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Free Children's Encyclopedia Project

Concept for a
child-oriented encyclopedia wiki

("Wikipedia for children" / "Klexikon project")

funded by the Funding Program for Free Knowledge
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Summary

Wikimedia Deutschland (WMDE), the support organization behind the German-language Wikipedia, made the “Free Children’s Encyclopedia” project possible thanks to its Funding Program for Free Knowledge. The project ran from June 2014 to March 2015 under the leadership of a project team made up of Michael Schulte and Ziko van Dijk. The goal of the project was to develop a concept for an encyclopedia wiki targeted at children. The team came up with a kind of guideline for creating a “Wikipedia for children.”

In December 2014, Schulte and van Dijk founded an online encyclopedia of this kind, which they named “Klexikon.”¹ For the purposes of this project, the Klexikon can be considered as a model wiki. The authors who volunteered their services to the Klexikon already consider it a “living, breathing” encyclopedia wiki.

For various reasons, until now it has not been possible to create such a communal encyclopedia that is truly child-oriented. There is general agreement that Wikipedia has been written for adults and is not appropriate for children; and yet, according to the 2014 KIM study, 27 percent of all children who go online use Wikipedia at least once a week (the figure for 2012 was 34 percent).²

The Free Children’s Encyclopedia project has been attempting to find out what would be required of a “Wikipedia for children.” To do so, it has looked at previous initiatives and current wiki projects by and for children in Germany and other European countries. However, neither in Germany nor abroad is there a truly child-oriented encyclopedia wiki that could be used as a model or starting point.

The project team was keen to come up with a concept that could be easily implemented. It was partly for this reason that the project adopted some rules from Wikipedia. While some rules were modified, and others introduced, the basic Wikipedia principles were maintained: encyclopedic approach, free content, neutral point-of-view, and respectful behavior of authors toward one another. Additional rules had to be made to meet the special requirements of child-oriented articles: using simple language, taking children seriously, respecting the lifestyles and attitudes of younger users. Another important project objective is shaping a community whose members invest their energies in composing and editing articles and are keen to ensure a pleasant, cooperative atmosphere.

The involvement of children was an important part of the project, as it was essential to find out how children can contribute particularly effectively to shaping a “Wikipedia for children.” One important lesson learned was that, as authors, children require a great deal of assistance from adults; this can easily create more work for the adults than simply writing the articles themselves. As with other types of media for children – which a free children’s encyclopedia ultimately is – the content should primarily be generated by adults. But in certain cases it can be very beneficial to have child authors – not least because this makes the tone of the discussions more child-appropriate. What’s more, having children and entire school classes on board can be very useful when it comes to assessing contents and functions and making suggestions for improvements.

1 <http://klexikon.zum.de>

2 <http://www.mpfs.de/fileadmin/KIM-pdf14/KIM14.pdf>, p. 34 ff.

In order to test out all the considerations in practice, in November 2014 the model wiki Klexikon.de was installed. Over the months from December 2014 to March 2015, around 50 authors and contributors collaborated on 400 articles. This was made possible by a mix of keen writers and critical revisers. Each article was written according to the minimum requirements (at least five sentences with the most important information on the topic composed in child-appropriate language) and at least three authors were involved in drafting the articles, improving and expanding them where necessary, and then approving them as final articles. Students from the project schools also reviewed over 50 articles and gave feedback. Based on the number of edits, the level of activity of the Klexikon contributors was comparable to several smaller Wikipedia sister projects.

The articles created allowed the project team to constantly hone the rules and recommendations for a child-oriented encyclopedia wiki, resulting in a concept that has been tested under conditions as close to reality as possible. Of course, with 400 articles, it is much smaller than Wikipedia, but in a very short period of time it has almost attained the scope of a printed encyclopedia for elementary school children.³ Apart from that, we must remember that the German-language Wikipedia also started out small; after three or four months the first 1,000 articles were ready.⁴

The Free Children's Encyclopedia also attaches great importance to attracting new authors. During the project, this was found to be a very time-consuming yet worthwhile endeavor. Then what use is an excellent concept if no regular active contributors can subsequently be found for it, for whatever reason?

The project demonstrated that the authors easiest to attract to a free children's encyclopedia were those existing Wikipedia authors who have children or who work with children. Other adults with no wiki experience have to be motivated and assisted on an individual level, because even a wiki that is much more straightforward than Wikipedia and has fewer (formatting) rules requires immersion in wiki principles. As a result, many newbies do not have a clear idea of what awaits them. At the same time, the project team has to explain to wiki veterans why certain rules do not apply when children are the target group, why other rules have been changed, and why new ones have been introduced. Such new rules include the need to register and to give one's full, real name, and a limit on the number of new topics.

In the months up to March 2015, some daily newspapers, children's magazines and family magazines (including some with high circulations) and online media reported very positively on the project in interviews, bulletins and full-page reports (see Appendix D). The 400 Klexikon articles are already listed on the three major search engines for children – Blinde Kuh, fragFINN and Helles Köpfchen – where they are easy to find or are even recommended on the home page. This shows that the Klexikon model wiki is already being perceived as a new online service for children. This concept is now to form the basis for further efforts on the road toward a "Wikipedia for children."

The concept has been translated into English so that it attracts more international attention.

³ Examples: *Das Ravensburger Grundschullexikon von A-Z* (Ravensburger Verlag, 500 articles), *Duden Grundschullexikon* (Dudenverlag, 650 articles)

⁴ https://de.wikipedia.org/w/index.php?title=Deutschsprachige_Wikipedia&oldid=140143709

Introduction

Project motivation and goals

Wikipedia is one of the world's most popular websites. Many children in German-speaking countries use it regularly. But Wikipedia is not written for children: many articles are not formulated and structured in a child-appropriate way; and they are often long and thus not easy to follow. Wikimedia Deutschland (WMDE) even explicitly mentions this fact in a brochure for schools:

*“From a media education point of view, it is not recommended that children of this age look for information via online services targeted at adults – and that includes Wikipedia – in particular because the information provided is cognitively challenging, the texts are long, and the navigation is not “child’s play.” Children starting to use the Internet should be taught about seeking information via children’s search engines such as fragFINN or Blinde Kuh – the first step in providing media education is teaching children the best way to look for information.”*⁵

The Federal Ministry for Family Affairs agrees: its brochure “Ein Netz für Kinder – Surfen ohne Risiko?” (An Internet for children – surfing without risk) states that Wikipedia is intended for adults and includes topics unsuitable for children. Instead, the ministry recommends children conduct Internet searches on more appropriate websites.⁶

In recent years, voices within the Wikipedia movement have frequently expressed a desire for a “Wikipedia for children” with more straightforward articles. There have also been initiatives outside the movement.

Wikipedia plays a daily or regular part in the lives of many adults who have to deal with children’s questions as teachers or parents. Teachers contacted as part of the project and/or who cooperated on the project (project schools, ZUM e.V., model wiki authors, Twitter, conferences) reported having to deal with the irritation of students printing out or copying Wikipedia articles for talks or homework without having understood the contents.

To gain answers to their children’s questions, parents have to conduct long-winded searches on Wikipedia or on a variety of children’s websites with different focuses. So it is only natural that both parents and teachers are very interested in a “Wikipedia for children.” This also explains why so many media outlets have shown such great interest in the project and have already been reporting on it although there is no “finished” Free Children’s Encyclopedia available as yet.

It was the lack of an alternative to Wikipedia for children that motivated journalist Michael Schulte to initiate the “Free Children’s Encyclopedia” project. The main goal was to establish a concept, as presented here, for a child-oriented encyclopedia wiki with a focus on text and a target group of children aged six and over. The precise project goals as presented in the project proposal can be viewed in Appendix A.

⁵ From: “Wikipedia – Gemeinsam Wissen gestalten” (additional module on knowhow for younger users), p. 5: <http://www.klicksafe.de/service/aktuelles/news/detail/neu-zusatzmodul-fuer-den-unterricht-wikipedia-gemeinsam-wissen-gestalten/>

⁶ http://www.surfen-ohne-risiko.net/uploads/media/Broschuere_Ein_Netz_fuer_Kinder.pdf, p. 16 ff.

Project team and support

WMDE supported the Free Children's Encyclopedia project within its Funding Program for Free Knowledge from June 2014 to March 2015.⁷ The project was initiated and coordinated by Michael Schulte. He ran the project and also created the Klexikon model wiki (<http://klexikon.zum.de>) in collaboration with Ziko van Dijk.

Schulte is a radio and online journalist. As a father and a frequent Wikipedia user, he often wondered why there wasn't a Wikipedia for children. Eventually, that motivated him to set up a Wikipedia user account and launch the Free Children's Encyclopedia project. Aside from running the project and founding the Klexikon wiki, Schulte is the founder and voluntary chief editor of the non-profit audio website for children Ohrka.de. Visitors to the site can listen to audio books and radio plays read by professional voice artists free of charge. They are also available for free download. Schulte has worked as an author and editor for public broadcasters for 20 years – many of those on children's shows. As project coordinator of the Free Children's Encyclopedia project, he supervised the project schools; put together the list of preferred article topics and coordinated their development; led talks, workshops and Hangouts; attended conferences with the goal of discussing the topic with journalists, children's website operators, teachers with wiki experience, and other potential supporters of the project; persuaded authors to compose the first model articles and offered them assistance; established contacts with media and institutions; and set up a project blog and a Twitter account for communicating information about the project.

Ziko van Dijk has a PhD in history and has been an active contributor to Wikipedia since 2003. From 2011 to 2014 he was the chairman of Wikimedia Nederland. He teaches at the university TU Dortmund, where his activities inform his wiki research. His research focuses on the various Wikipedia language versions and writing in plain language. He quickly became interested in the project to set up a free children's encyclopedia as it requires analysis of Wikipedia and other wikis. His findings enabled a model wiki to be established that is tailored toward specific goals. As project consultant, he was primarily occupied with the structure and basic principles behind a child-oriented wiki. He helped assess findings and maintain contact with international partners and experts.

The project is also supported by Zentrale für Unterrichtsmedien im Internet (Center for online teaching materials), usually abbreviated to ZUM (<http://zum.de>). The non-profit association was founded in 1997 and operates several wikis where teachers in particular can share ideas and teaching materials for use in the classroom.⁸ ZUM set up the Klexikon model wiki for the project (<http://klexikon.zum.de>) and helped out with technical problems and content issues. We are especially grateful to ZUM's chairman Karl Kirst for his support. This project wiki was not set up by WMDE because this does not constitute part of WMDE's funding approach.

⁷ <http://ffw.wikimedia.de>

⁸ <http://www.zum.de/portal/über-uns/die-zum>

Starting position: Encyclopedias and children

Works without a wiki principle

Traditional encyclopedias are mostly written in a very compact style, in which a maximum of information is conveyed in a minimum of space.⁹

In the 1960s, Harvey Einbinder was one of the first to criticize the abstruse style in which the Encyclopedia Britannica was written,

claiming the editors had allowed the authors to brandish their expert knowledge without giving a thought to the needs of the lay reader. Instead of addressing the general public, they preferred to flaunt "esoteric details in academic jargon."¹⁰

The editors had left the responsibility for content in the hand of professors, who wrote with each other in mind, and not the general public. Einbinder was therefore particularly outraged by the Britannica's claim to be a learning tool for children. Parents, he said, were made to feel bad and worry about keeping up with the neighbors. Those responsible are prepared to use every emotional trick in the book to get their product sold, he said.¹¹

Writing in a comprehensible, child-oriented way is difficult. A German equivalent – *Knaurs Jugendlexikon* – published in 1976, was careful not to specify a target age. In the preface, the "publisher and the editorial staff" reassured readers by saying that: "Many of our contributing staff with children of their own, talked their articles through with them several times, to make sure that the information is conveyed in a clear and comprehensible style." Groups of youngsters even came into the editorial offices for the same purpose.¹² But despite these efforts, the fact is that many entries require a lot of prior knowledge, and are written in an unnecessarily complex style.

Some German-language websites already offer encyclopedias for children that are of a very high quality. The "Polit-Lexikon" (Political encyclopedia) published by Hanisauland, CC license BY-NC-ND, deserves particular mention in this context.^{13 14}

Other encyclopedias on children's websites are often theme-based, but not CC-licensed – a fact mainly due to the financial interests of the authors. They earn their money with their work, and

9 Ulrike Spree: "Das Streben nach Wissen. Eine vergleichende Gattungsgeschichte der populären Enzyklopädie", *Deutschland und Großbritannien im 19. Jahrhundert*, Niemeyer 2000, p. 192.

10 Harvey Einbinder: *The Myth of the Britannica*, MacGibbon & Kee, London 1964/Reprint: Johnson Reprint Corporation, New York / London, 1972, p. 151/152, p. 289.

11 Harvey Einbinder: *The Myth of the Britannica*, MacGibbon & Kee, London 1964/Reprint: Johnson Reprint Corporation, New York / London, 1972, p. 319/320.

12 Franz N. Mehling (ed.): *Knaurs Jugend Lexikon*, third edition, Droemersch Verlagsanstalt Th. Knaur Nachf.: Munich, Zurich, 1976 (1953).

13 <http://www.hanisauland.de/eltern/eltern-rechte-nutzung/>

14 Guidelines on CC licenses: https://www.wikimedia.de/w/images/homepage/a/a2/IRights_CC-NC_Leitfaden_web.pdf

fear that an open license means losing control over their content. It is therefore currently not possible to import encyclopedia articles in a free children's encyclopedia. In addition to that, there are also a large number of smaller websites run by a variety of operators, whose contents have not been updated for a while.¹⁵

Is Wikipedia suitable for children?

Wikipedia is widely known and used as a reference work, including in schools and universities. According to the 2014 KIM study, 63 percent of children aged six to eleven spend at least some time online.

A total of 98 percent of children can use Internet at home, meaning that almost every household has Internet access. 71 percent of children use a search engine to look something up online at least once a week. Further activities include – in descending order of popularity – television and videos, online communities, random surfing, chatting and sending e-mails. After that – at 27 percent – comes using Wikipedia (girls: 29 percent; boys: 25 percent).¹⁶

The apparent popularity of Wikipedia is not as self-evident as it seems, because the free online encyclopedia is not really designed as a reference work for school students. The rules regarding general comprehensibility in the German-language Wikipedia – as useful as these may seem – take no particular heed of school students or children. Apart from that, these rules are not always adhered to.

Wikipedia has frequently been accused of failing to meet children's needs in certain respects. In 2010 the Wikimedia Foundation commissioned Robert Harris and his daughter Dory Carr-Harris to conduct a study on the subject. Their Study of Controversial Content was prompted by the debate on whether images of sex and violence on Wikipedia require a filtering regime.

Both Harris senior and junior agreed that the images were far more problematic than texts. They therefore recommended a Wikipedia system that would automatically block certain contents if a button such as "Under 12" is clicked, according to the principle of "minimum shock", where controversial content should not appear in places where it is not expected.¹⁷

The Harris Study identified three basic problems concerning Wikimedia wikis and children: First, the category "minor" includes everyone from babies to seventeen-year-olds. The Harrises therefore decided to focus on the pre-teen segment, as adolescence marks the threshold to adulthood in many cultures.

Secondly, they concluded that a "children's encyclopedia" could not be based on a system in which contents are created by the readers themselves. Such an encyclopedia would have to be written by adults, a conclusion which threw up new questions regarding Wikimedia wikis that need further investigation.

Thirdly, children are not legally autonomous citizens. Parents can restrict their rights,¹⁸ and prevent them from accessing certain contents, a situation that varies according to their respective social and cultural context. Regarding an encyclopedia wiki for children, the Harrises

15 One example from a school in Gummersbach: <http://www.kinderlexikon.de/>

16 <http://www.mpfs.de/fileadmin/KIM-pdf14/KIM14.pdf>, pp.33-35

17 https://meta.wikimedia.org/wiki/2010_Wikimedia_Study_of_Controversial_Content:_Part_Two

18 https://meta.wikimedia.org/wiki/2010_Wikimedia_Study_of_Controversial_Content:_Part_Three#Children

conclude that: Children do not have the same opportunities and rights as adults; they are therefore not on an “equal footing.” This alone already poses a huge problem if children and adults are to work together in a wiki, a system in which theoretically all contributors are allowed to do the same things. Unfortunately, for reasons of space and time, the Harris Study explicitly did not examine the issue of a children’s encyclopedia in any further detail.

Last but not least, the rudeness that characterizes many exchanges in the Wikipedia community has been debated by the Wikimedia movement for some time. It has already attracted a lot of criticism and a solution is not in sight, or certainly not in the short term. Even if most readers have little or nothing to do with the creation of the encyclopedia, the problem has spread to areas beyond Wikipedia. In a much-quoted article in the weekly magazine *Der Spiegel*, Mathieu von Rohr described his observations from “inside the world of knowledge”: He pinpointed the embittered debate about whether or not the Danube Tower in Vienna is properly referred to as a tower or a television tower.¹⁹ The author quoted an excerpt of an exchange with a contributor:

The Danube Tower debate had already gone on for ages before I joined in, and I read and read – and I must say I did think it was it was fun, all the dissent. Wlady kind of declassified himself because he got more and more aggressive. And of course you end up hating someone like that, and you want to tell them to put a lid on it.“

In the same year (2010), a Wikipedia skillshare meet-up was scheduled to take place in Lüneburg. Ziko van Dijk was scheduled to give a Wikipedia workshop at a school in this north German town. The workshop was canceled because the teacher had read the article in *Der Spiegel* and decided that she couldn’t possibly allow her pupils to participate in such a platform.

Wikis that relate to children

The idea of creating a “children’s Wikipedia”, a “children’s wiki”, a wiki made for or by children has been around for many years – long before the Harris Report. There are approaches to the typology of wikis,²⁰ but none have yet become really established. For the time being, we can distinguish between at least three different wiki types:

- A “content wiki,” where the goal is to create good content that appeals to readers. Wikipedia is the best example of this type of wiki.
- An “organizational wiki,” which aims to improve an existing organization or administration. The many existing “corporate wikis” or “enterprise wikis” fall under this category. An example within the Wikimedia movement is Meta-Wiki.
- An “educational wiki,” which instead focuses on the active contributors. These wikis also aim to teach readers something – such as how to edit a wiki, how to prepare and segment content, or how to write better.

When discussing wikis, we must bear in mind the type of wiki being spoken about so as not to compare apples and oranges. In an educational wiki, the content is purely a means to an end; it is not necessarily about creating real content that will appeal to a third party. In addition, educational wikis are usually closed (only invitees, e.g. students in a particular class, can access it) rather than public as the users want to work in a protected learning environment.

¹⁹ Mathieu von Rohr: “Im Innern des Weltwissens”, *Der Spiegel*, April 19, 2010. <http://www.spiegel.de/spiegel/print/d-70131151.html>

²⁰ See Yaron Koren: *Working with MediaWiki*, WikiWorks Press: n.p. 2012, p. 277.

Wikis within the Wikimedia movement

Since 2003, the Wikimedia movement itself has included the “simple English” Wikipedia language version. This project comes up time and again during discussions about a “children’s Wikipedia.” We must bear in mind that the rules for new language versions were amended in 2006. Since then, the Wikimedia Foundation is no longer willing to set up new language versions when a Wikipedia basically already exists in that language.²¹ This rule is not only directed at dialect Wikipedias, but also Simple English Wikipedia. Since then, however, several – unsuccessful – requests have been made for more such language versions, e.g. in German.

The real problem with Simple English Wikipedia is probably the breadth of its target group, which includes children, adults with speech-related or cognitive difficulties such as dyslexia, and non-native speakers. All these groups should benefit from a Wikipedia written in simple language. However, these target groups all have very different starting points and needs. For example, Simple English Wikipedia does not focus on the living environment of children.

Also, “simple English” is not a controlled language. Clearly, contributors to this Wikipedia language version could not bring themselves to take existing concepts such as Basic English or Simplified Technical English as a basis. In the German-speaking world, very interesting guidelines exist for a specific “simple language.” This approach to language – which, for example, generally forbids the use of subordinate clauses – does not correspond to the language that children hear and read on a daily basis, nor does it reflect the language they use themselves.²²

There is an initiative called Wikijunior that was set up in German-language Wikibooks, primarily by two contributors, with the aim of producing illustrated non-fiction books for children up to 11 years old. However, the subject specifications for the planned books are very varied, and some pages are no longer being updated. Some of the initiative’s pages are interesting in principle, such as the subject pages on the solar system, or computers and the Internet. But above all, Wikibooks is not a collection of encyclopedia articles; it is more a collection of textbooks, and therefore deals with a completely different genre of text. Textbooks present a larger amount of material in a didactic manner, and employ a fundamentally different writing style.

Another project called Kinderleicht (“Child’s play”) was launched by German-language Wikipedia contributors, which attempted to set up child-oriented articles on Wikipedia subpages. The idea was that, in the future, these pages would be linked up to the main Wikipedia articles. The initiators were part of Wikipedia’s medical editorial team – an informal group of contributors interested in the subject area. “Editorial teams” such as these exist for other topics too, but should not be confused with the kind of editorial teams in charge of newspaper content.

The subpage Portal:Medizin/Kinderleicht still exists.²³ However, in August 2010 German-language Wikipedians decided that such children’s pages did not fit within the Wikipedia framework and voted against them with a majority of 70.7 percent. Opponents to the initiative pointed out that

²¹ For more on this topic, see: <https://de.wikipedia.org/w/index.php?title=Benutzer:Ziko/Handbuch-Allgemeines&oldid=128641372>

²² http://www.leichtesprache.org/images/Regeln_Leichte_Sprache.pdf

²³ <https://de.wikipedia.org/wiki/Portal:Medizin/Kinderleicht>. The website https://de.wikipedia.org/wiki/Benutzerin:Catrin_Schoneville_%28WMDE%29/Wikipedia_f%C3%BCr_Kinder is a subpage of the former WMDE press spokesperson. It is therefore simply a page that explains to children how to read and contribute to the site; it does not contain any new content.

any vandalism on children's pages would have more severe consequences, and that tailoring content towards a specific target group could lead to Wikipedia becoming fragmented. It is possible that such pages may attract people with bad intentions, and some contributors may see selecting content to include or leave as a form of censorship. Furthermore, children are generally "not suitable as authors of articles."²⁴

A total of around 100 pages were created on Kinderleicht. Almost half were imported into the Klexikon model wiki. Most of these texts had to be edited, to a greater or lesser extent, to ensure they met the basic expectations of Klexikon.

There is also a website currently on the Internet called Wikipedia for Schools – an initiative run by the British charity SOS Children's Villages UK. This contains a selection of 5,500 English-language Wikipedia articles that correspond to topics covered in the British school curriculum. Any passages deemed unsuitable for children were removed from these articles beforehand – for example politically incorrect terms contained within historical quotes.²⁵ Beyond this, however, the articles do not appear to have been suitably adapted, as they are written no more comprehensibly than the original Wikipedia articles.

Outside the Wikimedia movement

Two comparable initiatives were launched in 2006:

<http://vikidia.org> is operated by an association in France and, even though there are several language versions of the site, only the French one is truly active. The <http://wikikids.nl> website is part of a Dutch foundation supported by Kennisnet, a semi-governmental organization dedicated to educational opportunities. Both initiatives were set up by teachers, and serve an educational purpose. Following the example set by Wikipedia, the encyclopedic articles are written for children by children. So the sites are a cross between content wikis and educational wikis.

Aside from adults, these communities are actually mostly sustained by young people from around the age of 16. The Vikidia association and the Wikikids foundation are generally open towards joining the Wikimedia movement. The move would relieve them of some their work and a great deal of responsibility. However, the communities are extremely skeptical about making a transition. Most contributors apparently want everything to stay as it is. They are unsure about what a transition would mean for them. For this reason, Mathias Damour of Vikidia withdrew a long-prepared request to the Wikimedia Foundation in early 2014.

Vikidia and Wikikids are also similar in the problems they have. The quality of the contributions varies a great deal and many articles are not necessarily easier to understand than Wikipedia articles. Some articles are very short, with only one or two sentences. And because people can register themselves, there is a lot of vandalism, i.e. people deliberately making the content on a page worse.

Wikimini is an initiative from French-speaking Switzerland. It was founded in 2008 and has had an offshoot in Sweden since 2013.²⁶ In both countries, support is provided by the national

²⁴ <https://de.wikipedia.org/wiki/Wikipedia:Meinungsbilder/Kinderseiten>

²⁵ <http://schools-wikipedia.org/wp/index/subject.htm>

²⁶ <http://wikimini.org>

Wikimedia associations, particularly in Sweden, where Wikimini is the basis for the Wikimedia Sverige education program.

Unlike Vikidia and Wikikids, Wikimini considers itself a learning platform, an educational wiki. In Wikimini's case, it's not about creating a usable encyclopedia; it is much more about letting school students learn how to edit wikis under the supervision of their teachers. The hope is that some students will, when they are older, later use wikis themselves or become Wikipedia contributors.²⁷

The Grundschulwiki is a German wiki for children.²⁸ It is an initiative run by German association ZUM e.V., which also operates other wikis. As has already been mentioned, the association supports the model wiki for the Free Children's Encyclopedia project. The goals and outcomes of the Grundschulwiki are similar to those of Wikimini: the small number of contributions are clearly written by school children. They often comprise of just a few sentences, if at all. Editing is hardly ever collaborative. Unlike on Wikimini, the rights to edit content on the Grundschulwiki are allocated centrally, mostly to teachers who have shown an interest. On Wikimini, on the other hand, people can register themselves.

This overview of children's wikis has painted an interesting picture. When it comes to a truly child-oriented wiki encyclopedia, there is no other project to follow on from. That is partly due to the wikis' goals, partly to the operators' approaches or those of other contributors. One of the wiki operators the issue was discussed with even hinted that young people had considerable influence in "his" wiki, because they have much more time on their hands than adults.

²⁷ Talk with Sara Mörtzell, January 14, 2015.

²⁸ <http://grundschulwiki.zum.de/wiki/Hauptseite>

Concept for a child-oriented encyclopedia wiki

Basic considerations

If Wikipedia didn't exist, wikis would probably not even be a commonly known concept. Wikipedia's success has made it a model for many wiki founders. They often justify their adoption of certain elements on the basis of their experiences with Wikipedia. However, as early as 2008, Ebersbach, Glaser and Heigl warned "Don't plan a Wikipedia at the outset" – if nothing else because of the sheer size of it.²⁹

What's more, when Wikipedia was founded back in 2001 the Internet was a quite different place. Most importantly, Wikipedia had no real competition. These days, the people behind every new wiki have to ask themselves whether they are simply imitating something that already exists (in a better or more comprehensive form) in Wikipedia.

In the world of wikis, a certain basic assumption is widespread: in the beginning, authors generate content; this content grows and attracts new readers; some of the new readers get excited about the wiki and become authors themselves. But this "wiki cycle" doesn't work for every wiki, and even the Wikimedia Foundation is now asking itself whether having more readers automatically leads to having more authors.³⁰

Maintaining Wikipedia principles

Many elements of Wikipedia should certainly be maintained. These include the four basic principles:

- **Wikipedia is an encyclopedia:** *Wikipedia exists as a continuously expanding encyclopedia [...]*
- **Neutrality:** *By taking a neutral point-of-view, Wikipedia attempts to present a theme in a way that both opponents and supporters can tolerate [...]*
- **Free content:** *Wikipedia is a free encyclopedia; the content must be available under a free license [...]*
- **No personal attacks:** *The people who contribute to Wikipedia come from different regions, countries and cultures. They often have very different views, and all contributors have a sensitive side.*³¹

The decision to set up an encyclopedia has far-reaching consequences that some participants may not always be aware of. The goal is not to create infotainment, but to offer a service to people who are conducting a targeted search for information and explanations. This can only be

²⁹ Anja Ebersbach, Markus Glaser, Richard Heigl: Social Web. UVK Verlagsgesellschaft GmbH. Konstanz 2008, p. 196

³⁰ See Erik Möller in Wikimedia Metrics of January 15, 2015, <https://www.youtube.com/watch?v=53bG9mYMYE8> (at around 3:40)

³¹ These are the basic principles of the German-language Wikipedia; this applies to a greater or lesser degree to other language versions. <https://de.wikipedia.org/w/index.php?title=Wikipedia:Grundprinzipien&oldid=138255909>

achieved by providing impersonal informative texts with no explicit author or readership. German historian of philosophy Ulrich Johannes Schneider wrote:

“Encyclopedias are reference works that we consult to get information or understand how things interconnect. Nobody wants to really read an encyclopedia, except perhaps scholarly fools, who were already being mocked in the 18th century. [...] Gaps in knowledge are unavoidable, despite the existence of schools and science; and that is why they need to be filled with the help of external educational tools. This is the task of encyclopedists, who work to fill gaps and to abbreviate and summarize whole libraries. [...] Nameless knowledge has no interest in authorship, but only in the thing it is explaining. The encyclopedia has to take the knowledge set out by experts and translate it into comprehensible information. The language of encyclopedias is therefore more neutral – it cares about the readers’ curiosity more than about using the terminology of the original authors.”³²

Many types of content and writing styles are not compatible with “encyclopedism,” and so this principle sometimes frightens off those who might have been interested in joining in. Own blogs are often a more suitable forum for writers like that.

Almost all the children in the fifth and sixth-grade classes participating in the Free Children’s Encyclopedia project said that they needed Wikipedia for their schoolwork and free time and that they would very much welcome a “Wikipedia for children.” They had fairly clear ideas about what they can and cannot expect from Wikipedia articles. And so a child-oriented encyclopedia wiki should concentrate on its core task and not attempt to be a textbook, a news site, a general discussion forum, or a guidebook. An encyclopedia does not create anything; instead it presents generally accepted knowledge.

And anything that is not relevant for Wikipedia is certainly not relevant for a children’s encyclopedia. On the contrary – such an encyclopedia should not mimic Wikipedia by featuring exhaustive series of articles, e.g. about all the insects in a certain family, or all members of the German Bundestag, or all motorbikes of a certain brand. It would be difficult to maintain an overview of such a superfluity of articles and to keep them updated.

Free content, free knowledge and open content all describe a certain way of dealing with copyright law. Anyone who releases content under a “free license” is granting permission for the content to be re-used under certain conditions; the Klexikon uses the same license as Wikipedia – the CC-BY-SA. The concept of free knowledge allows people to work together on texts within a wiki. Also, “re-use” doesn’t just mean that other people can use the content in the new wiki; it also means that the new wiki can use other content.

Of course, every wiki would like its contributors to observe “wiki-etiquette” and treat one another with respect. As already mentioned, Wikipedia may have deficits in the way it is handled, perhaps even in the way it is regulated. When expanding a wiki, it is therefore worth considering which elements or procedures could have a positive influence on the relations between participants.

One important step is removing unnecessarily disparaging comments. Anyone who thinks that something deserves criticism or is in need of correction is expressly invited to make such a criticism or correction. But editor comments such as “My boy, surely you learned about this in school!” or “Inane babble deleted” must be avoided as they are hurtful to the person who wrote such “babble” – whether justified or not.

³² Ulrich Johannes Schneider: “Die Erfindung des allgemeinen Wissens,” *Enzyklopädisches Schreiben im Zeitalter der Aufklärung*. Akademie Verlag: Berlin 2013, pp. 7/8.

Questioning Wikipedia procedures

The new wiki will be significantly different from Wikipedia in two respects: who is allowed to edit the content and under what conditions, and what content may be edited and how.

On Wikipedia anyone can edit any page almost instantly, even without having registered. This is to ensure that people wanting to contribute are faced with the fewest possible obstacles. There are, however, other obstacles such as the interface and the fact that many of the contributions made by new contributors are quickly revoked.

The downside to having such an open technical system is that malicious or inaccurate contributions also appear instantly on the wiki. They can then be revoked by other contributors, but this can take some time. A measure to prevent this from happening is to have experienced contributors monitor activities and approve the changes made by newcomers before they are put online. It sometimes takes quite long for content to be approved, which can disappoint new contributors. Both methods – revoking content retroactively and monitoring new content – create more work for regular contributors. This can be very time-consuming for small wikis with few contributors, and visible acts of vandalism would be particularly unwelcome on a children's wiki.

Many wiki fans believe that reducing technical openness is detrimental. Reducing technical openness can also quickly lead to social closure as explained by Christian Stegbauer in 2007. He pointed out that many Wikipedians have strong prejudices against contributors who are not registered because most acts of vandalism are committed by such people. Stegbauer also suspects that, owing to the pressures of everyday life, many Wikipedians would rather revoke an inaccurate contribution altogether than make revisions, given that the latter would be more time-consuming³³.

Corporate wikis for companies, in particular, are closed on a technical level. Yeo and Arazy found that only a quarter of the contributors for corporate wikis thought it was a good idea for unregistered people to edit content. Both authors believe that, on corporate wikis, contributors are happy to have their identity linked to their contributions because it's good for their reputation within the company³⁴. So, the question concerning the "right" level of openness does not have a simple or universal answer.

Above all else, the question is not binary; it's not just a matter of "open" or "closed". On Vikidia and Wikikids contributors do have to register, but it takes next to no time. They can also choose their own user names. Wikisage, a Dutch wiki known as "the free encyclopedia of the second generation"³⁵, uses the same system, but contributors have to wait 48 hours before they can start editing. This measure, according to the Wikisage founder, stops most forms of vandalism.³⁶ Measures such as monitoring content also serve to restrict technical openness.

³³ Christian Stegbauer; *Wikipedia: Das Rätsel der Kooperation*, (Netzwerkforschung) VS Verlag für Sozialwissenschaften, 2007, pp. 145/146.

³⁴ M. Lisa Yeo, Ofer Arazy; "What Makes Corporate Wikis Work? Wiki Affordances and Their Suitability for Corporate Knowledge Work", *Lecture Notes in Computer Science*, volume 7286 (2012) and *Design Science Research in Information Systems: Advances in Theory and Practice*, 7th International Conference, DESRIST 2012, Las Vegas, NV, USA, May 14-15, 2012. Proceedings, pp. 174-190.

³⁵ <http://nl.wikisage.org/wiki/Hoofdpagina>

³⁶ Talk with Guido den Broeder, January 15, 2015.

The process of creating new articles is another problem area on Wikipedia. Some 1,000 new articles are written every day, but around half of them get deleted. While much of it is mere vandalism, part of it is sincere. Wikipedians will request a deletion for two main reasons: if the article is about an irrelevant topic, or if the article is particularly incomplete or badly written. The discussion that follows a request for deletion can last up to seven days and is known colloquially as “deletion hell”, because of the insults being thrown around.

This is not always the case, but the underlying problem remains: new contributors are invited, freely and without the need for permission, to write articles straight away. But the article can then be deleted, and all the work goes to waste. To be sure, new contributors are warned early on against writing articles thoughtlessly. Although there is now a way to do a “relevance check”, they have to find it first. Some newcomers are also brazen advertisers who are willing to chance it. However, the process leads to a great deal of uncertainty, resentment and lost time. The universal openness of Wikipedia can be challenged in this respect, too. Taking at least a little pressure off and reducing the momentum of new articles would be a big step forward.

At this point, we must point out an interesting contradiction. Not all, but many people with wiki experience consider “openness” to be the most important element of a wiki. Everyone should be able to do everything straight away, provided that the content is subject to later corrections. This could be referred to as a “post-censorship” principle, carried out by normal contributors.

Teachers, parents and children’s website operators, however, usually have a completely different attitude: they believe that children’s websites should only feature content that has undergone strict checks. They want editorial “pre-censorship”. Vandalism is not the only danger; there is also a risk of cyber-bullying and cyber-grooming i.e. adults establishing inappropriate contact with children.

In March 2015, four students from TU Dortmund University had the task of coming up with a concept for a children’s wiki. They opted for an information portal about leisure activities taking place in the local area. They observed trends like vandalism, bullying and the influence of “PR consultants” on wikis such as Wikipedia. Alarmed by their findings, they began considering how to make their wiki concept as safe as possible. They could imagine children making contributions, e.g. recommending a leisure activity, but these would only appear after they had been approved by an editor. The students considered anything other than that to be irresponsible.

On Klexikon, user accounts have been allocated centrally using people’s real names since the start of project, i.e. prospective contributors have to send an informal e-mail to request a new user account, which includes a user name made up of their real first name and surname. The hope was that, this way, vandalism on Klexikon would be prevented altogether, and contributors would be able to concentrate on writing content and having constructive discussions. This has turned out to be the case: almost all contributors backed the idea of centralized allocation, and they all accepted it.

Discussions with Wikipedia authors in the Hamburg and Berlin offices, in the Wikimedia office in Vienna, and online, e.g. on the Wikipedia Kurier, have shown that centralized allocation would discourage individual authors from making contributions on Klexikon. The reasons for this include the indirect way of requesting an account by e-mail (“you only get an account if you say

‘pretty please’ politely”³⁷, reservations about having another user account (apart from a Wikipedia user account), and the fact that you are not allowed to choose your own user name or use your Wikipedia name on Klexikon, too.

Based on the experiences of Klexikon and the discussions with Wikipedia authors, the concept of centralized allocation is recommended for a children’s Wikipedia. But there should be ways of incorporating improvement suggestions and tips from people who do not want to have a user account on principle, or at least not under these conditions. One possibility would be a feedback tool used to report mistakes in articles, for example.

Child-oriented content

It goes without saying that the content of a children’s encyclopedia should be child-oriented – after all, the primary target group is very clearly defined as children. This does not mean that difficult or sad subjects should be avoided, but rather that they should be explained in a clear and comprehensible way. Even a child with no prior knowledge of a certain subject, e.g. antiquity, should be able to make use of the encyclopedia entry – and without having to click through more articles first. This is precisely what students at participating project schools find is lacking when they use Wikipedia.

The model wiki has shown that the contents should be oriented towards a child’s environment and everyday reality. To assess this, students at the project schools reviewed a total of at least 50 model articles – either alone, in small groups, or with the entire class and the project coordinator. They were asked to report back on anything they stumbled over and any questions that the article does not yet provide answers to. One example is the student feedback on the Klexikon article “*Vereinte Nationen*” (United Nations).³⁸ More student feedback can be found using the Klexikon search function.³⁹ The Klexikon community was able to take most of these suggestions on board and implement them. With regards to the title of the entry, at least one forwarding link was set up from “UNO” and “UN”, so that children who only know these common abbreviations for the United Nations still find the article when they enter them in the search bar.

General principles, such as those used by children’s news program Logo, are helpful to a certain extent and can, in part, be applied to an online encyclopedia for children. The Logo principles are not publicly available, but it should be mentioned here that they include writing text as simply as possible, striving not to be simply a text book by other means, always having the target group in mind when writing, and checking the impact of the images.

Another source for recommendations on child-oriented writing is Seitenstark – an online platform founded in 2004 that pools websites for children. Seitenstark’s founders include children’s

37 http://de.wikipedia.org/w/index.php?title=Wikipedia_Diskussion:Kurier/Archiv/2015/01&oldid=139086446#Geschafft:_Die_ersten_100_Artikel_f.C3.BCr_Ki_nder_im_.E2.80.9EKlexikon.E2.80.9C

38 http://klexikon.zum.de/index.php?title=Diskussion:Vereinte_Nationen&oldid=4330#R.C3.BCckmeldungen_von_Sch.C3.BCclern_einer_Klexikon-Projektschule

39 <http://klexikon.zum.de/index.php?title=Spezial%3ASuche&profile=all&search=r%C3%BCckmeldungen&fulltext=Search> und <http://klexikon.zum.de/index.php?title=Spezial%3ASuche&profile=all&search=%22feedback+von%22&fulltext=Search>

search engine operators Blinde Kuh, and in 2014 the site was under the patronage of Neelie Kroes⁴⁰ – Vice-President of the European Commission and EU Commissioner for Digital Agenda.

Seitenstark's blog "Wir machen Kinderseiten" (We make children's websites) is a place where experienced children's website developers share their criteria for generating child-oriented content. Such criteria include using comparisons in texts – e.g. "as big as an elephant" to help convey size and weight⁴¹. Other blog entries address topics such as minimum font size⁴² (the Klexikon wiki already uses a bigger font size than that of Wikipedia), how to deal with technical terms, foreign words, humor and irony⁴³, as well as the selection of subjects and restricting content to certain subjects⁴⁴. These criteria also apply to Klexikon – some already because they ought to be self-evident when writing comprehensible text. But there cannot be a strict rule for everything; more often than not it is good examples that provide the best guidance. For the 400 articles currently on Klexikon, for example, great care was taken to ensure that all dimensions are as child-oriented as possible. A good example is the following excerpt from the Klexikon article on the Vatican City: "It is the smallest state in the world: half a squared kilometer – that equals an area of 700 x 700 meters or roughly 50 soccer fields."⁴⁵

Seitenstark's general criteria for child-oriented websites do not only relate to the text, but to the website in its entirety – encompassing subjects such as advertisements, free use, navigation and data protection. In contrast to media educators, children have very different priorities; they expect a website to be attractive, playful, interactive and informative.⁴⁶

A free children's encyclopedia should be aimed in particular at children aged six and above, as this is when children start going to school in Germany, learn to read, and – partly as a result of the school curriculum – have to grapple with many new topics. Of course, children of all ages should be able to benefit from the site – perhaps four-year-olds would already enjoy discovering the articles and pictures together with their parents. But, above all, the content of the site must be appropriate for children aged six and above. During the course of the project, the following criteria have proved to be useful. They were applied to the project's model articles and were developed on the basis of the sources mentioned above, as well as through conversations with children's website operators, teachers, parents and Wikipedia authors, discussions on the Klexikon forum^{47 48}, and the project team's own experiences:

40

http://seitenstark.de/sites/default/files/pressemitteilungen/2014_01_09_pi_seitenstark_unter_eu_schirmherrschaft.pdf

41 <http://wir-machen-kinderseiten.seitenstark.de/blog/texten-fuer-kinder-vergleiche-veranschaulichen>

42 <http://wir-machen-kinderseiten.seitenstark.de/blog/texten-fuer-kinder-kein-kinderspiel-teil-5>

43 <http://wir-machen-kinderseiten.seitenstark.de/blog/texten-fuer-kinder-kein-kinderspiel-teil-4>

44 <http://wir-machen-kinderseiten.seitenstark.de/blog/texten-fuer-kinder-kein-kinderspiel-teil-2>

45 <http://klexikon.zum.de/index.php?title=Vatikanstadt&oldid=9132>

46 <http://wir-machen-kinderseiten.seitenstark.de/blog/kriterien-fuer-kinderseiten>

47 http://klexikon.zum.de/index.php?title=Hilfe_Diskussion:Forum&oldid=12186

48 http://klexikon.zum.de/index.php?title=Hilfe_Diskussion:Forum/Archiv_2014&oldid=4637

- **Comprehensibility:** “Comprehensible” means using appropriate wording, simple sentences, and a clear structure.
- **Environment/experiences:** Articles should take into account the typical environment a child experiences. It can be assumed, for example, that children have experience of being in a car and road traffic, but that they have never driven or repaired a car. A child will not have a job, but has probably witnessed adults at work and may have started thinking about the world of work or about their dream job.
- **Sensitive handling of sex and violence:** There are difficult and troubling things in the world, which sadly sometimes also affect children. A children’s encyclopedia should not shy away from these topics, but rather convey them in a sensitive way. An image may depict prisoners, for example, but not the torturing of prisoners. The key phrase to remember is “living environment”, i.e. the children’s encyclopedia should explain where babies come from, but not present specific sexual practices.
- **Correct content:** Of course, the content of an article should also be factually correct. But for a text to be “child-oriented”, simplifications must be permitted. “Correct” does not necessarily mean “exhaustive.”
- **Taking children seriously:** Children cannot and should not always be treated the same as adults, but they should nevertheless be held in the same regard. Readers should not have the feeling of being looked down on or patronized by the adult author. At the same time, the authors should not try to “buddy up” to nor wag a finger at the child audience.

Wiki and content

We chose a wiki as the model for testing a free children's encyclopedia. Alternatives like Google Docs and Etherpad do have advantages, such as simultaneous working, but they also have disadvantages. For one, they are not well suited to large groups of participants. In particular, the version history is harder to follow, and linking content is less straightforward. Ultimately, if we had started out with something other than a wiki, we would have faced the laborious task of migrating to a wiki at a later date.

Guidelines for articles

Visitors to the Swedish-language Wikimini will be delighted when they see how many articles are on offer via the blue links. Clicking on “Barack Obama”, however, leads to a single, incomplete sentence about the president’s date and place of birth. This kind of experience must be disappointing for readers, and gives them no reason to use Wikimini to search for information again. The situation is reminiscent of the 1990s, when websites rushed to display a complete range of subpages but then just fobbed users off with animated images of construction sites.

The same applies to red links. In a wiki, links that lead to an existing page appear in blue. Otherwise, the link is red. When you click on a red link, a message appears telling you that the page does not yet exist but that you can start writing the article straight away if you like. A lot of people with wiki experience are fans of red links because they see them as a way of attracting lots of new authors. For most other people, however, they are probably unwelcome reminders of

the early days of the Internet. Understandably, guidelines for website operators strongly advise against leading visitors into construction sites.

It is important to bear in mind that 99.9 percent of those who read Wikipedia do not edit it. If Wikipedia pages were designed as if all readers were also editors, they would be providing a sub-par service to 99.9 percent of the readership.

With that in mind, articles in our model wiki can be short, incomplete and imperfect – that is part and parcel of a wiki. However, they must look like articles and must offer readers added value, even if it is initially only a modest amount. The content must also go beyond the obvious (“a chair is used for sitting on”), because the model wiki is aimed at children, not at aliens from outer space. Readers might not (yet) find exactly what they were looking for in an article, but they should feel that the website could definitely help them with a different topic at a later stage.

Encyclopedia articles can be divided into four categories:⁴⁹

Type of article	Purpose	Description
Definition	Identifying and defining the headword (topic of the article)	One to three sentences describing and classifying the object of the headword.
Exposition	Describing the most important subtopics	One to a handful of paragraphs, perhaps with a picture or a few references.
Larger article	Describing or discussing a number of subtopics.	One or several pages with formally structured text and a variety of presentation styles and media.
Essay	Extensive, highly detailed	Numerous pages

⁴⁹ Based on a currently unpublished manuscript written by Ziko van Dijk as a follow-up to the 2014 Convention of German Historians.

	treatment of all subtopics	
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The history of encyclopedias contains numerous examples for all four types, and they also feature on Wikipedia. Definition articles roughly correspond to what are known as “stubs” in Wikipedia. The German Wikipedia has, broadly speaking, decided against using them, but they are very common in some of the other language versions. Discussions on the subject occasionally suggest that some Wikipedians primarily use stubs as a way of statistically increasing the number of articles.

At the other end of the spectrum are essays. In Wikipedia, this type of article can stretch to 30 printed pages or more. One problem here is that overview articles and articles on relevant subtopics are not always very well coordinated.

A children’s encyclopedia should contain neither definition articles nor essays. Definitions are not worth clicking on, and essays put readers off by their length alone. That leaves exposition articles and longer articles. In the Klexikon model wiki, a short article should correspond to an exposition. It should be roughly half a kilobyte to one-and-a-half kilobytes long. One kilobyte equates to about 1,000 characters and takes up slightly less than a Klexikon screen page. If the text exceeds 1,500 characters, authors can use a section to separate a subtopic from the exposition. A long Klexikon article, which corresponds to the bigger article type, is made up of an exposition and several sections. These articles can be about ten kilobytes long, or 10,000 characters.

It is also important to split the text into paragraphs. As well as making it easier to read, they also structure the content of the text. An exposition should comprise at least two, but ideally three paragraphs. A paragraph contains a minimum of roughly three sentences. A paragraph that is too long presents readers with a big block of text that will quickly scare them off.

Style

A professor of literature once said he could always tell if his students had consulted Wikipedia for their essays. Apparently the flat, pallid style was a dead giveaway. Dan O’Sullivan agrees with him. He says that many Wikipedians perhaps have a less “literary” vocabulary than other authors. But this criticism is a little unfair: Wikipedians are, after all, not trying to write literature but to explain information as clearly and unambiguously as possible.⁵⁰

The characteristic encyclopedia style first emerged in the 19th century, when large editorial offices replaced the lone encyclopedist. Authors had to adapt to all manner of formats and stylistic instructions. When Wikipedians started Wikipedia, they did so with this style subconsciously in the back of their minds. Ulrike Spree says that most people do not learn about text types and styles consciously and in a formal manner, but rather through their own memories of texts they have read. Authors, however, cannot always predict what readers ultimately expect

⁵⁰ Dan O’Sullivan: *Wikipedia. A New Community of Practice?* Ashgate. Farnham, Burlington 2009, p. 90.

from a text.⁵¹ Over time, Wikipedia has developed its own unique Wikipedian style with which new authors must first familiarize themselves.⁵²

An encyclopedic style should be impersonal and removed from any sense of space or time. Readers do not care who wrote the text, when they wrote it or in what country they were when they wrote it. Authors must therefore refrain from including personal experiences and avoid using deictic expressions such as “here”, “in this country”, and “in recent years.” These types of expressions invariably raise the question of authorship and rarely apply to the readers. If, for instance, “in this country” refers to Germany, Austrian and Swiss readers will feel excluded. Also, “in recent years” becomes outdated after a while. LED monitors might well have replaced cathode ray tube monitors “in recent years”, but from a child’s perspective it was half an eternity ago. The Klexikon model wiki is not quite so strict on these matters as Wikipedia is, at it is specifically designed for readers in German-speaking countries. If “we” or “here” are used to refer to Central Europe, that should be inclusive enough.

Bloggers who attend Wikipedia courses are among those who are unaccustomed to using an impersonal style. For them, a blog article is not just about communicating information but also about expressing their own identity. They want to include their opinion, and so write things like “this sculptor is one of the most promising young artists in Den Bosch”. The typical reaction of a Wikipedian would be to wonder whether the sculptor is already relevant or merely “promising” for the future, who has decided that he is promising, and whether he is known only in Den Bosch or in other regions, too.

When new authors write for a children’s encyclopedia, they might imagine they are talking to a child and so start thinking in spoken language. This can quickly result in sentences in which the authors describe themselves (“In my experience...”) or address the child directly (“You should never...”). Neither of these is good encyclopedic style, and the second example can also easily feel like finger-wagging.

With regard to comprehension, we applied the *Hamburger Verständlichkeitsmodell*,⁵³ a method that uses four criteria to assess how intelligible a text is. A text should use simple vocabulary and syntax. A text should have a sensible structure and be concise (the fourth criterion, motivational elements, is mainly intended for instructional texts and is less relevant to purely informative writing). The idea of also using glossaries for elementary schools was dropped. These lists of vocabulary that school authorities think children should learn would have severely limited authors and would probably not be helpful for producing an encyclopedia that introduces new terms. Gerard Dummers agreed with this view. He believes it is better to concentrate on sentence structure, as a common problem is that writers cram too much information into their sentences.⁵⁴

51 Ulrike Spree: *Das Streben nach Wissen. Eine vergleichende Gattungsgeschichte der populären Enzyklopädie in Deutschland und Großbritannien im 19. Jahrhundert*. Niemeyer 2000, p. 11.

52 For more on this style, see Ziko van Dijk: *Wikipedia. Wie Sie zur freien Enzyklopädie beitragen*. Open Source Press, Munich 2010, pp. 82-84.

53 Inghard Langer, Friedemann Schulz von Thun, Reinhard Tausch: *Sich verständlich ausdrücken*. 7th edition. Ernst Reinhardt Verlag, Munich, Basel 2002.

54 Conversation with Gerard Dummers on March 28, 2015.

Minimal wikicode

Hanjo Iwanowitsch reported that he had his book-trade students write Wikipedia articles. He said that the “largely self-explanatory system” meant they did not require much help, and that the Wikipedia technology was simple and the students had a lot of fun.⁵⁵

That sounds strange today, and indeed the report was written back in February 2003. Iwanowitsch used the article on the *Dreimesserschneidemaschine* (a machine used in bookbinding) as an example. At the time, it was just a single sentence.⁵⁶ It also contained no wikicode, which editors use to give the software formatting instructions. The one exception was a link to another article. It was not long before someone added bold formatting for the headword (the title of the entry), but the article was not allocated a category until October 2005.

Anyone visiting the article in 2015 will find wikicode for section headings and a footnote with footnote location.⁵⁷ This rather marginal article is thus very harmless. The source code for the *Erster Weltkrieg* (First World War) entry contains five different types of internal links, two different types of footnotes, embedded templates including authority files (GND, LCCN and WDL), external links, embedded images (some with parameters like “upright”), bullet points, hexadecimal color codes and a table – and that is not even a complete list.

To avoid making things unnecessarily difficult for new wiki contributors, Klexikon avoids wikicode in its articles as much as possible. It uses simple image integration, simple section headings, links (including piped links) and categories. We decided to forgo all types of formatting, such as bold and italic, because they do not add anything and can be replaced by quotation marks where necessary.

The model wiki also has no external links chosen by contributors. Including them would have meant drawing up rules on which websites were acceptable. Only those in German? Only those that are child oriented? Only those with no advertisements? External links are often a source of conflict in Wikipedia, and updating them involves effort. A better option for the future would be to work with a partner such as Blinde Kuh, as it is already set up to find child-oriented websites. We first tested this in March 2015 by inserting a link at the end of all 400 Klexikon articles that took readers to the Blinde Kuh search results for that particular term.⁵⁸

Media formats

As the project team, we felt that the most sensible and realistic route was to produce a concept for an encyclopedia made up of texts. We would consider the use of pictures, but we wanted to avoid video, audio and other types of content for the time being – even though they tend to be very popular among children. Our main reason for limiting the encyclopedia to texts and images was that sufficient basic material (e.g. Wikipedia articles and images in Wikimedia Commons) and potential supporters (e.g. authors and institutions) already exist. New texts are also easier to produce than high-quality video and audio files, and rights issues are easier to clarify.

55 <http://www.ats20.de/blog/stories/2003/02/02/lernenMitDerWikipedia.html>

56 <https://de.wikipedia.org/w/index.php?title=Dreischneider&oldid=78956>

57 <https://de.wikipedia.org/w/index.php?title=Dreimesserschneidemaschine&oldid=94593385>

58 For the template, see: <http://klexikon.zum.de/wiki/Vorlage:Mehr>

The focus on texts also means the project will have a high chance of achieving its goal and that the “example articles on as many topics as possible (...) will serve as models for new articles, appeal to their target audience and receive positive feedback from the participating children and adults” (extract from the project proposal).

Every article in a children’s encyclopedia should be appropriately illustrated with photographs. We soon decided that the standard picture width in the model wiki should be 300 pixels. This is because pictures are important to children, especially when they can’t yet read very well, and we wanted to reflect that in the size of the images. By way of comparison, other ZUM e.V. wikis use much smaller images (less than 200 pixels), while Wikipedia uses 220 pixels as standard.

An image should be quite closely related to the topic of the article. An article should not have too many pictures, so authors should select the most appropriate. Pictures should obviously be suitable for children. If in any doubt, authors should choose a less confrontational image. To avoid rights issues, the model wiki only uses images from Wikimedia Commons. These pictures are in the public domain or freely licensed, and can be used as they would be in Wikipedia. It would be an enormous and presumably largely unnecessary undertaking to build up a separate media library for a free children’s encyclopedia. A library would, however, be conceivable as a supplement at some point – once the encyclopedia has reached a certain size and the image selection needs to be more child oriented and thus more tailored.

The model wiki has gathered some initial experience with picture galleries. These can make sense if a topic calls for multiple pictures that would, when displayed in the right-hand column, extend much further than the text. For instance, the entry on *Antarktis* (Antarctica) covers a variety of aspects and elements, so it tested out a picture gallery. Overall, though, they are rare. Searching for suitable pictures takes a lot of time and effort, and images in a gallery tend to get less attention than those that are surrounded by text.

Data age quickly, which is why the model wiki uses statistical information sparingly. Country articles generally only include population figures – and very rounded ones at that. Areas are given as comparisons, such as “half as big as Germany”. It would be good to find a solution with Wikidata (the new central database for the Wikipedia movement) at some point in the future. One possibility would be a small infobox. However, as this requires certain programming skills – particularly for a wiki that is not part of the Wikimedia movement – we have so far avoided taking this path.

Contrary to information in the project proposal, we did not end up using pictures drawn by children, or audio and video content. This would have tied up too many resources and would have raised complicated questions regarding copyright law and child protection. It would also have made life more difficult for those uploading the files.

Although videos and games are very popular with children, producing them requires a lot of effort. We would also then ultimately have to consider whether a largely text-free, colorful and entertainment-oriented website could actually still be classified as an encyclopedia. A site like that would have to compete with existing websites that do it all much better. Material (co-)produced by children also raises questions related to child protection law that seemed too complicated for this project.

The list-draft-article system

Now that we have provided more detail on what form articles should take, we will now look at how articles should be created. As we saw earlier, there are pros and cons to the Wikipedia system. Wikipedia articles can be created quickly, and can disappear again almost as fast. A concrete decision on the most important question – whether the subject of the article is actually relevant – is only reached in retrospect.

With the Klexikon model wiki, we attempted a different approach, which could be described as a “list-draft-article system.” Michael Schulte originally drew up a wish list of 700 articles to get an initial idea of what a children’s encyclopedia might look like. Inspiration for the list came from printed encyclopedias of a similar length,⁵⁹ Schulte’s many years of experience as editor of a children’s program, and a number of conversations in the run-up to the project with people such as journalists, parents and Wikipedia authors. The list was first expanded by proposals made at the October 2014 edition of WikiCon, the largest meeting of German-language Wikipedia authors. Some proposals also came via Twitter, the project blog and e-mail. By March 2015, the article wish list had – thanks also to input from school students – grown to roughly 1,300 terms.⁶⁰

When someone wants to write a Klexikon article, they pick a term from the list. The text begins life as a draft and is not yet part of the actual encyclopedia in the model wiki. This means there is no pressure to quickly edit a text if it does not yet fulfil the basic expectations for an article and makes a bad impression on readers. At this stage, the author can take his or her time polishing the text. Other contributors are also alerted to it and can offer their help.

If three contributors agree that the draft is good enough, it becomes an official article. Contributors can, of course, keep working on an article after this point. This approach takes the time pressure out of the process and means no one will get annoyed about an (as yet) inadequate text existing among the articles. It also ensures that no one will invest time and energy in writing and improving an article only to be told afterwards that the term is not actually relevant. This removes a lot of potential for conflict from the wiki – as our practical experience has shown.

The article wish list is not closed to new entries for good. Contributors can post new wishes on the list’s discussion page at any time, and other contributors might comment on the relevance of the proposal or on how much sense it makes in general. Input from project schools and from people without a user account can also be taken into consideration. At the end of the month, the new wishes (or most of them) are added to the list.

The list-draft-article system is not entirely conflict free. Some contributors just want to quickly write articles about any topic that appeals to them. The problem with allowing people free rein in choosing headwords is that it can lead to “entropy” – a situation where attention is split between many different, at times marginal topics.

59 *Von Anton bis Zylinder – Das Lexikon für Kinder* (Beltz Verlag, 1,450 terms, some of which have no entry of their own), *Das große Kinderlexikon* (Dorling Kindersley Verlag, made up of themed pages, only the index is arranged alphabetically), *Das große Ravensburger Kinder-Lexikon* (Ravensburger Verlag, 800 articles on themed pages arranged alphabetically), *Das Ravensburger Grundschullexikon von A-Z* (Ravensburger Verlag, 500 entries), *Duden Grundschullexikon* (Dudenverlag, 650 entries).

60 See Klexikon: <http://klexikon.zum.de/index.php?title=Hilfe:Artikelwünsche&oldid=13057>

Wikikids, for instance, contains three articles about the three daughters of Jean-Marie Pfaff, a former soccer player from Belgium.⁶¹ Pfaff and his family starred in a reality TV show, *De Pfaffs*, between 2002 and 2011. Two girls, Debby and Patricia, evidently created the three articles in just a few days in 2008, and also wrote one about the husband of one of the daughters. Neither Debby nor Patricia is active on Wikikids anymore, and the chances of finding someone who will update the articles when necessary are slim. Wikikids does not include any articles on Jean-Marie Pfaff (who would be a very relevant encyclopedia entry) or on the TV show itself.

Incidentally, the situation on the Dutch Wikipedia is almost entirely reversed: it contains articles about Jean-Marie Pfaff, the TV show and one of the daughters who has her own TV career. One could consider, in general terms, what the added value of a Wikikids article about the legendary goalkeeper would be, what Wikipedia information could sensibly be adapted for Wikikids, and for what purpose.

Long-time Wikipedian Kurt Jansson once published a “distress call from the engine room” in the German magazine *Der Spiegel*.⁶² He wondered whether every topic under the sun should be included in Wikipedia without any concern for relevance. Memory space might be cheap, he said, but something important is lacking:

There is no lack of topics to write about. There is not even a lack of authors, more of whom could no doubt easily be attracted if standards were lowered. There is, however, a lack of workers, of editors. Wikipedia is being inundated with changes [...].

Jansson says that while many of the changes are improvements, others add undesirable content such as advertising or nonsense.

People have to be constantly tidying, cleaning and weeding to make sure the articles maintain their quality. And this is the crux of the matter: the much-cited wisdom of the masses is not evenly distributed across all conceivable subject areas. Right this second, someone might be writing an article about a tiny remote village – which is perfectly possible within the relevancy guidelines as they currently stand. But who will make sure that the mayor’s name and population figures are still correct in five years’ time? [...]

[On pop culture:] *Yes, there are some outstanding articles on topics such as Blade Runner, Pink Floyd and Super Mario. But it seems that fans are not always the best custodians of their articles.*

Jansson’s thoughts show us that people who participate in a wiki like doing different things. Within the Wikimedia movement and wiki research, people often talk of roles, which can be misleading. It is not, after all, about fixed tasks with corresponding expectations, but about a pattern of activity. Many people would rather create their own, new article than improve an existing entry. We could debate the reasons for this for a long time. Perhaps these people are still very focused on their own motivation and less on the wellbeing of the wiki as a whole.⁶³ This kind of approach turns the wiki into a publishing platform, but not a collaborative one.

61 http://wikikids.nl/index.php?title=Kelly_Pfaff&oldid=361018

62 Kurt Jansson: *Hilferuf aus dem Maschinenraum*. In: *Der Spiegel*, December 11, 2009. <http://www.spiegel.de/netzwelt/netzpolitik/wikipedia-debatte-hilferuf-aus-dem-maschinenraum-a-666407.html>

63 Stebauer: “Newcomers in this sense will also not feel responsible for the project as a whole. They might have an opinion about the quality of the content, and maybe about the way in which the content was produced, but they will probably lack an understanding of the organizational problems.” Christian Stegbauer: *Wikipedia. Das Rätsel der Kooperation. Netzwerkforschung*. VS Verlag für Sozialwissenschaften, 2007, p. 66.

Concentrating on a wish list of articles that can only grow slowly, on the other hand, encourages collaboration. Moreover, readers' potential expectations are given greater consideration at an earlier stage. Encyclopedia readers might be disconcerted if they find over 100 articles about the moons of Jupiter and Saturn (because a moon fan went wild with his/her hobby) but none about Mercury or the sun.

Sharing experiences with the children's search engine Blinde Kuh showed that the Klexikon wish list is on the right track. It already covers many of the children's interests and topics that are queried and compiled in the search engine. In the mornings, most of the searches are obviously linked to subjects that crop up at school (e.g. the planets, Ancient Egypt). In the afternoons, children's personal interests are more frequent (e.g. animal-related queries are very common). A study by the German Youth Institute entitled *Was und wie suchen Kinder im Internet?* (What do children search for online and how?) explores this in greater depth.⁶⁴

Limiting the articles to general terms also means the model wiki can avoid footnotes. If two Klexikon contributors disagree over whether elephants grow to be 4.10 meters or 4.50 meters tall, they can look it up in Wikipedia. If someone still sees things differently, he or she would have to try to enforce the change in Wikipedia.

Authors

It would be unrealistic to assume that a wiki will immediately attract crowds of contributors. A group of just a few dozen regular contributors would make for a large, active wiki. It is therefore important to avoid making the task too complicated and overwhelming them with too steep a learning curve or too great a workload. A fitting Dutch saying warns against "mopping up while the tap's still running".

Editing access

There are many different ways of setting up editing access for wiki pages. Anyone who wants to edit pages in the Klexikon model wiki must have a user account, which is only available on request from the project team. A user account normally bears the contributor's real name.

There are several reasons for this departure from standard Wikipedia practice. The main one is the fear of vandalism, trolling and propaganda, i.e. of willfully malicious or improper editing. In the context of a small wiki, especially one designed for children, this concern has a different basis than it does in the much larger Wikipedia. Furthermore, centrally allocating user accounts is established practice at ZUM e.V., which will be hosting and probably organizing the Klexikon wiki from April 2015. Karl Kirst of ZUM expressly recommended that we should use centralized allocation for this project.

Even with centralized allocation, it is not uncommon for a new contributor to not respond to a friendly message setting out the different options for participating. However, vandalism and the like do not happen in Klexikon. The low level of conflict might also have something to do with the small number of participants – centralized allocation is no silver bullet.⁶⁵ Furthermore, some people are uncomfortable with real names because they don't want their contributions to be

64 <http://www.dji.de/index.php?id=42929#4>

(permanently) linked to their name, because they have general privacy concerns, because of specific topics, or because they don't want everyone to see when they are online.

In general, the co-authorship approach to wikis can easily lead to uncertainty and disputes. If an author invests a lot of effort in writing an article, he or she does not want someone else adding a different, unwanted touch to the text. Storrer and Beisswenger have written about the challenges of collaborative writing:

*For many, this was a new and interesting experience because students are often unaccustomed to writing with others or to granting a teacher access to their writing process prior to completing a textual product that satisfies their own standards. [...] Experience from the Wiki Schreibwerkstatt (Wiki writing workshop) showed that school students are also unwilling to readily accept changes that classmates have made to the content of their text without prior agreement. Teachers should address the advantages of having an open, collaborative and discursive editing process, and should discuss these with [the students].*⁶⁶

Experience with the model wiki shows that if someone seriously wants to contribute, they simply will write a brief, informal e-mail to the project team. However, this hurdle is probably too high for spontaneous or occasional visitors who just want to make a small change. A feedback function could be incorporated to deal with these cases. This would allow visitors to submit comments even if they are not registered. Wikipedia trialed an Article Feedback Tool, but rejected it in the end. One would have to see whether and what type of feedback made sense in the future. For technical reasons, we have not yet been able to test a tool with Klexikon.

Ultimately, the question is whether a feedback function would increase or reduce the workload for contributors. Feedback alerting someone to a minor typo that can be quickly corrected is one thing. However, if the feedback expresses a bigger wish, such as turning a short article into a long one, it will probably remain unfulfilled for a long time. That would be disappointing for the person who submitted the feedback.

Attracting new authors

Why do people participate voluntarily in something? Nicholas Carr believes the same motivation applies to the online and the offline world.

*They simply enjoy doing it. They get a sense of satisfaction out of it. It is in our nature to enjoy creating things, showing them to others, talking about ourselves and our family, and participating in collaborative projects.*⁶⁷

Christian Stegbauer takes a more sociological approach to the question of why people contribute to Wikipedia. He says it can't be about earning rewards and recognition (beyond one's small community). He suspects "that the positional system is the driving force behind engagement

⁶⁵ For more details on the rules of conduct, see: http://klexikon.zum.de/index.php?title=Hilfe:Anst%C3%A4ndiger_Umgang&oldid=4675

⁶⁶ Michael Beißwenger & Angelika Storrer: *Kollaborative Hypertextproduktion mit Wiki-Technologie. Beispiele und Erfahrungen im Bereich Schule und Hochschule*. Dortmund [2010]. Preprint. In: Eva-Maria Jakobs, Katrin Lehen & Kirsten Schindler (eds.): *Schreiben und Medien. Schule, Hochschule, Beruf [Textproduktion und Medium; 10]*. <http://www.michael-beisswenger.de/pub/preprint-prowitec-2.pdf>, p. 15.

⁶⁷ Nicholas Carr: *The Big Switch. Der große Wandel. Die Vernetzung der Welt von Edison bis Google*, Redline GmbH, Heidelberg 2009, p. 163.

within Wikipedia.” A person who joins the influential core community feels important because Wikipedia has become more important in the outside world.⁶⁸

In his book on the MediaWiki software, however, Yaron Koren says that people have a natural desire to improve things connected to a topic they are interested in. It is just a question of finding those people. The biggest obstacle is the fear of doing something wrong in a wiki.⁶⁹

Initially, the only people who can be approached in connection with the Klexikon model wiki are those who feel that the site is good and worthy of support in itself, and who do not need a guarantee that the encyclopedia will be a great success. During the project, we mainly targeted adults who work with children (teachers, childcare workers, journalists, children’s website operators), who are parents of inquisitive children, or who would simply like to write for children.

People who already have Wikipedia experience will find it easier to get to grips with another wiki. Newcomers who can write well for children but still have to familiarize themselves with wiki technology will find it harder. The project also tested out and investigated ways of getting children involved as authors and in other capacities. The outcome confirmed the common practice whereby professional children’s media – and that is how a Wikipedia for children should see itself – is primarily produced and overseen by adults (see the discussion below on involving children).

With that in mind, we recommend that a free children’s encyclopedia should primarily focus on attracting the abovementioned people as authors, and on making sure that wiki beginners are well prepared and supported. The model wiki has already simplified a number of wiki features and provides easy-to-understand guidelines in the Help section. Experience shows, however, that contributing to this kind of wiki should be even easier. The Visual Editor (not yet part of the ZUM wikis), a new user interface, could be a step in this direction.

The Free Children’s Encyclopedia project was very successful in attracting authors – even though roughly a third of the 79 contributors who were interested in participating and received a user account had still not produced anything by the end of the project (March 31, 2015).⁷⁰

As is the case with other wikis, and perhaps also with Wikipedia, approaching people in person promises the highest degree of success. We did this at specialist conferences, in editorial meetings, at other events and via personal contacts. In other cases, interested parties contacted the project team after hearing about Klexikon in media reports, on Twitter or via other information channels.

What stops someone who is interested in the project from writing anything? The most commonly cited reason was a lack of time for voluntary involvement in a free children’s encyclopedia. This was presumably one of the reasons why numerous actors from children’s media did not become authors as hoped. Those who earn their living with children’s media do not find the idea of writing for a children’s Wikipedia appealing – even if they like the idea of the project. Authors of other (non-free) encyclopedias are also not interested in making their content freely available because, in some cases, publishing houses are paying them for the use of precisely that content.

68 Christian Stegbauer: *Wikipedia. Das Rätsel der Kooperation. Netzwerkforschung*. VS Verlag für Sozialwissenschaften, 2007, p. 173.

69 Yaron Koren: *Working with MediaWiki*. WikiWorks Press: no location given. 2012, pp. 277-278.

70 <http://klexikon.zum.de/wiki/Spezial:Benutzer> (permanent link not possible)

Other people we approached did not feel confident about writing texts for children, or they had no wiki experience. In addition, collaborations with existing online encyclopedia for children could be hampered by the fact that only those with wiki experience can tell if a wiki article has been “contributed” by another online encyclopedia. If these types of collaboration are to play an important role, appropriate ways of mentioning the partners will have to be found.

Involving children

The big question that comes up time and again is whether a children’s encyclopedia should only be written *for* children or also *by* children.⁷¹ The question is not self-evident because, as most people should know, children’s books and TV programs are written or produced by adults. With a wiki, however, the collaborative principle and the belief that producers and readers belong to the same group could lead to the view that authors should be recruited from the readership. And in this case the readers are children.

On top of that, teachers and parents like it when their children produce something that gets published. Teachers are particularly attracted by the idea of children learning from each other, and of children engaging socially via their participation in a free children’s encyclopedia. They see that the prospect of their work (potentially) being published helps motivates children because they hope it will bring them recognition. Whether having an article published in a wiki will live up to these expectations, however, is doubtful.

There is also a danger that, while teachers and parents might correctly assess a child’s performance from an educational perspective (they recognize progress in learning), they could fail to take sufficient account of the basic expectations placed on an encyclopedic article designed to be helpful to other people. Given the formal requirements (from the structure to the choice of vocabulary) and all manner of necessary rules (such as rejecting plagiarism) a newcomer really has to have acquired a great deal of knowledge and be able to apply it. This would surely overwhelm elementary school students and would require teachers to take supervision and checking very seriously – *before* they posted their students’ content on Klexikon.

Reviewing texts written by children would be very labor intensive for Klexikon authors – more so than writing the text themselves. People are most likely to make that kind of effort when they believe that the children involved want to learn and will write more articles more independently in the future. From a Klexikon perspective, it is not worth making the effort if a student is only ever going to write a single article.

Nevertheless, the project did experiment with involving children as authors. In some cases, we reserved a number of terms for the project schools so that students could spend several weeks working on their drafts. The only truly useable drafts, however, were produced when children chose to continue working on an article outside of the classroom. It did not work without intensive supervision from adult authors (parents or the project team) in the model wiki.

The wiki also permanently and publicly saves all revisions. If children are given their own user accounts, a responsible adult must be on hand to support them. Voluntary administrators can only do this in exceptional cases, in which case the parents should be informed.

⁷¹ See also the page and discussion page: https://meta.wikimedia.org/w/index.php?title=Wikikids/For_children_or_by_children%3F&oldid=6963541

An alternative way of involving students would be to let them give feedback on articles. Incorporating a tool for this would be one of the next recommended steps. It should be tested in as targeted a way as possible so that conclusions can be drawn from the feedback. Children are very good at assessing whether something is child oriented or not. They can provide important information, and can contribute and discuss their own ideas about things like rules, issues related to names, and articles for the wish list. Without that input, the encyclopedia risks bypassing its target group.

On the other hand, it would be unwise to blindly accept every child's idea. If the wish-list items go too far in the direction of pop and fan culture, one would ultimately have to refer to the existing commercial offerings on these topics.

Most of the model wiki's authors and prospective contributors agreed that made-up names invented by adult authors have no place in a serious website for children. For children, we recommend following the conventions of other websites for children: use only the first name followed by something like "Klexikon Kid" in brackets. A nickname for child authors – with the same addition in brackets – would also be conceivable, since many websites encourage children to avoid using either their first name or their surname.⁷²

Even if there are only a few children among the authors, this should be reason enough for the adults to formulate their discussions and feedback in a child-oriented way and to make sure they adopt an appropriate tone. Both of these expectations/wishes for a free children's encyclopedia have largely been borne out by collaboration within the model wiki. This is doubtless partially thanks to the fact that new authors had to send an e-mail to request access. In addition, most contributors were also aware that children would be able to read all the pages – including the discussions and the forum. It would be hard to explain an impolite tone to external teachers and parents evaluating a free children's encyclopedia.

Owners and user groups

Obviously, when an encyclopedia is under a free license (CC BY-SA and open), no one can own the entire content. At most, there can be a domain owner, an owner of trademark rights, and a "landlord/lady" who is responsible for the content of the site.

In the case of the Klexikon model wiki, which carries CC BY-SA licensing, the non-profit association ZUM e.V. owned the subdomain klexikon.zum.de from the very beginning. This should remain the case, ideally with ZUM e.V. as the official organizer of the wiki. As the project coordinator, Michael Shulte was responsible for the wiki for the duration of the Free Children's Encyclopedia project (which ran until March 2015).

As is the case in Wikipedia, no one should have "the say" over individual articles in a free children's encyclopedia. The Klexikon wiki collaboratively produced 400 articles, and the experience shows that objective, friendly discussions can resolve almost all differences of opinion. However, an administrator should be called in if someone is not complying with the code of conduct. This was never really necessary with Klexikon, so we have no experience that would allow us to provide viable recommendations for these kinds of situations.

It might make sense if at least the basic principles of a Wikipedia for kids could only be drawn up and modified by administrators. This proved helpful in the Free Children's Encyclopedia project.

⁷² http://www.internet-abc.de/kinder/nickname.php?SID=hRBRg8mEHSgJV2BMqrXgw5MdedTddlru&highlight_words=benutzername

It meant that a concept for a child-oriented encyclopedia wiki developed over several months could, in the relatively short time available, be tested under as realistic conditions as possible without everyone getting bogged down in endless discussions about the concept itself. At the same time, however, it was always possible, in the forum and on other discussion pages, to question, improve or expand the criteria for child-oriented articles and other rules and regulations (e.g. on child-oriented discussion pages,⁷³ on incorporating Wikipedia functions⁷⁴ and on typical content for articles about books and their protagonists⁷⁵).

Ziko van Dijk and Michael Schulte, the co-founders of the wiki, have had Klexikon administrator status from the outset. This gives them extended rights that allow them to do things like delete articles and set up new user accounts. Uwe Rohwedder was also added as an administrator. Among other things, he handled the importing of around 50 articles from Wikipedia's *Kinderleicht* (Child's Play) project. The board members of ZUM e.V., the association that made the wiki possible and provided it with technical support, are also administrators. However, they left the admin tasks to van Dijk, Schulte and Rohwedder.

As yet, no administrator elections have been held for the model wiki. We have considered holding them in the future. However, that would require drawing up rules on voting rights. One option would be to draw up new criteria for candidates; another would be to take inspiration from existing wikis such as Wikikids. However, Wikikids does not elect its administrators. Candidates can contact the chair of the Wikikids foundation, who then makes a decision where necessary.

The hierarchy should be kept as simple and as flat as possible. With the model wiki, we found that it was sufficient to limit the user groups to "normal users", administrators and bureaucrats.

Normal users can create articles, edit them, undo changes and move pages (but not delete them). Administrators can do all those things, plus delete articles, set up user accounts and protect pages. Bureaucrats can do all those things again, plus establish user rights. There should be no need to include more than these three user groups in a wiki encyclopedia for children – this will also keep the structures as transparent as possible.

Naming the wiki

We discussed names for the wiki with students at the project schools in Berlin, Bern and Vienna. Ideas put forward by the project team and some proposals from the students were reviewed to establish the pros and cons and then filtered in a series of votes. To avoid announcing the names favored by the children and the project team too early, all we will say is that several names fulfil the following criteria:

- The name makes it clear that this is an encyclopedia for children and young people – alternatively, or ideally in addition to this, it could be particularly short, memorable or original.

73 http://klexikon.zum.de/index.php?title=Hilfe_Diskussion:Forum&oldid=12186#Sind_unsere_Diskussionsseiten_zu_Artikeln_und_Entw.C3.BCrfen_auch_schon_kindgerecht.3F

74 http://klexikon.zum.de/index.php?title=Hilfe_Diskussion:Forum&oldid=12186#Funktionen_von_Wikipedia_.C3.BCbernehmen.3F

75 http://klexikon.zum.de/index.php?title=Hilfe_Diskussion:Forum&oldid=12186#Typischer_Inhalt_von_Buch-Artikeln.3F

- The name works in many different languages, i.e. it should mean something to children in the Netherlands or Italy.
- The .org and .de domain names are still available. The .org domain offers scope for setting up multiple language versions of the kind that exist in other Wikimedia wikis.

Klexikon, the working title of the project and the model wiki, could definitely work in the German-speaking world. However, if the encyclopedia grew to include other language versions, the name would become an issue as other languages either do not use the term “Lexikon” or they spell it differently. You could counter that argument by saying that names like Google and Facebook have been successful. In any case, the name issue is not an entirely insignificant matter for a free children’s encyclopedia. If an encyclopedia wiki is to become part of the Wikimedia world in any way, it would be good if “Wikipedia” featured somewhere in the name, because that gives almost everyone an idea of what it is.

Readers and reporting

Target groups

First and foremost, a wiki encyclopedia for children should benefit all children. However, it should be of particular use to children of elementary school age (6 and up). The project also hopes that high-quality, child-oriented content that is easy to understand will be suitable for users of any age, i.e. young people and adults, too.

The encyclopedia's target groups are also parents and teachers because, as “gatekeepers of the Internet”, they are often the ones who decide how much time children can spend online and which sites they can visit. In this sense, parents and teachers also need to be “picked up” and persuaded of the advantages of a children’s Wikipedia. Plans for this received resounding approval in all discussions with teachers and a number of parents.

Schools

During the project, we collaborated with schools so that we could gather sufficient feedback from children in the target group and from teachers. This proved extremely productive because it allowed us to promptly discuss questions (e.g. requests for child-oriented articles, dealing with abbreviations and double/multiple meanings, and functions of the model wiki) with the children as they arose. For instance, we worked with children to consider which functions should appear on the homepage of a children’s encyclopedia and which they would potentially use. This affected the order and structure of the Klexikon menu that appears on the left of the page. To take one example, we moved the 1,000-article wish list further down in the *Mitmachseiten* (Get Involved) section. Collaboration with project schools can also be expanded or paused as necessary.

Discussions and arrangements with other institutions and media outlets show that universities with teacher training courses (TU Dortmund, PH Bern), libraries with their experts on children’s books and as research facilities for children (Bücherhallen Hamburg) and websites for children (the Blinde Kuh search engine, and Seitenstark, a network of children’s websites) are often willing to be partners in a free encyclopedia for children. In their view, the benefits are either an attractive field of activity for trainee teachers, interests that overlap with those of children’s libraries, or the shared use of content and search results.

Media and social networks

Obviously, a free children’s encyclopedia should be used by as many children as possible so that the authors remain motivated and their efforts do not go to waste. Children’s media that disseminates and recommends encyclopedia content is extremely helpful from a public relations perspective. The media also benefits from a free children’s encyclopedia because it can use articles and photos for free.

During the project, we wanted to see how the media would react to the Free Children’s Encyclopedia project and the model wiki, how outlets would report on it, what sort of enquiries they would make and what effect their reporting would have. To do this, Michael Schulte used his media contacts and, in particular, his knowledge of the children’s media landscape. He also

handles media contacts for Ohrka.de, a free children's audio site for which he is project coordinator.

A number of print media (newspapers and magazines) and online media have reported on the project and the initial results of the model wiki. We have not yet reached radio and TV – a more targeted mailing list will have to be developed to change that. That said, two media shows on ARD radio have already signaled their interest.

One very pleasing example from the print media is the *Siegener Zeitung*. Since it ran a full-page report on the project, the newspaper has been printing a Klexikon article under a free license in its children's section every Saturday (paid-for circulation: 53,500 copies⁷⁶).

Overall, we found that it is naturally easiest to persuade media for children and children's sections in newspapers to report on this type of project. The reactions and reports were consistently positive. Some journalists (from *GEOlino*, *Der Tagesspiegel*, *Nürnberger Nachrichten*, *Mannheimer Morgen*, *Siegener Zeitung*, *Deister- und Weserzeitung*) interviewed Michale Schulte to gather more information for their own and longer reports, or to publish the interview itself.⁷⁷ A reporter for the Berlin family paper *Kiekmal* even visited Schulte during an appointment at the project school. The *Süddeutsche Zeitung* only mentioned the project in passing in a two-page report in its children's section ("Wikipedia articles are written for adults. [...] The German Wikipedia association found that children wanted something different, so it has started working on a version for kids"). When asked, however, the editorial department said that it was planning a more in-depth report on the Free Children's Encyclopedia project for summer 2015.

It would also be good if media aimed at adults in general and at the relevant target groups (teachers, childcare workers and parents) in particular reported on the project. This has already happened with, for instance, *Lehrer Online* (Teachers Online), a website that ran several long news items about the project.⁷⁸

Despite the large circulation and wide reach of the newspapers, magazines and websites that have reported on the project, it would be wrong to expect too much from the short-term effect of the coverage. In part, this is because readers cannot click on links printed in newspapers and so have to switch media (from newspaper to computer), which often only happens at a later date. The *Tagesspiegel*, for instance, printed a full-page article on the project (Saturday edition, January 24, 2015, p. 18, back page of the Berlin section, average paid-for circulation: 124,400⁷⁹), which resulted in roughly ten readers e-mailing the project team. Five of them pointed out an error in the printed article on Antarctica, which was then corrected. Two children said they were interested in contributing, and the rest had suggestions for additions to the article wish list.

Another example: an article in *Dein Spiegel*, a monthly *Spiegel* magazine for children (paid-for circulation: over 80,000⁸⁰), resulted in about eight e-mails from children who wanted to write

76 According to IVW count in Q4 2014: <http://www.ivw.eu/aw/print/qa/titel/1276>

77 Example interview on GElino: <http://bit.ly/geoLINO>

78 <http://www.lehrer-online.de/1072764.php>

79 According to IVW count in Q4 2014: <http://www.ivw.eu/aw/print/qa/titel/5599>

articles. Only two of the children got back in touch after the project team asked to discuss it with their parents.

Appendix D contains more comprehensive media coverage, including the abovementioned reports on the Free Children's Encyclopedia Project and on the Klexikon model wiki.

A report for colleagues, in the form of a guest post by project coordinator Michael Schulte, was published on the *Wir Machen Kinderseiten* blog, which is run by the Seitenstark network of children's websites.⁸¹

In March 2015, the Klexikon wiki spent a week featuring very prominently as the recommended "click tip of the week" on numerous major websites for children. This was thanks to the internet tips published by Klick-Tipps.net⁸² The tips automatically appear on a number of websites, including Schau Hin! (an initiative by, among others, the broadcasters ARD and ZDF and the German Ministry for Family Affairs),⁸³ children's search engine fragFINN,⁸⁴ Meine Startseite (German Ministry for Family Affairs),⁸⁵ Kinder Diplo (German Federal Foreign Office),⁸⁶ and Internet-ABC.⁸⁷ In most cases, the tips are displayed on the homepage. The Klexikon wiki was at the top of the tip list, which featured nine recommendations, in the week from March 12 to 18, 2015.

In earlier projects and activities, project coordinator Michael Schulte found that it was easier to reach some media outlets, institutions, parents, teachers and other potential supporters via Twitter. The micro-blogging site also has the advantage of working like a news channel when users choose to follow the project. Even those without a Twitter account can visit the Klexikon account and get a certain overview of the project and its (latest) milestones and thoughts.⁸⁸

This also proved to be the case with the Free Children's Encyclopedia project, even though (as with reports in big-selling newspapers and magazines) it would be wrong to expect too much in the short term. Pleasant surprises are not uncommon, though. This tweet is just one example:

80 According to IVW count in Q4 2014: <http://www.ivw.eu/aw/print/qa/titel/8994>

81 <http://wir-machen-kinderseiten.seitenstark.de/blog/das-projekt-klexikon-hilf-mit-auf-dem-weg-zu-einer-wikipedia-fuer-kinder>

82 Klexikon was the click tip from March 12 to 18, 2015 (see the archive while it's still available; Michael Schulte has screenshots of the click tips on this and other sites).

83 <http://www.schau-hin.info/medien/internet/webtipps/nachschlagen-kinderleicht.html> (still available there)

84 <http://www.fragfinn.de/kinderliste.html> (browsing section on the homepage; no archive function, so now with a different tip)

85 <http://desktop.meine-startseite.de> (top left, under *Klick-Tipps*; no archive function, so now with a different tip)

86 http://www.kinder.diplo.de/Vertretung/kinder/de/Kinder__Jugend/Kinder__Jugend.html (no archive function, so now with a different tip)

87 <http://www.internet-abc.de/kinder/klick-tipps.php> (no archive function, so now with a different tip)

88 Wikipedia entry for Twitter: <http://de.wikipedia.org/wiki/Twitter>

How about a #Wikipedia for #kids? @Klexikon is giving it a go. Great stuff. Please share! klexikon.zum.de.

It came from Erlangen city library and was circulated by other Twitter users, notching up over 50 retweets.⁸⁹

A free children's encyclopedia should definitely use Twitter as a channel for communicating questions and answers to the "outside world." Users can participate in Twitter discussions via hashtags and the reply function, and can quickly communicate with their followers⁹⁰ via the direct message function. Our experience with the Free Children's Encyclopedia project is that things happen at a much gentler pace with a project blog that (initially) necessarily has a very low-profile and is comparatively "isolated." We set up the blog anyway to reach people who do not wish to use Twitter or other social networks. The only comments we received related to a call for authors to write an example article before the model wiki was set up.⁹¹

Children's search engines

According to the 2014 KIM Study, a study on children and media in Germany (published in March 2015), 63 percent of children aged 6 to 13 go online at least occasionally. Of those children who use the Internet, about 70 percent (just under 50 percent of all children aged 6 to 13) use a search engine at least once a week. The study says children see the Internet as a "big book of knowledge" that provides them with answers to their questions. "Homework and school" was the most common reason given for using a search engine.

One in six young Internet users (16 percent) even picked a search engine as their favorite website. The most popular are fragFINN (6 percent) and Blinde Kuh (5 percent). The search engines known to at least half of the children with search engine experience include Google (94 percent of these children), Yahoo (60 percent), fragFINN (56 percent) and Blinde Kuh (49 percent). Helles Köpfchen, the third large children's search engine in Germany, is known to every third child (32 percent).⁹²

Age determines how often these search engines are actually used by the children who are aware of them. While Google usage increases with age (from 76 percent of children aged between 6 and 7, to 95 percent of children between 12 and 13), use of the three children's search engines specified above declines (from a maximum of 80 percent of children between 6 and 7, to roughly 40 percent of children between 12 and 13). Overall, though, the children's search engines do play an important role – even if Google is a long way ahead in terms of awareness and use.⁹³

A children's encyclopedia will struggle to rank among the top Google hits returned for a specific search. When a child starts a search, Google does not necessarily know that it is dealing with a

89 https://twitter.com/stabi_erlangen/status/563247357173977088

90 Overview of all followers of the @Klexikon Twitter account: <https://twitter.com/klexikon/followers>

91 <http://blog.klexikon.de> (comments are no longer available, as the blog had to be recreated for technical reasons)

92 <http://www.mpfs.de/fileadmin/KIM-pdf14/KIM14.pdf>, page 33 ff.

93 <http://www.dji.de/index.php?id=42929#1>

child and will not automatically display hits for child-oriented content only. There is, however, an exception: Klexikon articles appear in the top ten hits if users include the word “Kinderlexikon” (children’s encyclopedia) in a search. The same happens if users just enter “Kinderlexikon” on its own.⁹⁴

With this in mind, a free children’s encyclopedia should collaborate with children’s search engines to ensure that children come across the encyclopedia articles as often as possible when searching the Internet. During the project, we held initial discussions with the editors of Blinde Kuh, an ad-free and publicly funded search engine. Sharing our experiences highlighted the advantages a partnership could bring: when children search for a term for which an article exists, the search engine could show them the first part of the article with a link to the children’s encyclopedia. At the same time, the children’s encyclopedia could link to the search engine’s search results from its articles. We began testing this in March 2015 by including a link at the bottom of every article. This would relieve the encyclopedia authors of the laborious task of finding suitable links and repeatedly going back to check that the websites still exist (in the desired form).

The children’s search engine fragFINN aims “to create a protected surf space on the Internet that is interesting and harmless for children between the ages of 6 and 12.”⁹⁵ fragFINN has now added all Klexikon articles to its “whitelist”, meaning it has classified the entire Klexikon website (<http://klexikon.zum.de>) as being a “safe surf space for children” and has made it available via the search function. As well as adding it to the whitelist, fragFINN also put the Klexikon wiki right at the top of its homepage as its “surf tip of the day” in March 2015. The Blinde Kuh and Helles Köpfchen search engines have also incorporated Klexikon in its entirety. Blinde Kuh also began featuring the big owl logo on its homepage in March, which is an endorsement for and link to the Klexikon homepage.⁹⁶

So now, if a child types something like “atom”, “Nile”, or “tooth” into the search box on blinde-kuh.de, fragfinn.de or helleskoepfchen.de, the appropriate Klexikon article will appear on the first page of search results. This is also the case with many other Klexikon articles. Because schools prefer their students to use the children’s search engines mentioned here, the high ranking of Klexikon articles on them could have a positive long-term effect on awareness levels of a free online encyclopedia for children.

94 https://www.google.de/?gws_rd=ssl#q=kinderlexikon

95 <http://www.fragfinn.de/kinderliste/eltern/information>

96 Seen on March 26-29, 2015, and again after Easter on the homepage: <http://www.blinde-kuh.de>

In conclusion

Project facts and figures

The project set up a model wiki (<http://klexikon.zum.de>), which was particularly useful for developing and testing the necessary criteria for the content, comprehensibility, relevance, structure and scope of the articles in a free children's encyclopedia as well as initial recommendations for the social dynamics of the wiki.

- The first 400 articles were written according to these criteria to serve as examples for further articles. They appeal to the target group, and have received positive assessments from the participating children and adults. <http://klexikon.zum.de/wiki/Kategorie:Klexikon-Artikel>
- More than 100 children at the four project schools in Berlin (Germany), Bern (Switzerland), Brixen (South Tyrol, Italy), and Vienna (Austria) have participated in the project so far. In Berlin, the project coordinator was able to closely follow the project's progression over a period of several months. At the end of this period, the Stechlinsee elementary school presented the project on its website, where there is a permanent link via the owl logo.⁹⁷ The project schools in Vienna (two fifth-grade classes and interested teachers at the Goethe academic secondary school) and in Bern (one fifth-grade class and the teaching staff at Kirchenfeld elementary school and NMS Bern) personally presented the project and hosted a detailed discussion of the concept and a question-and-answer round with students and teachers. The contact with the school in Brixen (a group of 11 to 13-year-olds at Mittelschule Oswald von Wolkenstein) was made on the initiative of the teacher involved. Otherwise, the project coordinator contacted several schools in the three capital cities and then selected one in each that was interested in cooperating on the project. The project coordinator would like to take this opportunity to warmly thank all school principals, teachers and students involved in the project.
- We were able to hold workshops, presentations and discussions on the Free Children's Encyclopedia project at 16 relevant conferences, editorial meetings, Wikipedia meet-ups and our own events (see Appendix C). We were thus able to train and inform 200 people interested in the project. We received a lot of feedback, questions, and suggestions for improvement. At other events we attended, we had conversations with at least 40 additional multipliers from the media, scientific research, and other fields (see Appendix C).
- Furthermore, all Klexikon contributors and other interested parties had the opportunity to take part in a total of eleven video chats via Hangout from December 2014 to March 2015 (usually on Mondays at 8 p.m.). Around ten authors of the model wiki took advantage of these at least once. The project team also took part (Michael Schulte and Ziko van Dijk). The chats allowed contributors to discuss current issues and strategic questions constructively and in confidence directly – without having to go via e-mail or discussion pages. Some individual participants also had questions about the practicalities of handling a wiki.⁹⁸
- All model wiki authors and other project supporters were in contact via e-mail and telephone. Around half also met in person at workshops, other events, and meetings in Berlin. For a period

⁹⁷ <http://www.stechlinsee-grundschule.de>

⁹⁸ http://klexikon.zum.de/index.php?title=Hilfe_Diskussion:Forum&oldid=13597#Video-Treffen_montags_ab_20_Uhr

of several weeks, at least five model wiki authors also received one-to-one coaching on the wiki itself, via phone, e-mail, Skype and/or Hangout. This included composing first drafts of their own articles for the model wiki.

To what degree has Klexikon come to life?

Around 50 active model wiki authors have given their agreement to the basic principles (<http://klexikon.zum.de/wiki/Hilfe:Grundregeln>) as set out here. Then there are a further approx. 30 people who wish to be authors and already have a user account. On March 4, 2015 Klexikon had 20 active members that had made at least one edit in the past 30 days. On March 31, this number had already gone up to 28. Sixteen (March 31: 18) users had made over five edits, while four (March 31: three) users had made over 100.⁹⁹

When we compare the activity of this still very small model wiki community with the activity of the official German-language Wikipedia sister projects in January and February, we see that the Klexikon wiki is just as active as Wikinews, Wikiversity and Wikibooks, and that the figures for Wikivoyage are only three times as high.¹⁰⁰

Of course, the wikis mentioned have existed much longer, have much more content, and have involved many more authors. However, it can be stated that the application, scrutiny and improvement of the basic principles and, ultimately, the process of developing the concept of a free children's encyclopedia based on these, as presented here, took place under similar conditions as in the existing Wikimedia projects – at least as far as the number and the commitment of currently active users is concerned. Outside the Wikimedia movement, the elementary school wiki mentioned above currently has only a few active users. In the reference period there were just a handful.¹⁰¹ The same was true for the Kochwiki cookery wiki, although its users make more contributions.¹⁰²

Another interesting comparison: In January 2015, the “Simple English” Wikipedia had 132 users who had made more than five edits, and 17 who had made more than 100. In both cases, that's around 0.5 percent of the users of the “big” English-language Wikipedia. Purely mathematically, 0.5 percent of the users of the German-language Wikipedia in the same month would equate to 32 users with more than five edits, and five with more than 100 – and that's around the same level of activity as the Klexikon wiki.¹⁰³

99 http://klexikon.zum.de/wiki/Spezial:Aktive_Benutzer

100 Links to the statistics: <http://stats.wikimedia.org/wikivoyage/EN/TablesWikipediaDE.htm> (Wikivoyage in German)
<http://stats.wikimedia.org/wikibooks/DE/TablesWikipediaDE.htm> (Wikibooks in German)
<http://stats.wikimedia.org/wikinews/DE/TablesWikipediaDE.htm> (Wikinews in German)
<http://stats.wikimedia.org/wikiversity/DE/TablesWikipediaDE.htm> (Wikiversity in German)

101 http://grundschulwiki.zum.de/wiki/Spezial:Aktive_Benutzer

102 http://www.kochwiki.org/wiki/Spezial:Aktive_Benutzer

103 Links to the statistics: <http://stats.wikimedia.org/EN/TablesWikipediaSIMPLE.htm> (Simple English Wikipedia),
<https://stats.wikimedia.org/EN/TablesWikipediaEN.htm> (Wikipedia in English),
<http://stats.wikimedia.org/DE/TablesWikipediaDE.htm> (Wikipedia in German)

Recommendations and next steps

So, what does a children's encyclopedia ideally look like? Many of Wikipedia's basic principles are tried and tested, and generally make sense. Free knowledge means that content can be used in a practical and fair way. The encyclopedia is still an appropriate form of making the world's knowledge available to all. A wiki is both a mass medium and a platform for productive cooperation.

The example set by Wikipedia should not, however, stand in the way of finding alternatives. Wikipedia itself is the best example to illustrate the fact that the "wiki cycle" is not a guaranteed success. More content does not automatically mean more readers, and more readers do not automatically mean more contributors, which do not automatically lead to more content. Moreover, with children as the target group, certain aspects of Wikipedia need to be assessed with much more care, such as vandalism, impolite tone of writing and the comprehensibility of articles.

Klexikon, the model wiki for this project, can only be edited by people who have requested registration and have given their real names. This system has not yet caused any problems for the wiki, but it is by no means infallible. Klexikon also uses a system of "list-draft-article," which means that articles are first written as drafts outside of the encyclopedia itself. This system has worked well so far.

But at this stage it would be presumptuous to see it as the be-all and end-all. As the project has only been going for a few months, there are many things that cannot yet be assessed. It may be difficult, even in future, to measure exactly what impact certain factors are having. If we loosened up the registration procedure, for example, other precautions would have to be taken to ensure that the content is suitable for children, such as using page protection and screening tools, and additional measures against trolls, i.e. authors who have no interest in making relevant and constructive contributions.

In order to gradually secure more contributors for a "children's Wikipedia," collaboration with other children's media and, above all, with other children's websites would need to be expanded. Children's search engines such as Blinde Kuh and fragFINN and associations like Seitenstark were key supporters of the project and provided critical assistance. Thanks to them, we were able to secure new contributors, use our collaboration for public relations, and bring ideas on free knowledge to the area of children's media.

There has been a high degree of openness in using the content created under the project. In March 2015, for example, Seitenstark¹⁰⁴ recommended that its members use¹⁰⁵ Klexikon articles under a free license on their own websites. The Blinde Kuh search engine has a special "robot" that retrieves Klexikon articles and includes them in the search results.

The Blinde Kuh also has the option of including teasers for articles on relevant topics. Conversely, every Klexikon article contains a link to Blinde Kuh search results on the same subject. Two other children's search engines, fragFINN and Helles Köpfchen, have also incorporated the full content of Klexikon.

In the past, there have been a few isolated attempts to develop children's pages on Wikimedia's own wikis. For example, the child-oriented pages written by Wikipedia authors in the medical

104 <http://seitenstark.de/kinder/mitglieder>

105 <http://wir-machen-kinderseiten.seitenstark.de/aktuelles> (Communication of March 26, 2015)

editorial team, and the Wikijunior initiative in Wikibooks. The communities behind these wikis either decided against the projects, or there simply weren't enough authors. It is questionable in general whether child-oriented content could be created in these wikis in future – particularly if the wiki in question (Wikibooks, for example) is not an encyclopedia.

In Europe, there are essentially two comparable wikis that are also dedicated to the idea of a children's Wikipedia. However, Vikidia and Wikikids are very different from Klexikon in concept and execution. Continuing to share experiences with these wikis would make sense, but cooperation seems unlikely.

In principle, it is possible for a wiki to be incorporated into the Wikimedia movement; that also goes for a free children's encyclopedia. Incorporations of this kind are, however, rare and take considerable time and effort. The rules established by the Wikimedia Foundation on this matter are somewhat unclear. In all cases, they involve a lengthy public discussion, which, given past experiences, are not always objective or friendly. The request is then granted at the discretion of the Board of Trustees¹⁰⁶ of the Wikimedia Foundation. Mathias Damour of Vikidia abandoned another attempt in January 2014 because his Vikidia community was unsure about the changes it would have to undergo if it were to migrate to the Wikimedia movement.

Whether or not a children's encyclopedia wiki is incorporated as an official Wikimedia project, some form of cooperation with Wikipedia and its sister projects is certainly possible. After all, it is a project for free knowledge.

For example, Wikipedia articles could always feature links to Klexikon articles on the same topic, possibly also using the Klexikon logo. Despite Klexikon's comparatively small size, as of March 30, 2015, 22 of the 100 most popular Wikipedia pages were also available as Klexikon articles on the same topics, including several articles on countries and cities.¹⁰⁷ Furthermore, Wikipedia and other Wikimedia wikis could in future benefit from this concept and the experiences of the Klexikon model wiki, in matters concerning the tone of the contributor's writing, the use of understandable and child-friendly language, and the involvement of children.

For the time being, Klexikon is in good hands at ZUM e.V., which wants to continue hosting it and even incorporate it into its own set of wikis. Changes to the design, functions and basic principles of the wiki can be made and tested more easily there than in the Wikimedia world. The site already has its own basic principles, larger fonts and images than Wikipedia, an information box tailored to Klexikon at the top of each page, useful links at the bottom of every article, and other requests made by the project team have also been implemented. The next items on the agenda are the introduction of Wikipedia functions such as thank you messages, a Visual Editor, a feedback tool for all wiki visitors, and a larger search box on the homepage.

However, ZUM e.V. will not be able to provide much more than technical support to Klexikon. ZUM e.V. would, in particular, probably not set up any other language versions. However, even if Klexikon were a Wikimedia wiki, volunteers with the corresponding language skills would first need to be found.

During the course of the project, two universities approached the project team and expressed interest in a long-term collaboration. This opportunity should be taken to look into and further develop Klexikon and its concept for a child-oriented encyclopedia wiki, on both an academic and a practical level. In May, the Klexikon project will be the topic of a block seminar on

106 http://wikimediafoundation.org/wiki/Board_of_Trustees

107 <http://klexikon.zum.de/index.php?title=Kategorie:Klexikon-Artikel&oldid=13059> and <http://stats.grok.se/de/top>

information and communication sciences given by Prof. Ute Barbara Schilly¹⁰⁸ at Cologne University of Applied Sciences. At TU Dortmund University, Dr. Michael Beißwenger¹⁰⁹, Ziko van Dijk and Michael Schulte are planning to host a guest lecture and workshop, co-organized by the Gesellschaft für deutsche Sprache (Association for the German Language) and held as part of the student teachers' preparation for their upcoming placements in schools.¹¹⁰

Summary of recommendations: The Klexikon project should continue to be supervised with enthusiasm and be promoted as much as possible. It already has a small, functioning community of 50 active users, a base of more than 400 articles, and the awareness of several major media for children, parents and teachers. It needs support from partners in order to establish contacts with prospective contributors. Prominent Klexikon ambassadors could promote the idea of a children's Wikipedia. Workshops on how to write clearly would be useful not just for Klexikon authors but for many others, too. . Specialist support could be used to make the wiki's design and functions more child-oriented, help with introducing a Visual Editor and incorporating Wikidata content. A feedback tool for wikis could be tested on Klexikon. The first child-oriented graphics and videos would be a big challenge. The effective public relations work, collaborations with project schools, seminars for contributors, and sessions at (media) conferences should be continued and expanded. That all goes far beyond the purely editorial and administrative activities involved in a wiki.

No one has yet managed to create a children's Wikipedia. This concept developed in the course of this project now provides the opportunity to create and maintain the basic conditions necessary for such an endeavor. It would therefore be possible and desirable for work to continue on the free children's encyclopedia with follow-up projects.

A one-year follow-on funding program from Wikimedia Deutschland would be the best way to build on previous experiences and ideas, and to field test and adapt the existing concept in even more realistic conditions. Sub-goals for the wiki should include growing to a minimum of 1,000 articles and 50 regular contributors. In addition to this, collaboration with universities (teacher training, communication sciences, German studies) should be increased. Support from other foundations or public sponsors is also being considered as an alternative or in addition to funding provided by Wikimedia. Follow-up funding should be received by summer 2015 at the latest, to keep up the project's momentum and the idea behind it.

108 https://www.fh-koeln.de/personen/ute_barbara.schilly/

109 http://www.studiger.tu-dortmund.de/index.php?title=Michael_Beißwenger&oldid=68622

110 http://www.studiger.tu-dortmund.de/images/Ankündigung_Klexikon.pdf

Appendices

Appendix A: Goals from the project proposal

From June 2014 to March 2015, we will develop a concept for a child-oriented, text-based encyclopedia wiki with the target group of “children aged six and over.” The concept will include:

- Criteria for the content, comprehensibility, relevance, structure and scope of articles in a free children’s encyclopedia
- Recommendations for the social dynamics of the wiki
- A number of model articles written on the basis of these criteria to demonstrate what the free children’s encyclopedia might look like

It will be very important to involve children in the process of compiling the criteria and the model articles as they are the primary target group. We also want children to assess how the sample articles written by adults measure up to the criteria and what could be improved. Teachers, parents, and, ideally, members of the Wikipedia community will also be involved.

To encourage and facilitate the participation of Wikipedians, teachers, parents, journalists, other prospective authors and also, eventually, children, the following events and measures will be organized and held during the term of the project:

- One or two-day face-to-face workshops in Berlin
- Sessions and information stands at major events
- Location-independent writing workshops (webinars) e.g. via Google Hangouts
- Individual coaching sessions for authors that are particularly interested in getting involved, mainly on the topic of child-oriented writing. How can we measure whether the project objectives have been reached?
- Once the project is completed, criteria and recommendations will be compiled that are considered workable by the new children’s encyclopedia community.
 - At least 50 model articles, covering as many topic areas as possible, that serve as an example for new articles, that appeal to the target group, and that have been positively assessed by the participating children and adults.
- At least 100 children and supervising adults (parents, teachers, etc.) should be involved in the capacity outlined above.
- At least 20 interested individuals should receive training in comprehensible and child-oriented writing, particularly at one or two-day face-to-face workshops in Berlin and writing webinars (at least ten of these events should be held in total).
- An initial pool of at least ten authors should be recruited. Of these authors, at least five should receive one-to-one coaching for a period of several weeks, guiding them through the creation of a new article.

Appendix B: Overview of activities by phase

Preparatory phase from June to September 2014:

- First contact with prospective supporters of the project and its concept
- Deciding on the working title “Klexikon” (an amalgamation of “kids” and “lexicon”) for the project itself and the project website
- Creating a project blog with the working title “Klexikon”, giving those interested the opportunity to ask questions, share praise or criticism, and get involved with the project; initial posts contained up-to-date information on the project (<http://blog.klexikon.de>; the few comments up to December 2014 are unfortunately no longer available as the blog has moved from klexikon.de to a subdomain; these posts were mostly related to the call for first model articles and did not contain any controversial discussions)
- Twitter account and start of PR work for the project (first contact to media)
- Compilation of a wish list of around 700 articles that should be written first to form the basis of a child-oriented encyclopedia wiki
- Finding schools to work on the project with the aim of receiving feedback from students – initially on first considerations and later on the individual points of the concept – as well as to look in detail at, or even create, first model articles together with the students
- Search for a suitable partner with whom to set up a model wiki. Wikia was eliminated as it does not allow children under 13 to register as members, making it impossible to involve children as authors (http://www.wikia.com/Terms_of_Use). Its pages also display advertising – another argument against creating a model wiki on Wikia.com.

Development phase from September to November 2014

- Attending workshops and participating in relevant conferences, seminars and other events in order to enter into a dialogue with as many prospective project supporters as possible and to draw on the experiences and advice of Wikipedia authors, the media, scientists, operators of children’s websites, teachers, and parents as the project progresses. Among those events attended were WikiCon 2014 in Cologne and the OER Conference in Berlin.
- Draft of initial criteria for the content, comprehensibility, relevance, structure and scope of the articles in a free children’s encyclopedia as well as initial recommendations for the social dynamics of the wiki
- Publishing of criteria and recommendations on the project blog and call for participation in the run-up to creating a model wiki
- Visits to the project schools in Vienna and Bern in October 2014; regular visits to Berlin project schools (every one to two weeks throughout the semester)
- Establishing a model wiki and running an initial test phase (also with the working title Klexikon) in November 2014, with the technical support of ZUM e.V. – center for online teaching materials (<http://klexikon.zum.de>)

Implementation phase from December 2014 to March 2015:

- Official launch of the model wiki Klexikon.de on December 1, 2014
- Attracting authors to participate in the model wiki through personal contacts, (online) media, Twitter, the project blog, events, and the model wiki itself
- By December 31, 2014 the first 50 articles were available on the model wiki. For each article, at least three authors had confirmed that it complied with the basic principles of the wiki and met the minimum requirements of child-oriented wiki articles. By January 6, 2015 the number of articles had reached 100. This number rose to 200 by February 4; 300 by February 27; and 400 by March 28, 2015.¹¹¹
- The basic principles of the model wiki were improved, altered and verified in conjunction with forum discussions at <http://klexikon.zum.de/wiki/Hilfe:Forum>. Topics discussed included user names; forgoing formatting such as bold and italics as well as red links; homonyms (terms with several different meanings); term explanation pages; how to deal with external links and the foreign-language pronunciation of words; navigation on the left-hand side of the page; articles on novels, fairytales, films and their heroes/heroines; child-oriented discussion pages; and the use of picture galleries.
- Discussions were held about cooperating with the Institute for German Language and Literature at TU Dortmund. Following a workshop in March (the block seminar “Wikis and Wikipedia”, which included discussions on a children’s wiki), a lecture and workshop is now planned for June 2015 aimed at student teachers entering their practical semester in winter 2015/16 – many in elementary schools, as that is a main focus at TU Dortmund. The lecture and workshop in June will be on the topic of a free children’s encyclopedia.
- The teacher training college PH Bern and Cologne University of Applied Sciences have expressed an interest in providing academic supervision and support for a child-oriented wiki encyclopedia.
- Intensified contact with media interested in reporting on the project and the model wiki
- Attending further workshops and participated in more relevant conferences

111 http://klexikon.zum.de/index.php?title=Hilfe_Diskussion:Forum&oldid=13598#90._Artikel

Appendix C: List of all workshops, lectures and discussions

At these events, the Free Children's Encyclopedia project and the model wiki Klexicon was discussed with over 200 interested individuals in workshops, lectures and discussions:

- OER Conference in Berlin¹¹² on September 12 and 13, 2014, with the BarCamp session "Wofür ist ein Freies Online-Kinderlexikon gut?" (Why is a free online children's encyclopedia beneficial?)¹¹³; five participants. At the conference, initial arrangements were also made with ZUM e.V. chairman Karl Kirst regarding ZUM's support in creating a model wiki, and he shared his experiences of existing ZUM wikis created with and for children.
- A session and project stand at WikiCon from October 3 to 5, 2014 in Cologne¹¹⁴ (individual discussions with around 30 interested Wikipedia authors; some 50 suggestions for the article wish list; first agreements from authors to write model articles; discussions about the basic principles for a children's encyclopedia)
- Two ZUM conferences on October 18 and 19, 2014 in Aschaffenburg¹¹⁵ and on March 28, 2015 in Frankfurt am Main¹¹⁶ (roughly 20 and 15 participants respectively; topics discussed included the preparations involved in establishing a model wiki and wiki sponsorship; conversations were had with teachers who have experience with wikis, university professors, and other people from the education sector, particularly regarding child-oriented content in a free children's encyclopedia, basic principles for the model wiki, and the central allocation of user accounts)
- Wikimedia conference in the Netherlands on November 1, 2014; lecture followed by discussion
- Seitenstark (children's website operators) annual conference on November 26, 2014 in Munich (meeting of around 20 Seitenstark members¹¹⁷)
- Weekly editorial meeting of children's news program Logo on December 10, 2014 at ZDF in Mainz (around 20 participants; topics discussed included gaining authors, sharing experiences in the area of children's encyclopedias and child-oriented writing, and Logo's online encyclopedia, which does not have an open license¹¹⁸; followed by talks with the chief editor and other members of staff)

112 <https://wikimedia.de/wiki/OERde14>

113 <https://docs.google.com/spreadsheet/ccc?key=0AjXUQWeTeITHdE1jNDZhMDc2TVMtSnN6N3pSWUY3ZHc&usp=gmail#gid=0> (session plan including the session on the Free Children's Encyclopedia project with Michael Schulte)

114 http://de.wikipedia.org/wiki/Wikipedia:WikiCon_2014

115 http://wikis.zum.de/zum/ZUM.de/ZUM-Treffen/ZUM-Treffen_2014

116 http://wikis.zum.de/zum/ZUM.de/ZUM-Wiki-Seminar/ZUM-Wiki-Seminar_2015

117 <http://seitenstark.de/kinder/mitglieder>

118 <http://www.tivi.de/fernsehen/logo/lexikon/00807/>

- Two visits to editorial team meetings at Blinde Kuh on January 1 and February 12, 2015 in Hamburg (each with eight participants; topics discussed included the mutual use and linking up of content, children’s search queries, child-oriented websites and free knowledge for children; Stefan Müller from Blinde Kuh already talked to Wikimedia about the possibility of creating a sort of “Wikipedia for children” a few years ago)
- Writing workshop “child-oriented writing” on January 22, 2015 in the Wikimedia Deutschland offices in Berlin (ten participants, including those responsible for the children’s websites Blinde Kuh, Kindersache, Seitenstark and Meine Forscherwelt; topics discussed included the model wiki’s basic principles, free knowledge, and a child-oriented online encyclopedia)
- Three evening meetings with Wikipedia authors in Wikipedia offices on October 21, 2014 in Vienna¹¹⁹, February 12, 2015 in Hamburg, and March 12, 2015 in Cologne¹²⁰ (ten participants at each event; topics discussed included child-oriented writing style and the quality requirements for a free children’s encyclopedia, easy access for new users but keeping registration obligatory, the reasons for the mandatory use of real names as user names and how compliance with this rule can be checked; conclusions: shouldn’t “wrap children in cotton wool”, but explain the world to them; author names at the end of articles could increase motivation to participate; when writing clearly care must be taken to avoid errors arising due to simplification)

→ Note: On the same day in Hamburg, talks were had with three librarians from Bücherhallen Hamburg, as we have already had positive experiences here with Wikipedia consultation hours. Two events are planned for June and the second half of 2015 (a Klexikon seminar for librarians and teachers/school library staff as well as a writing workshop for children at Bücherhallen)

- Symposium held by German teachers of the Adolf Glaßbrenner elementary school in Berlin on March 3, 2015 (ten participants; topics discussed included teachers as possible authors, feedback on the concept, the use of a free children’s encyclopedia in lessons; followed by conversation with the principal, who had also participated in the symposium)
- Block seminar “Wikis and Wikipedia” at TU Dortmund held by Ziko van Dijk, where students shared their initial thoughts on a child-oriented wiki (around 20 participants; lecture by Michael Schulte with a discussion on the Free Children’s Encyclopedia project on March 12, 2015)¹²¹
- A “Wiki Saturday” was organized by Wikimedia Nederland in Utrecht on March 28, 2015 with Gerard Dummers and other participants on the topic of Wikikids and Klexikon.

119 <https://de.wikipedia.org/w/index.php?title=Wikipedia:Wien/WikiDienstag&oldid=140403495>

120 http://de.wikipedia.org/w/index.php?title=Wikipedia:Förderprogramm_Freies_Wissen/Projekt_Freies_Kinderlexikon&oldid=139118038#Donnerstag.2C.12._M.C3.A4rz_2015.2C_ab_19_Uhr:_Klexikon-Vorstellung_im_Lokal_K_in_K.C3.B6ln

121 <https://www.lsf.tu-dortmund.de/qisserver/rds?state=verpublish&status=init&vmfile=no&publishid=150137&moduleCall=webInfo&publishConfFile=webInfo&publishSubDir=veranstaltung>

Further events where one-to-one discussions on the Free Children's Encyclopedia project were had, new interested authors were gained, and prospective future partnerships (e.g. with other wikis) were sounded out:

- The event "10 Jahre Wikimedia Deutschland" (ten years of Wikimedia Deutschland) on September 20, 2014 in the Berlin office¹²² (discussions were had during the event on the current progress of and further developments within the Free Children's Encyclopedia project with Supervisory Board members, office staff and Wikipedia authors)
- Open day at the Association for New Education (ANE) on September 27, 2014 in Berlin¹²³ (discussions with parents, media educators and ANE employees about families' needs with regards to an online encyclopedia for children)
- Symposium "Vielleicht könnte das ja Werbung sein" (That might be an advert) on how children respond to advertising on the Internet, held by the German Federal Ministry for Family Affairs and the Media Authority of North Rhine-Westphalia on November 3, 2014 in Berlin¹²⁴ (discussions were had with children's search engine operators fragFINN and Blinde Kuh, as well as with representatives of other children's media, universities, and the Association for Media Education and Communication Culture GMK)
- "Shaping Access – More Responsibility for Cultural Heritage" conference, co-hosted by Wikimedia Deutschland on November 13 and 14, 2014 (discussions were had with representatives from the German Commission for UNESCO and other participants on free knowledge for children)
- "Wikipedia as a Research Tool" symposium of the Royal Netherlands Academy of Arts and Sciences on January 15 in Amsterdam with Jimmy Wales, Jan-Bart de Vreede, Frans Grijzenhout and others¹²⁵
- "Zukunft der Wissensspeicher" (The future of knowledge repositories) on March 5 and 6, 2015, science forum of the University of Konstanz and the Gerda Henkel Foundation Düsseldorf
- reCAMPAIGN conference on March 23 and 24, 2015 in Berlin¹²⁶ (lecture from Oliver Esberger about eight mistakes made by websites; conclusions from the speech and discussion with 50 participants: make sure pages are compatible with all devices, test user-friendliness, and concentrate on one target group – all three points are important when creating an online encyclopedia for children; Klexicon is certainly not yet perfectly adapted for all devices, usability tests have already been carried out with a number of school students, target group should be children and not, for example, authors, teachers or parents)

122 <http://blog.wikimedia.de/2014/08/21/wikimedia-deutschland-wird-zehn/>

123 <http://bundesforum-familie.de/27-september-2014-tag-der-offenen-tuer-fuer-berliner-grundschuleltern-beim-arbeitskreis-neue-erziehung/> and <http://www.ane.de>

124 http://www.lfm-nrw.de/fileadmin/lfm-nrw/Pressemeldungen/Fachtagung_Kinder-OnlineWerbung_238092014.pdf

125 <https://www.knaw.nl/en/news/calendar/wikipedia-as-a-research-tool>

126 reCampaign conference – strategies for the digital civil society: <https://recampaign.de>

Annex D: Media coverage in print and online

This overview of media coverage of the Free Children’s Encyclopedia project and the model wiki Klexikon is not exhaustive, as in some cases no sample copies or online articles were available. The list includes the title of or a separate quote from each report, the medium, and a footnote that provides more detailed information on the source. In some cases, a link is also provided to the online article or interview:

- “Get involved. Click on it.” – *Dein SPIEGEL*¹²⁷
- “Wikipedia (...) working on version for kids” – *Süddeutsche Zeitung*¹²⁸
- “Comprehensible and child-friendly explanations” – Flimmo¹²⁹, a joint educational media project of Germany’s different regional media authorities¹³⁰
- “Knowledge from A to Z” / “Three of our child reporters tested Klexikon. Result: good!” – *Der Tagesspiegel* (full-page newspaper article)¹³¹
- “Reference work for kids” – Interview on GEOlino.de (GEO’s children’s website)¹³²
- “An offshoot especially for children” – *Fränkische Nachrichten* and *Mannheimer Morgen*¹³³
- “A Wikipedia for children, that would be great” – *Nürnberger Nachrichten* (with interview)¹³⁴
- “Free and editable online encyclopedia for children” – *Siegener Zeitung* (full-page newspaper article followed by a Klexikon article published every week)¹³⁵
- “From A for Antarctica to Z for Zebra” – *Neue Westfälische*¹³⁶

127 *Dein SPIEGEL*, February 2015 edition, p. 53

128 *Süddeutsche Zeitung* on February 28, 2015, *Süddeutsche Zeitung* for children, p. 2 (double-page lead story “Gemeinsam schlau” on Wikipedia)

129 <http://www.flimmo.de/uebers-fernsehen-hinaus/redaktioneller-inhalt/das-klexikon-wiki-wikipedia-speziell-fuer-kinder/controller/show/Content/>

130 <http://www.flimmo.de/ueber-flimmo/herausgeber/>

131 *Der Tagesspiegel* on January 24, 2015, *Der Kinderspiegel*, p. 18

132 <http://www.geo.de/GEOlino/natur/interview-klexikon-wikipedia-fuer-kinder-80047.html?p=1>

133 *Mannheimer Morgen* on January 24, 2015 and online in the *Fränkische Nachrichten*: <https://www.fnweb.de/freizeit/wikipedia-fur-kinder-1.2071012>

134 *Nürnberger Nachrichten* on February 5, 2015, “Extra Kinder” page; a roughly half-page report with interview

135 *Siegener Zeitung* on January 24, 2015, children’s section, p. 37; since January 31, 2015, the newspaper features a Klexikon article on the children’s page every Saturday

136 *Neue Westfälische*, *Tapsis Kinderzeitung* (monthly), April 2015 edition

- Other newspaper reports: *Darstädter Echo / Kinder-ECHO*¹³⁷, *Badische Zeitung*¹³⁸
- “A children’s encyclopedia based on Wikipedia” – Lehrer Online website¹³⁹
- “A free children’s encyclopedia written by volunteers” – kinderundjugendmedien.de (University of Bremen)¹⁴⁰
- “Surf tip of the day” – fragFINN children’s search engine (at the top of the home page)¹⁴¹
- “Children’s wiki” / “Texts tailored specifically for the target group of children aged 6 to 12” – *Libelle*, Düsseldorf-based family magazine¹⁴²
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- “Children really are involved here” – *Kiekmal*, Berlin-based family paper (reporter had visited one of the Berlin project schools; full-page article)¹⁴³
- “Lives from contributions” – *Lüttbecker*, Lübeck-based family magazine¹⁴⁴
- “How about a Wikipedia designed especially for children?” – Kidnetting, Ingolstadt’s online portal for children¹⁴⁵

137 <http://www.kinder-echo.de/machdichschlau/nachrichten/Wikipedia-fuer-Kinder-klexikon-de:art15,32070>

138 <http://www.badische-zeitung.de/neues-fuer-kinder/tipps-fuer-kids-klexikon--99852617.html>

139 <http://www.lehrer-online.de/1066634.php> (January 6, 2015) and <http://www.lehrer-online.de/1072764.php?sid=23770881783585670042711891189170> (March 6, 2015)

140 <http://www.kinderundjugendmedien.de/index.php/nichtuniversitaere-einrichtungen/1148-klexikon-das-freie-kinderlexikon>

141 “Surf tip of the day” on March 11, 2015 (screenshot provided by the project team), <http://www.fragfinn.de/kinderliste/tagestipp-archiv.html>

142 *Libelle*, February 2015 edition, print circulation according to publishing information: 30,000, incl. online: http://www.libelle-magazin.de/start_reader/items/kinderwiki.html

143 *Kiekmal*, Berlin’s children and family paper, March/April 2015 edition, p.6, circulation according to own figures: 20,000 copies (http://www.familienban.de/mediadaten_zeitschrift_detail.html?mag=9)

144 *Lüttbecker*, p. 5, half-page report, circulation according to publishing information: 10,000 copies

145 http://www.kidnetting.de/treffpunkt/link-tipps/bericht-anzeigen/?tx_ttnews%5Btt_news%5D=1025&cHash=0f43d10b2d2f583e16de04c5a3e2997e