



Reading Wikipedia

in the classroom

Final report: Training of Trainers program

2021 - 2023

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Introduction

This report presents an overview of the Training of Trainers (ToT) program for Reading Wikipedia in the Classroom (RWiC) that took place between 2021-2022.

The purpose of this report is to share key learnings from the ToT implementation (as a second growth stage of the RWiC program) that can help organizers interested in its methodology to inform their own initiatives for the benefit of the Wikimedia movement. It shares insights on the three cohorts hosted, two rounds grants provided, and it finishes with a quick look at RWiC implementations as of May 2024.

We're grateful to our colleagues at the Wikimedia Foundation, the RWiC Certified Trainers network, and the affiliate and institutional partners who continue to implement and grow the RWiC program in service of dedicated teachers around the world.



Introduction

This report has been prepared by members of the former Education team at the Wikimedia Foundation.

At the time of the Training of Trainers Program the Education team was comprised by:

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This report has been enriched thanks to the contributions of:

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- Patricia Wandia



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1. Context





Context

The [ToT program](#) was a 9-week online learning course that prepared participants to implement the [Reading Wikipedia in the Classroom](#) (RWiC) program. The course included a deep dive into the RWiC curriculum, opportunities for contextualization, facilitation methodologies, and basic project planning skills. Participants who completed the online course were recognized as Certified Trainers capable of leading the localization and implementation of the RWiC program in their countries.

Between the years 2021-2022 the ToT was implemented in 3 cohorts and followed by 2 rounds of funding offered to Certified Trainers of the program. The demographic information of applicants collected shows a high interest in the program from wikimedians and educators the Middle East and Africa regions, and particularly from members of Wikimedia affiliates. This points to the relevance of the curriculum for the educational contexts in these regions and the interest of wikimedians to work with education actors in their countries.



Context

The selection process of the ToT participants consisted in 3 evaluation rounds:

- an initial completion check done by a member of the Education team,
- a panel evaluation by staff of the Wikimedia Foundation,
- and a final cohort assessment conducted by the Education team to ensure gender and regional representation in each cohort.

Each application round received on average 120 applications out of which 25-28 applicants were invited to enroll in the course. A cohort of this size allowed the WMF Education team to provide close support for each participant and foster peer-learning along the experience.



Data Highlights

446

total applications received

39.8%

female applicants

62.3%

applicants belong to Wikimedia Affiliates

67%

applications came from Middle East and Africa (MEA)

83

participants enrolled

51.8%

participants enrolled are female

92.3%

graduates feel **equipped to implement** a local edition of Reading Wikipedia **within the next year**

73

Certified Trainers

24

Certified trainers applied for grant

53.4%

Certified Trainers are female

Local implementations

11

Funded implementations

3,400+ Teachers reached

392

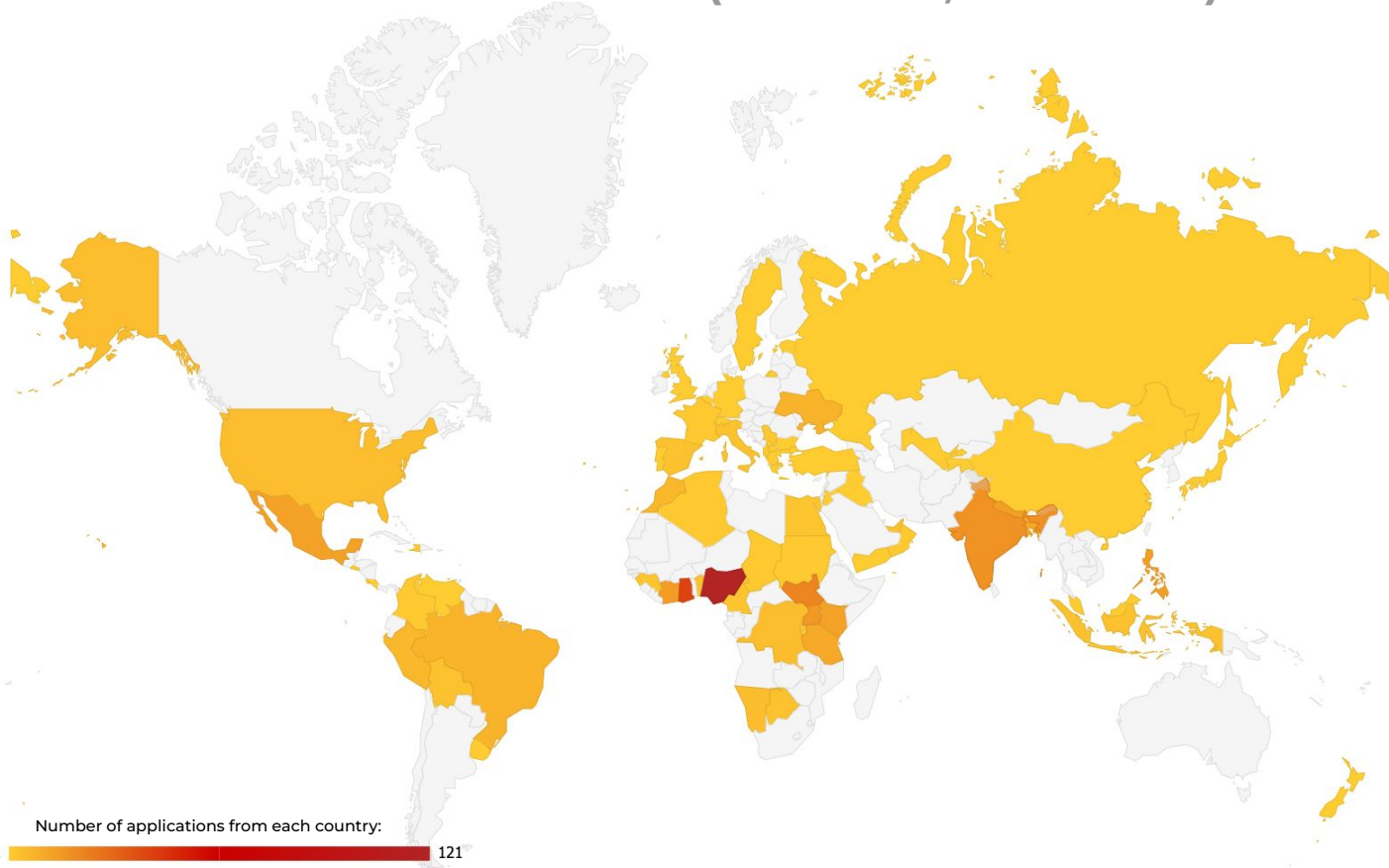
Teachers completed the program

14

Language adaptations of resources added to Wikimedia Commons

Geographic Distribution of ToT Applicants (Cohort 1-3, 2021 - 2022)

446 applications
68 countries



Sub-Saharan Africa (SSA)	60.5%
South Asia (SA)	9.6%
Latin America and The Caribbean (LAC)	8.7%
Middle East and North Africa (MENA)	6.5%
East, Southeast Asia, and Pacific (ESEAP)	4.9%
Central and Eastern Europe and Central Asia (CEECA)	4.7%
Northern and Western Europe (NWA)	3.8%
United States and Canada (USCA)	1.1%

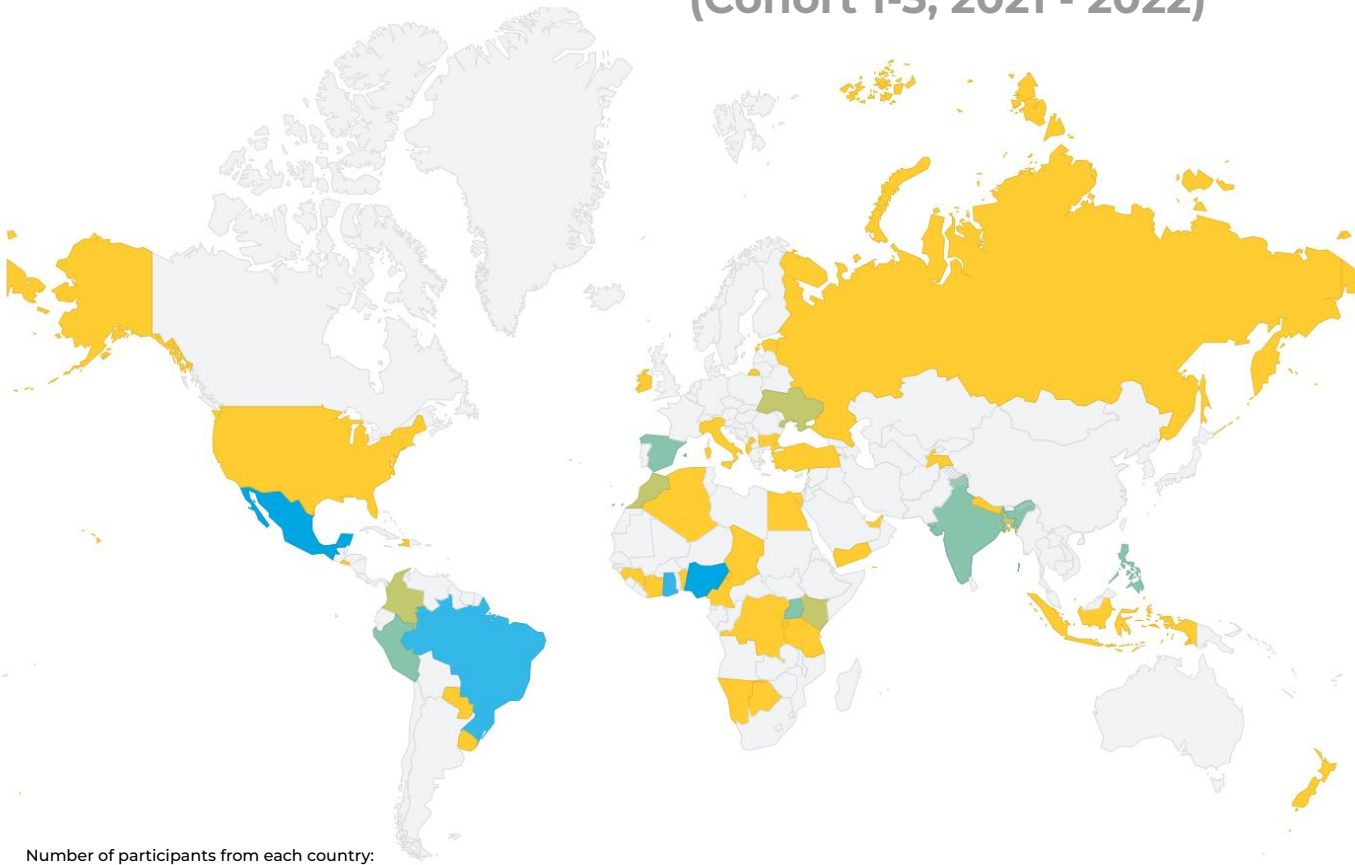
Number of applications from each country:

Geographic Distribution of ToT Participants Enrolled (Cohort 1-3, 2021 - 2022)

83 Enrolled participants

48 countries

Sub-Saharan Africa (SSA)	33.7%
South Asia (SA)	7.2%
Latin America and The Caribbean (LAC)	25.3%
Middle East and North Africa (MENA)	8.4%
East, Southeast Asia, and Pacific (ESEAP)	7.2%
Central and Eastern Europe and Central Asia (CEECA)	9.6%
Northern and Western Europe (NWA)	7.2%
United States and Canada (USCA)	1.2%



Number of participants from each country:



2. Participation experience





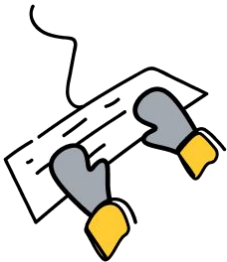
Monitoring and evaluation strategies

Regular Monitoring

- Check-ins and check-outs in each learning module
- Periodical office hours with course instructors

Post-program Evaluation Survey

- At the end of each cohort (45 total responses gathered)
- Topics: program experience, [WikiLearn](#) usability, content relevance, capacity building



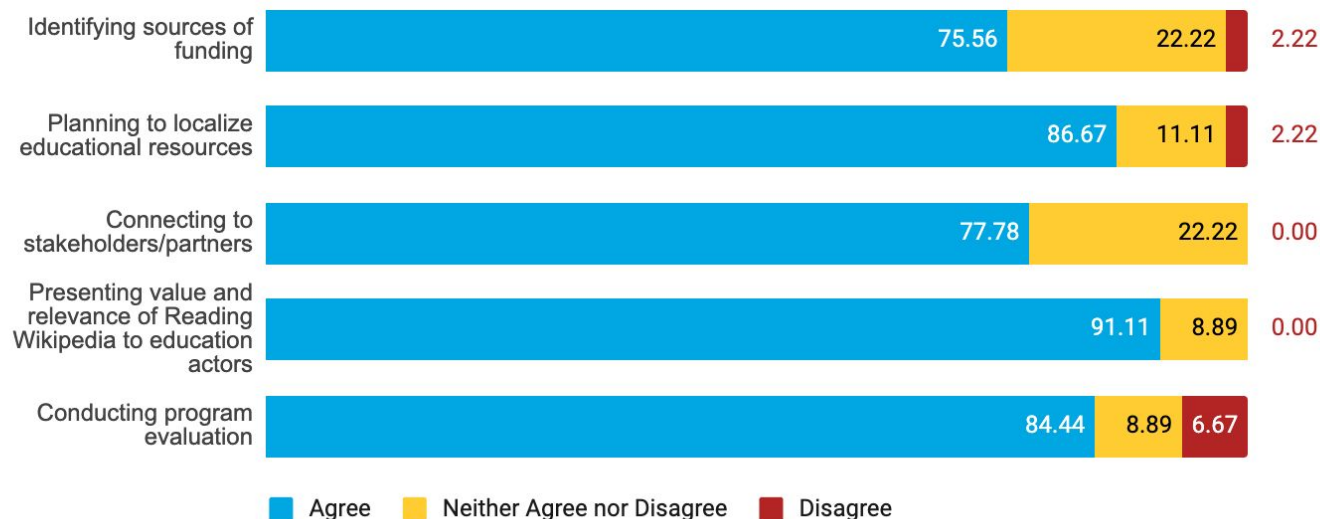
Incorporating Learner Feedback

- Review and improvement rounds before each launch



95.6% of participants agree that the online ToT provided them with relevant knowledge and resources to implement a version of the RWiC program in their localities in the future

In particular, (%) participants feel capable of:



Source: Post-program evaluation surveys

Q: In one sentence, **what was the most valuable thing you learned** through this program?

“The most valuable thing I learned was a combination of **being able to articulate why Wikipedia should be used in the classroom** as well as some really useful **practical project management skills, across multiple project phases.**”

“**The ability to summarize the information of the value of Wikipedia for teachers in a clear format that interests them, applied to their craft.** Before, it was difficult for me to know what content to choose to show the usefulness of the Wiki.”



Participation Experience

Program strengths

- **Clarity and relevance of the content** (82.7%)
- **Interaction with other participants** (53.9%)
- **Synchronous training sessions** (52.9%)
- **Interaction with course instructors** (40.6%)

Program challenges

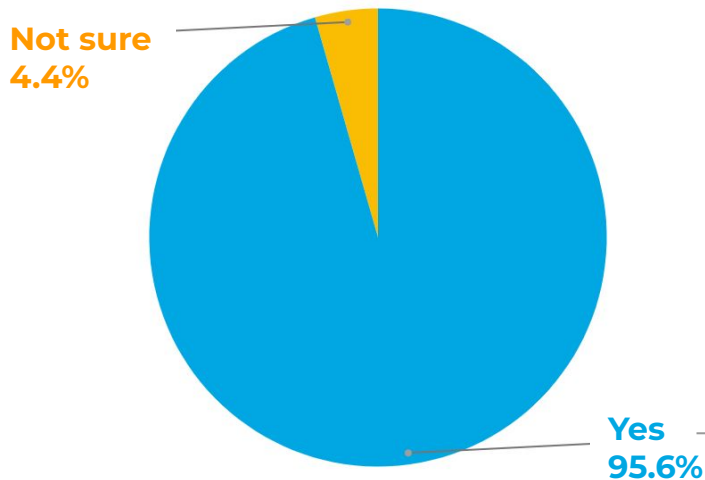
- **Time availability** (36.1%)
- **Schedule of the synchronous sessions** (37.9%)
- **Technical limitations and connectivity** (38.3%)
- **Language barrier with English** (30.2%)

Source: Post-program evaluation surveys



Participation Experience

Q: Based on this experience, would you take another virtual course or program offered by the Wikimedia Foundation?



“Absolutely! I felt like I was in a greenhouse and got extra sun and water to grow!”

open answer from one participant

3. Impact and learnings





Impact and learnings

Key learnings from WMF Education team:

- The team tapped into the experience of the trainers who led the [RWiC pilot](#) and WMF colleagues with instructional design expertise to prioritize building horizontal relationships and communication models with trainees during the ToT program. This made for a meaningful learning experience for trainees.
- Throughout the three cohorts, the capacity of trainees were strengthened in three main areas:
 - **Global-to-local adaptation:** trainees gained a deep understanding of their national education policies to better advocate for the the impact of RWiC and Wikimedia projects in their localities. They grew their leadership capacity to implement highly contextualized versions of the program.
 - **Collaboration:** trainees connected with their peers to share best practices, address common frustrations, propose solutions, and in some cases implement the program on the ground together as a team.
 - **Partnership opportunities:** trainees identified key stakeholders that could support local implementations of the program and strategies on how to address them; among them organizations like UNESCO, instances of the Ministry of Education, and local teacher networks.
- We experimented with a funding model that fostered a close community of practice, bringing together grantees on a monthly basis to exchange learnings and support. This facilitated the use of reporting tools, strategizing in the work with stakeholders, and course-correcting in the face of unforeseen challenges.



Impact and learnings

Opportunities for growth:

- Implementations of the RWiC program are ongoing led by certified trainers and interested affiliates, and there's an opportunity for regional and localized ToT implementations to grow the network of experts.
- A network of existing certified trainers has organized around the needs for peer support and sustainability of the program. A series of conversations resulted in a strategy document that highlights the main areas of interest to pursue by certified trainers.

A strong Certified Trainers

network that is in direct and supportive communication to grow and celebrate together.

The network maintains internal and external comms spaces that facilitate collaboration, documentation, storytelling, and peer learning.

Engaged local and global

stakeholders that become active co-creators through the different phases of the program.

The network maps opportunities and strategies to meaningfully engage with stakeholders.

A set of dynamic OERs and

practices that foster the quality of the program through a cycle of constant improvement.

The network supports the contextualization, translation, improvement, remixing, and certifications of the program.

Accessible and diverse

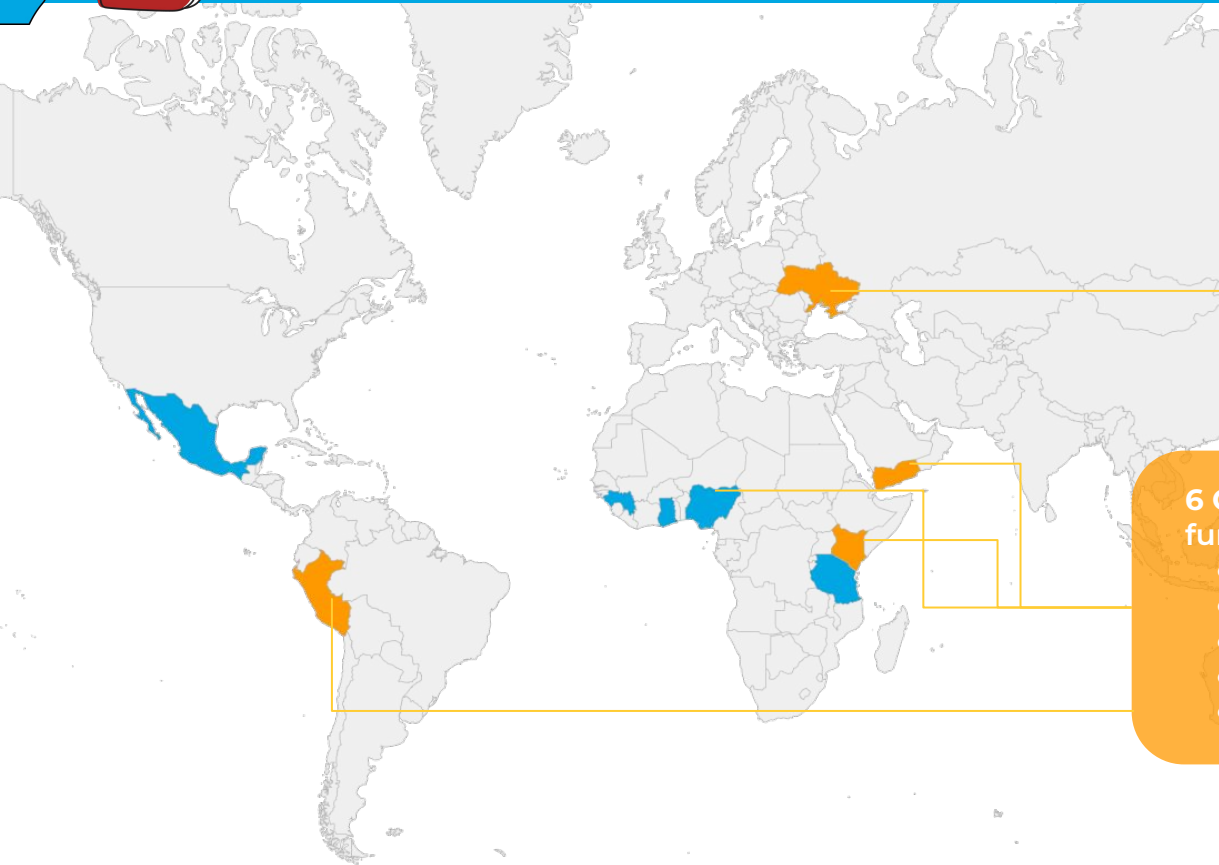
funding opportunities that support the growth and sustainability of local implementations.

The network facilitates access to grant-writing support, shared documentation and outreach strategies, and peer-learning opportunities.

There's already a lot of valuable initiatives promoted by trainers around the world that strengthen these areas of focus. While the WMF is stepping back from its central role in the program, it remains as an active part of this network and interested in mobilizing support for trainers.



RWiC Grants for Certified Trainers (Round 1 & 2)



5 Completed implementations in 2022 funded by RWiC grants:

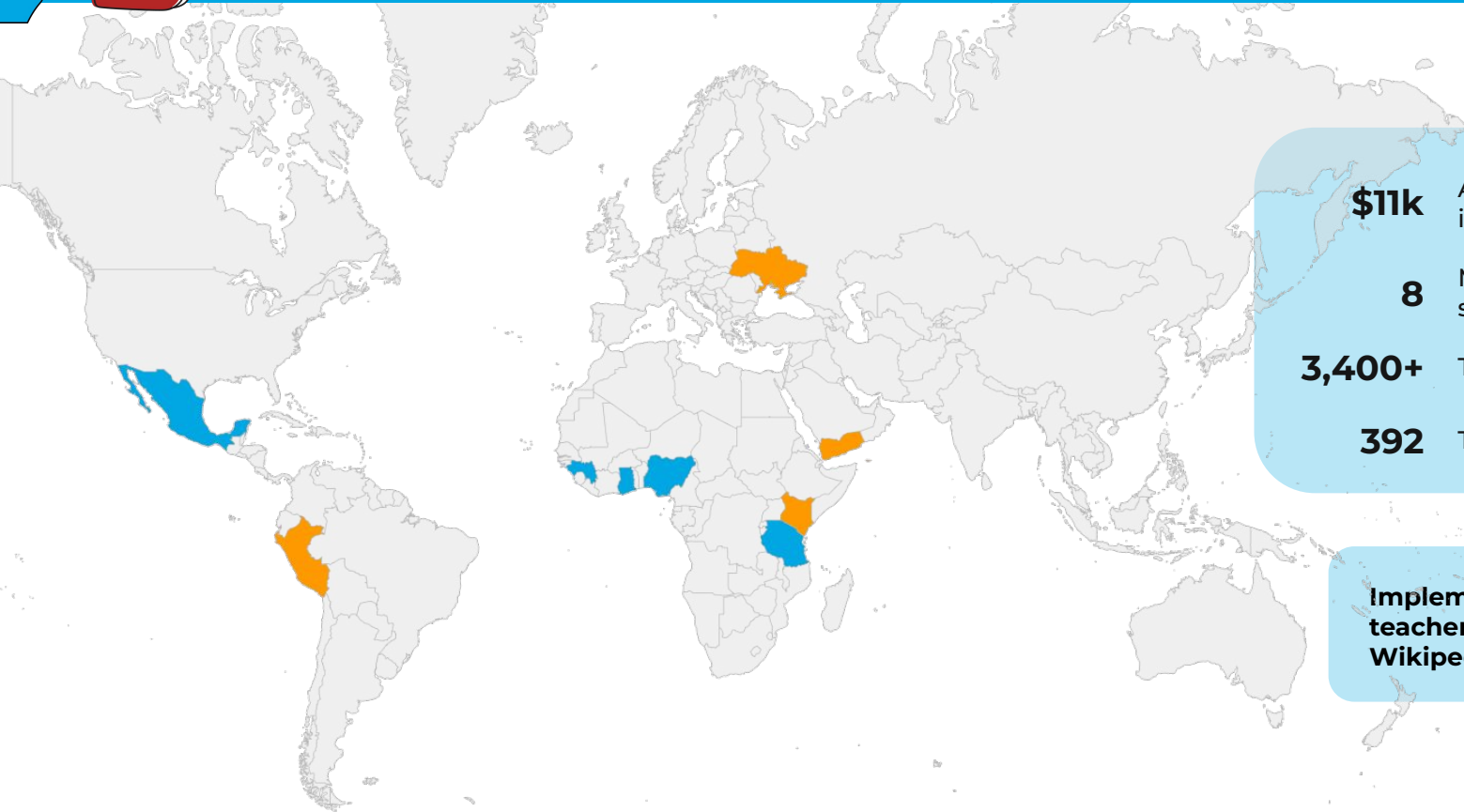
- Mexico (online)
- Ghana (in-person)
- Tanzania (in-person)
- Nigeria (in-person)
- Guinea (in-person)

6 Completed implementations in 2023 funded by RWiC grants:

- Ukraine (online)*
- Nigeria (Lagos and Abuja, in-person)
- Kenya (in-person)
- Peru (blended)
- Yemen (in-person)



RWiC Grants for Certified Trainers (Round 1 & 2)



\$11k Av. funding per implementation

8 Monthly peer support sessions for grantees

3,400+ Teachers reached

392 Teachers graduated

Implementations increased teachers' understanding of Wikipedia as a pedagogical tool



Impact and learnings

Key learnings from implementations - Teachers' attitudes and skills

- **Positive Attitudinal Shift:** There was a notable positive shift in teachers' perspectives on Wikipedia after going through the program, with many recognizing its potential as an educational tool despite initial skepticism.
- **Increased Media and Information Literacy:** Teachers developed a better understanding of how to access, evaluate, and create information, aligning their teaching practices with the Media and Information Literacy (MIL) framework, though some faced initial difficulties in adapting to these new methodologies.
- **Enhanced Digital Literacy:** The RWiC program improved teachers' ability to navigate and utilize Wikipedia, equipping them with essential digital literacy skills for the demands of current education systems.
- **Comprehensive Support for Future Expansion:** Recommendations for growth include providing continuous professional development, enabling funding opportunities, and engaging in policy advocacy to ensure sustainable growth and impact of the program.



Impact and learnings

Successes from trainers

- **Effective Blended Learning Approaches:** The combination of physical and online training, including the use of the WikiLearn platform, proved effective. Trainers evaluated the pros and cons of conducting a fully online program (reaching teachers all around a country/region) versus an in-person program (ensuring engagement and time efficiency) when designing their implementations.
- **Practical Classroom Implementation:** At the end of the program, teachers created diverse proposals to integrate Wikipedia into their lesson plans and classroom activities. This exercise engaged teachers' creativity and agency to translate their new knowledge into concrete learning experiences - strengthening their students' digital literacy and use of Wikipedia across subjects.



Impact and learnings

Challenges faced by trainers

- **Technological Barriers:** Teachers initially struggled with digital tools, indicating a need for ongoing support and training. In some cases, trainers had expanded the RWiC curriculum to cover additional topics that would support teachers' digital literacy skills and costs associated to internet access.
- **Socio-cultural and Political Obstacles:** Issues such as poor governance, lack of strong educational policies, and socio-cultural barriers hindered progress in certain localities. Trainers made course-correcting decisions to adapt the program to these challenges, often deciding on a new modality or outreach strategy to ensure teacher engagement and completion.
- **Limited Human Resources:** Implementing the program can be challenging with only one trainer in a country. Effective execution and sustainability of the program takes a team of individuals with deep understanding of the program.

5. 2024 Snapshot: RWiC around the world





Affiliate engagement

Affiliates that have implemented the RWiC program:

- Wikimedistas de Bolivia
- Wikimedia MA User Group
- PhilWiki Community User Group
- Wikimedia Community User Group Guinea Conakry
- Wikimedia Ukraine
- Wikimedia Community User Group Haiti
- Wikimedia Colombia
- Dagbani Wikimedians User Group

Affiliates that have adapted/remixed the RWiC program:

- Wikimedia Italy
- Wikimedistas de Uruguay
- Wikimedia Community User Group Rwanda
- Wikimedia Indonesia
- Wikimedians of Albanian Language User Group
- Wikimedians of the Levant User Group
- Open Foundation West Africa

**15 Wikimedia
affiliates engaged
as of May 2024**

Morocco was one of the countries where the program pilot was implemented in 2020. Since then, the team of certified trainers and coordinators have adapted the program to virtual and blended learning formats reaching hundreds of teachers all around the country.

“The Teacher’s Guides developed under the “Understanding by Design” framework included applicable exercises and were very rich in new features and challenges. They allowed us to gain more visibility on the importance of Wikipedia as a means of free access to information and fight against illiteracy.” (Fatima Ardane, teacher)



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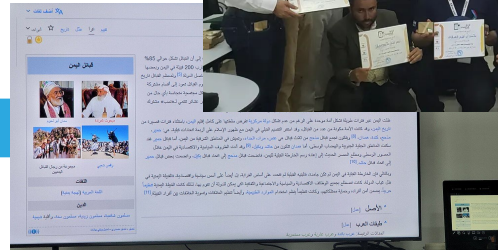
In Nigeria, the program has been implemented in several states through online and in-person learning experiences. After a first successful implementation of the program in Kwara State, a group of highly motivated teachers brought their learnings to their classrooms and explored Wikipedia with their students .

“In the course of this program, we learned that incorporating the student’s culture and heritage in the training furthermore encouraged them to participate actively in the training.” (Bukola James, trainer)



In Yemen, over 44 teachers participated in a blended implementation of the program. Despite the excruciating circumstances that teachers are facing in the country, the multimodal approach of the program leveraged digital tools like WhatsApp and Google Classroom along with in-person trainings to reach a successful completion of the program.

“The program has helped promote student engagement, develop critical thinking skills, improve teacher training, increase access to educational resources, and support education continuity.” (Rashad Al-Khmisy, trainer)



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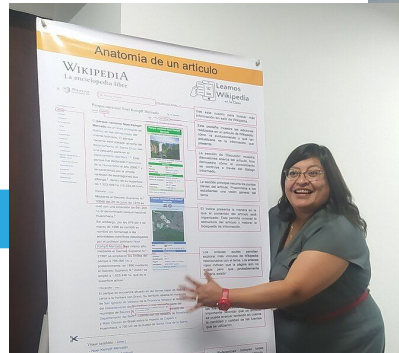
In 2023, an online edition of the program was led for teachers in Ukraine in partnership with Prometheus - one of the largest online learnings platforms for educators in the region. This implementation was met with a highly positive response from teachers and a new edition is already being planned by the training team.

“We worked internally and with Prometheus to localize the course to the needs of Ukrainian educators, including by translating its text and developing supplementary materials that would make the course’s certificate recognized by Ukrainian educational institutions as helping teachers meet part of formal professional development requirements.” (Anton Protsiuk, coordinator)



In September 2023, four trainers from Mexico, Peru, Uruguay, and Bolivia led a workshop at the first international conference on Wikimedia, Education, and Digital Cultures in Argentina.

In this workshop, they presented the methodology behind the design of the open educational resources of the program to encourage the participants to become creators of OERs as well. The audience valued learning about the ways the trainers have customized and transformed the Reading Wikipedia in the Classroom program to respond to changing environments and teachers' needs in the region.



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5. Further reading





Further reading

- ❑ Reading Wikipedia in the Classroom on [Meta-Wiki](#)
- ❑ [Teacher's Guides](#) in multiple languages
- ❑ Program OERs and photos [Wikimedia Commons](#)
- ❑ [Overview](#) of key stages and tools for implementation of the RWiC program
- ❑ [Strategic](#) alignment from the network of Certified Trainers
- ❑ Academic article “Reading Wikipedia in the Classroom: OER supporting teacher development for virtual learning in the information age” on the [Revista Mexicana de Bachillerato a Distancia](#)



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Thank you for reading!

