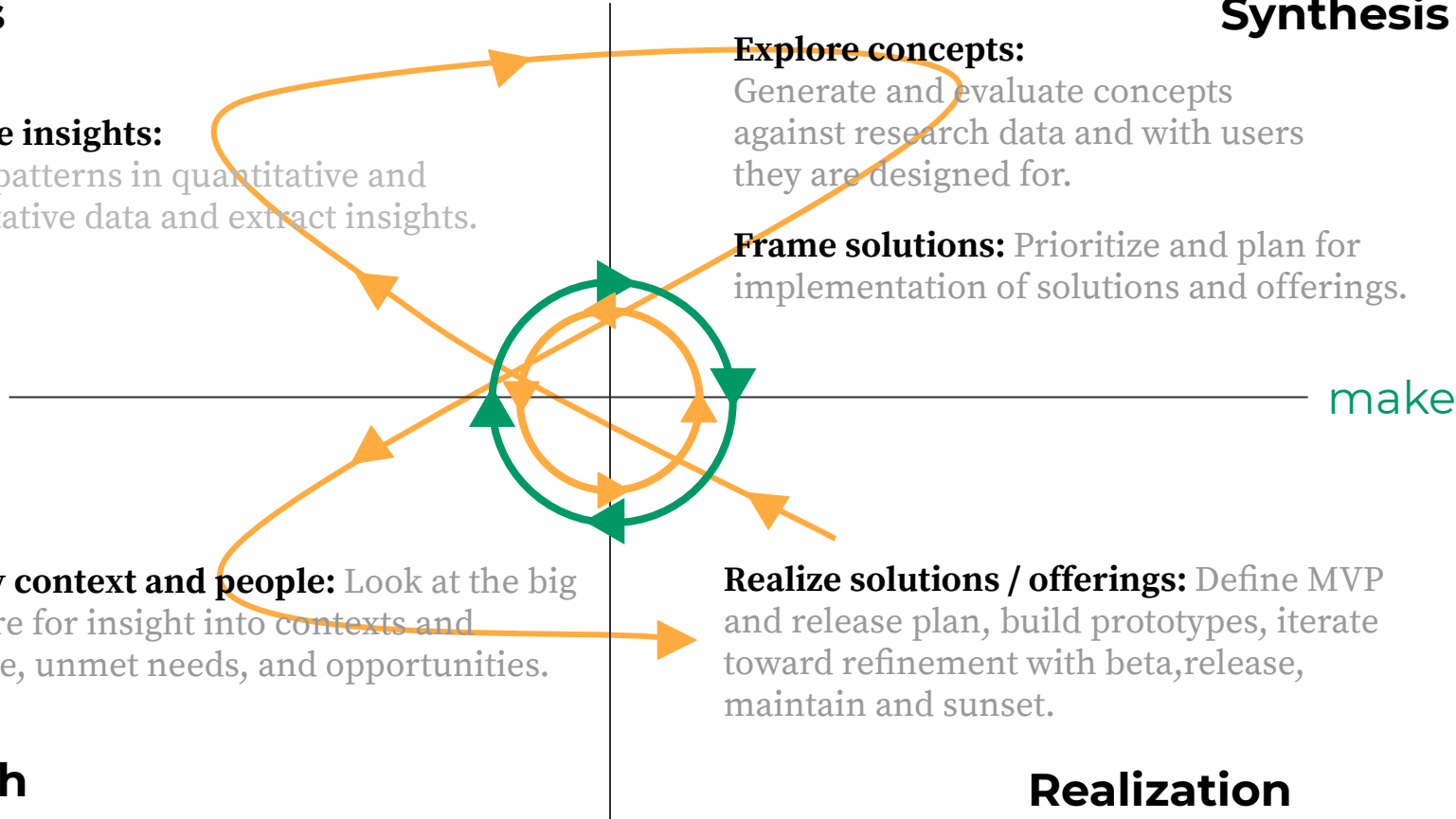
Realization

(Implementation)

concrete

understand

make



Movement Organizers research: Findings

The report outlines 10 different findings: 6 describe movement organizers, and 4 describe their challenges. We will only focus on some of these during this section.

Communities and networks

Most successful Organizers are supported by a group of people around them. These include other Organizers who share roles and responsibilities, meta-Organizers who provide information about how to work within Wikimedia, institutional partners and professional allies, and funders.

There are three primary strategies for building network resilience:

1. Investing in the **development of meta-Organizers**, who provide Wikimedia expertise and mentorship across multiple communities;
2. Encouraging the **development of Organizer groups that share volunteer load** provides more stability for local volunteer communities;
3. **Building redundant connections** to keep Organizers connected in both their local and global communities provides a way to retain talent, even if Organizers should leave their own local communities.



Structural/Systemic challenges

1. **Straddling multiple ecosystems.** Organizers are constantly mediating across different systems and contexts to try to achieve their goals. While they are intimately familiar with their own local context and the needs of the community they are trying to build, they also need to align with the expectations of local partners, the requirements of the Wikimedia community, and to communicate the Wikimedia context back to their own community.
2. **Lack of clarity in organizing expectations.** When clear organizing guidelines or structures are not defined and understood, individual Organizers find themselves struggling alone to determine what the right next move should be, or what their responsibilities are towards their community.
3. **Lack of visibility into the movement network.** Even relatively isolated local Organizers were aware that somewhere another Organizer like them might have similar experiences that, if shared, could inspire their work.

Structural/Systemic challenges

4. **Insularity of Wikimedia movement.** The culture of the Wikimedia movement itself challenges many new Organizers. A strong “meritocracy” and informal hierarchy created by edit counts and persistent entrenched community members is challenging for new editors, Organizers, and communities. Reputation and recognition depend on on-wiki meritocracy and affiliate structures, and Organizers contributions are not always recognized by the established communities.
5. **Choosing a language for reach.** Some Organizers choose to participate in English, even when not their primary language, because as an internet language, English content reaches the most people. This applies to online contributions as well as to project proposals where Organizers are seeking feedback.

ELORM — 24

OPEN EDUCATION ACTIVIST

📍 Location

Kumasi, Ghana

📄 Occupation

Local public school technology teacher

🗨️ Languages

English

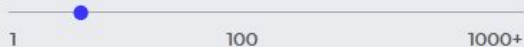
📱 Devices

Android smartphone, borrows cousin's laptop when necessary

Organizing skills



Organizing career – people impacted



Wikimedia projects fluency



Goals

Desired organizing experience

- ▲ Mentoring and support in building partnerships with local schools.
- ▲ Better tools for finding free educational content for his school.
- ▲ To know his work is valuable for students and teachers.
- ▲ Access to a laptop for editing and organizing Wikimedia events.
- ▲ Easier Android Wikimedia editing tools so he can teach students to edit.

Long term goals

- ▲ To create free educational content for Ghanaian primary school students that reflects Ghana's context and culture.
- ▲ To equip his students with tech skills they need to succeed in the world.
- ▲ To find a job within Wikimedia to work on free educational content.
- ▲ To preserve knowledge from communities in Ghana on the internet.

Challenges

- ▼ Accessing the internet: it is expensive and slow in Ghana.
- ▼ Electricity not always being available, and



Elorm's roles

Supporter

- Facilitator
- Emotional Supporter
- Innovator

Implementer

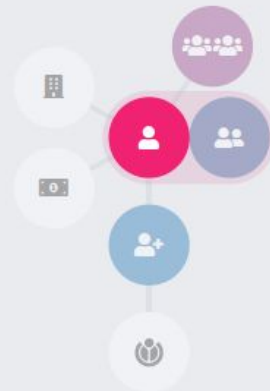
- Event Organizer
- Teacher

Connector

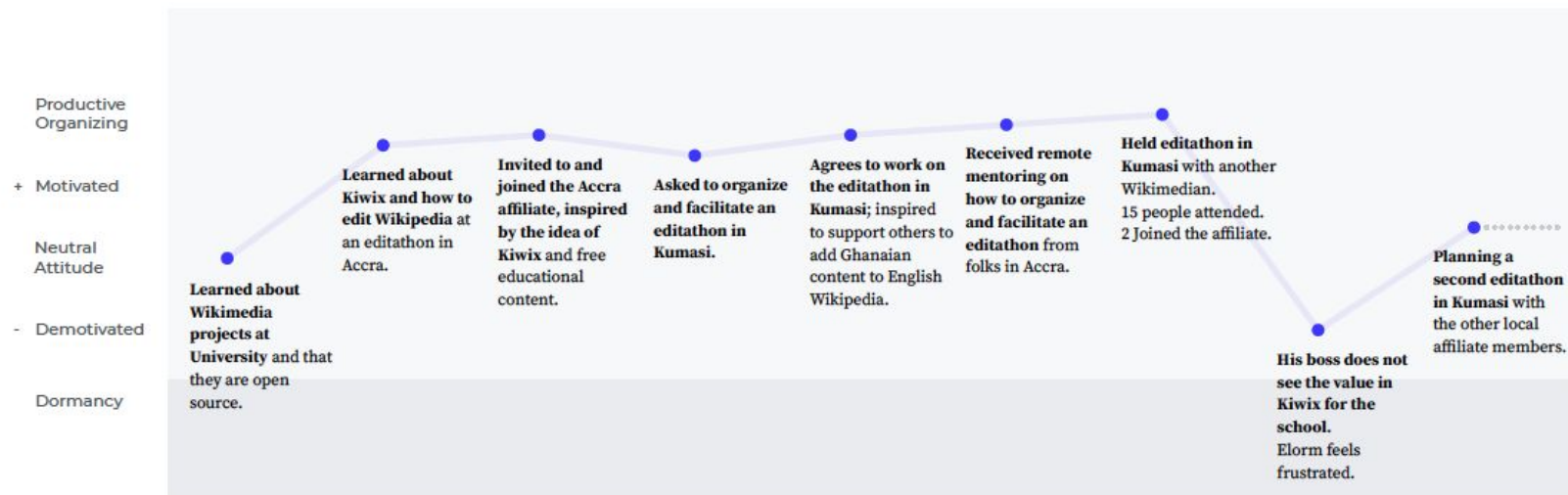
- Recruiter

In the network

Organizer



Open Education Activist – Elorm's journey



CLARA — 32

LOCAL ACTIVIST



Photo by UN Women (CC BY-NC-ND), <https://lic.4r/p/BUHPFW>

📍 Location

Cordoba, Argentina

📄 Occupation

Freelance journalist

🗨️ Languages

Spanish, limited English

📱 Devices

Android Smartphone, Dell Laptop

Organizing skills



Organizing career – people impacted



Wikimedia projects fluency



Goals

Desired organizing experience

- ▲ Mentoring and support to improve at Wikimedia projects within her community.
- ▲ Validation of her volunteer work from the international community.
- ▲ Understanding of how her Wikipedia contributions impact the way other journalists write about her community.

Long term goals

- ▲ Facilitate her community's knowledge creation and sharing.
- ▲ Preserve Cordoba's local history and current events as part of world history.
- ▲ Opportunities for personal development so that she can be better at supporting her community in sharing local knowledge and history.
- ▲ More members of her community reflecting on how knowledge is created.

Challenges

- ▼ Access to economic resources in the overlooked city of Cordoba. Most resources go to Buenos Aires.
- ▼ Event-induced stress - it's a constant concern that people will not show.

Clara's roles

Implementer

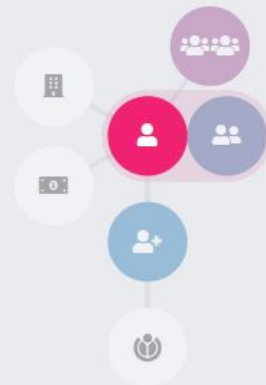
- Event Organizer

Connector

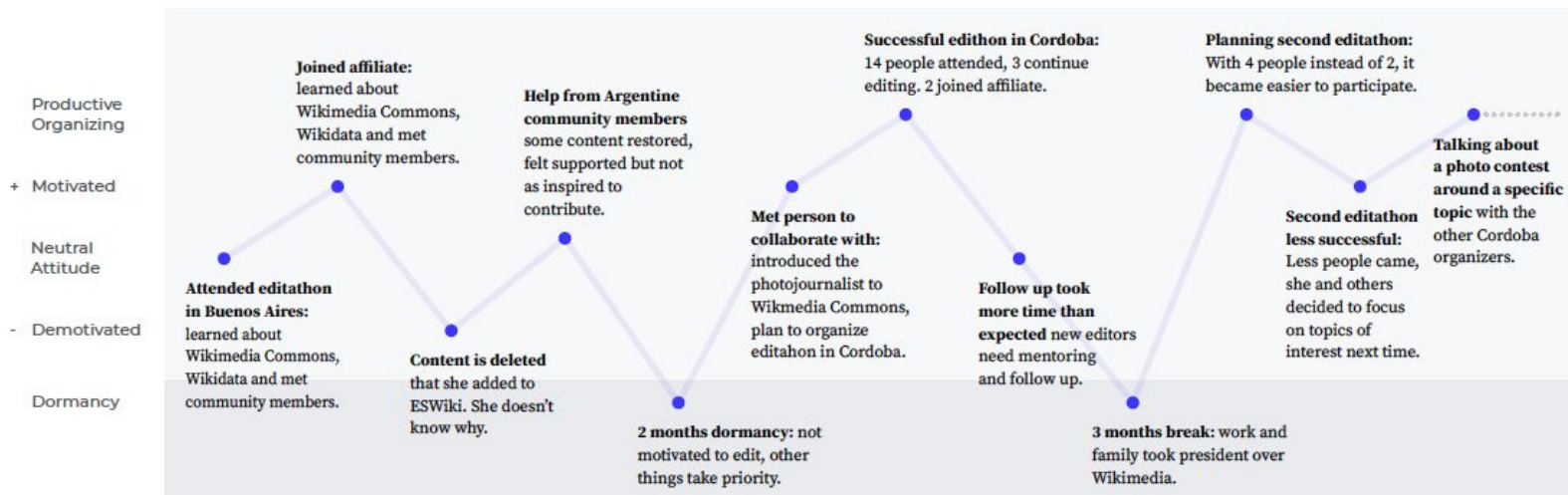
- Publicist

In the network

Organizer



Local Activist — Clara's journey



TEMAH — 25

OPEN MOVEMENT ACTIVIST

📍 Location

Accra, Ghana

📄 Occupation

Volunteer for open source projects, including Wikimedia and Open Street Maps

🗨️ Languages

English

📱 Devices

Android smartphone, shares a Dell laptop with her sister

Organizing skills

Basic Confident Guru

Organizing career – people impacted

1 100 1000+

Wikimedia projects fluency

Simple skills Competent Complex skills

Goals

Desired organizing experience

- ▲ Mentoring and support to learn more about project management.
- ▲ Better learning opportunities from other organizers from Wikimedia and other NGO organizations in West Africa, as professional development.
- ▲ Validation that her work is valuable for her community.
- ▲ To find a job that she cares about and is passionate about.

Long term goals

- ▲ Expand the reach and resources for her Wikimedia affiliate, so they have easy access to physical space, internet and computers for events.
- ▲ A dependable income. She hopes that one of her many volunteer projects might provide income in the future.
- ▲ More opportunity to learn additional skills, and deepen the skills she possesses.

Challenges

- ▼ Electricity fluctuations in Accra disrupting her edits to Wikimedia projects.
- ▼ Editing full articles on her phone is challenging, instead, she adds images to Commons and English Wikipedia articles about famous Ghanaian women.

Temah's roles

Supporter

- Emotional Supporter
- Innovator

Implementer

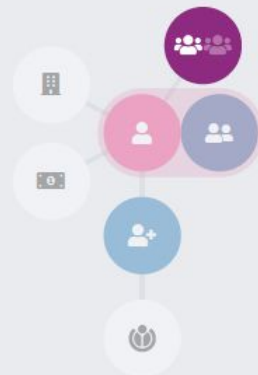
- Event Organizer
- Treasurer
- Project Manager

Connector

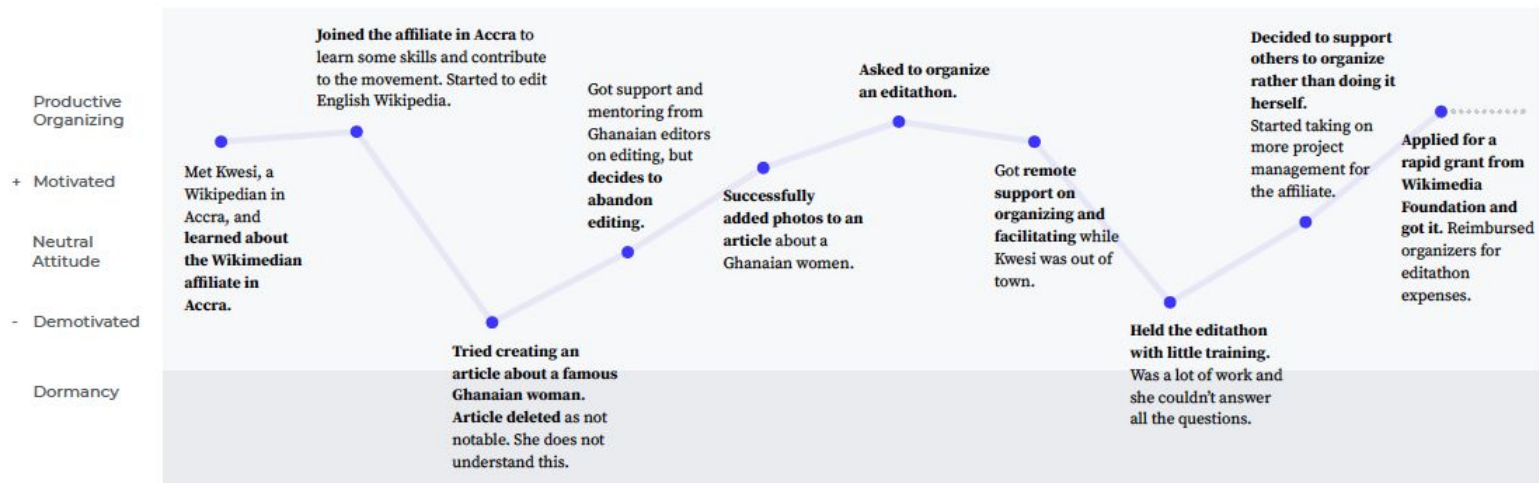
- Publicist

In the network

Activist



Open Movement Activist — Temah's journey



Exercise (60 minutes)

1. Focus on the **goal**: *Develop and attract organizers in other cities in your country.*
2. Think about the **findings** shared:
How are these findings relevant to your community?
3. Work with your assigned **persona**:
What kind of support would someone like this need to respond to Wikimedia processes, environment, and culture?
4. Propose 2 or 3 **ideas** that address these findings, and how it connects to the persona you are working with.

Where can I find more research?

- New Editor Experiences research: https://www.mediawiki.org/wiki/New_Editor_Experiences
- New Readers research: https://meta.wikimedia.org/wiki/New_Readers
- Research portal on Meta-Wiki: <https://meta.wikimedia.org/wiki/Research:Index>
- Research category on Meta-Wiki: <https://meta.wikimedia.org/wiki/Category:Research>
- Research portal: <https://research.wikimedia.org/index.html>

Module 6: Growth Framework



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Why build a shared framework for Growth?

- Concept of community growth is becoming more important to strategy in WMF and Movement
- Extensive body of research making recommendations about how to support community growth, but hard to make decisions at a leadership level.
- Communities have a hard time evaluating their own relative development to other communities and to the support provided by the Foundation.



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What we need from you!

- Explore and test these concepts that we are beginning to develop -- especially what you see or witness with the communities you interact with
- Helps us better understand and address different communities, contexts, and capacities (i.e. apples and oranges comparisons)
- We are looking for your mentorship here, does this map to your experience? What else would you like this to do?



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Building A Community Growth Framework | **Growth Framework**

CONDITIONS OF READINESS

Signals that a community is ready for growth

INTERMITTENT GROWTH STATE

Characterized by a dynamic window of developing capacities and community structures which can increase growth

RESILIENT STATE

Growth can be maintained or strategically changed



Individuals/communities go through this journey

Time for each varies

The background is a dark green color with a repeating pattern of lighter green floral and leaf motifs. The pattern consists of stylized leaves and small, multi-petaled flowers arranged in a dense, repeating grid.

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THANK YOU!



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