

# Funding and Grantee Programming and Intended Impact: USCA<sup>1</sup> Wikimedia Funds, 2022



## Introduction

The goals of the new funding strategy were to align grants to the strategic direction, decentralise decision-making with a regional focus, increase funding and support to underrepresented communities, and provide support beyond funding, such as creating spaces for peer learning. The new funding strategy emphasizes learning, partnership, and iteration which has informed our approach to reporting. This year we are developing three reports based on the information that we have collected and hope to use these to reflect with grantees partners and Regional Funds Committees: 1. [Funding distribution report](#), 2. Grantee programming and intended impact, 3. Learning and feedback from grantees and Regional Funds Committees about the new strategy and necessary iterations and adjustments.

This document is a regional summary of parts 1 and 2 of the report and its objective is to serve as an input for the collective reflection during our USCA learning session. Our discussion will be focused mainly on grantees' programming and intended impact, but at the end, a summary of the funding data is included.

This learning session is part of [Let's Connect Peer Learning program](#) and is intended to be an open, safe and engaging place to share reflections amongst peers that can support our collective work and regional analysis.



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<sup>1</sup> This region includes the United States and Canada.

Other regions: [Middle East and Africa \(MEA\)](#), [South Asia \(SA\)](#), [East, Southeast Asia, and Pacific \(ESEAP\)](#), [Latin America and The Caribbean \(LAC\)](#), [United States and Canada \(USCA\)](#), [Northern and Western Europe \(NWE\)](#).

# Grantee's self-reported intentions in terms of strategies and impact

## Main challenges grantees want to address

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- In terms of Movement wide- challenges: Grantees are concerned about their **limited or diminishing volunteer base**. Their programming seeks to expand and diversify the existing volunteer communities, whilst maintaining the existing engaged communities. It is often seen as a difficult balance.
- Despite the focus on **underrepresented groups**, a word cloud analysis shows that editor, content and Wikipedia still are predominant in the narrative, whilst words related to diversity or inclusion or specific underrepresented groups is lower<sup>2</sup>.
- Grantees want to grow and diversify content in line with the Movement Strategy focus on Knowledge Equity, and also work with partners to position Wikimedia projects as a *service* for their institutions to widen public access to open knowledge.
- Additional challenges are, raising awareness of the value of Wikimedia and free knowledge, building organisational capacity<sup>3</sup> and partnerships that can support their main goals.
- Grantees are also concerned to address wider **societal challenges**. Issues such as the Freedom of information and media systems, open access policies, provide better information on global challenges (climate change, human rights), and preserving culture and heritage. Particularly important for USCA region is the idea of addressing *“knowledge injustices”*, *“decolonising the internet”*<sup>4</sup> empowering *“communities historically written out of history to write and rewrite their stories”*<sup>5</sup>. This is also related to a Movement-wide challenge of discussing notability and citation guidelines that are currently act barriers to knowledge equity and is a concern for many grantees in the region.

## Strategies

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### Geographical scope:

- 9 out of 11 grants in the region have an international scope. This means a lot of the resources invested in organisations in this impacts Wikimedia communities and partners on a global scale reaching more than 40 countries globally, in all regions, but mainly in

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<sup>2</sup> The word Diversity and Inclusion appear 55 times in over 30.000 words describing the main challenges. It is important to note that there are several grantees whose main focus is closing this gap, particularly organisations like Whose Knowledge, AfroCrowd and Black Lunch Table (all US-based but with international scope), as well as projects emerging in regions in the Global South where representations of local knowledge and culture is related to this search for greater global equity and diversity. Likewise, the words Indigenous (12), Black (7), and race (2) appear a few times, despite the focus on diversity.

<sup>3</sup> Improving their own organisational capacities and human and financial sustainability is also linked to grantees prioritising Movement Strategy recommendation 1 (**Increasing the Sustainability of the Movement**) in their work.

<sup>4</sup> Whose Knowledge

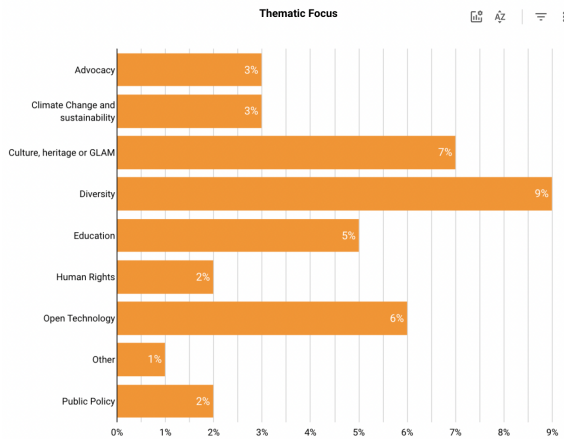
<sup>5</sup> Art+Feminism

the LAC and MEA regions. Wiki Education’s global scope is through the Programs and Event Dashboard.

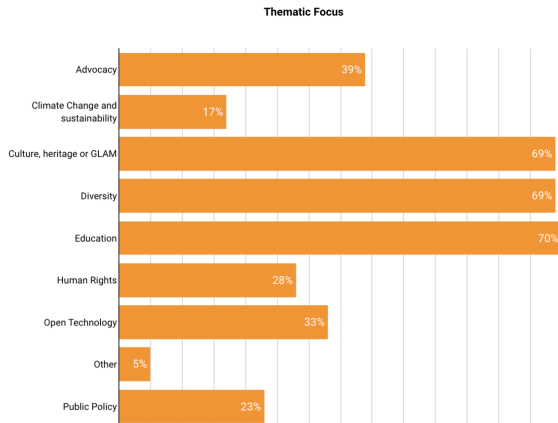
## Thematic focus

- The leading strategies to address these challenges focus on programming related to **Education (70% of grantees)**, **Culture & Heritage (69%)**, and **Diversity (69%)**.

Graph 1: USCA thematic focus  
(the % if for the overall number of grantees globally)



Graph 2: Overall tendency for grantees in all regions

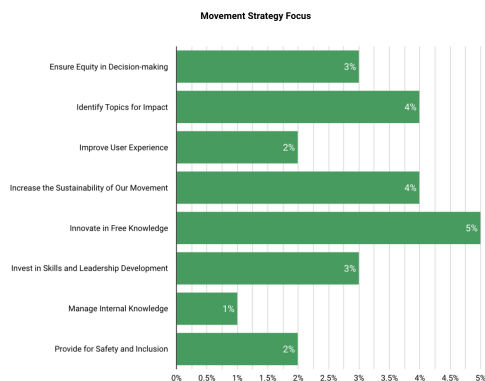


It is interesting to note differences between the USCA region and overall tendency, for instance, the focus on open technology. In fact, it is the only region where it appears in the top three priorities. There is less focus on advocacy, human rights, and education than in other regions.

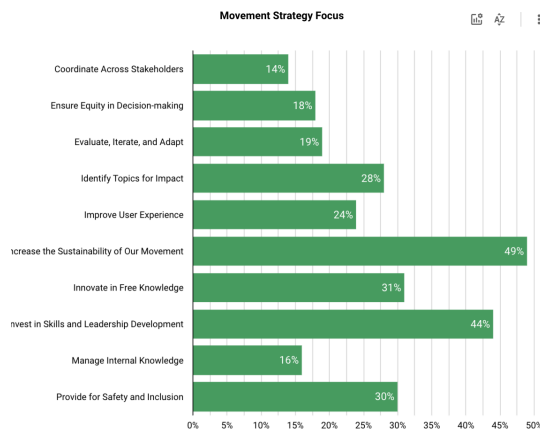
## Movement Strategy priorities

- In terms of Movement Strategy, the leading goals of programming are **Sustainability of the movement** and **Leadership & Development**. **Grantees have requested**. Grantees have requested better collective frameworks and guidelines to understand how movement strategy recommendations can be implemented in their programming and funding priorities.

Graph 3: Movement Strategy priorities in the USCA region  
(the % if for the overall number of grantees globally)



Graph 4: Overall tendency for grantees in all regions

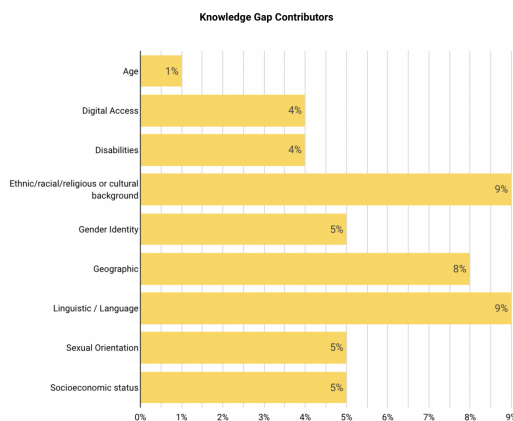


It is interesting to note differences between the USCA region in comparison to the global average. USCA has focused/prioritized more on Innovate in Free Knowledge and Identifying Topics for Impact and less on Coordinating Across Stakeholders, Invest in Skills and Leadership Development, and Providing for Safety and Inclusion.

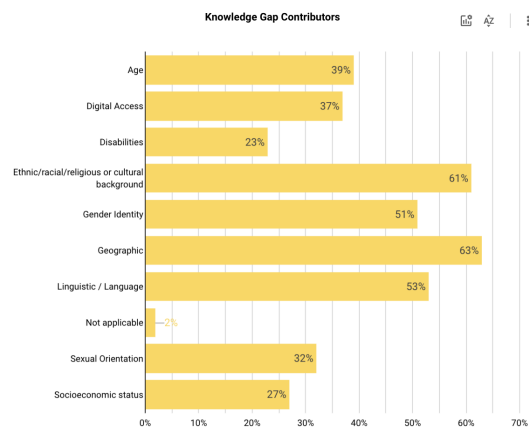
## Contributors: Growing, diversifying, and sustaining

- Recruiting new contributors is one of the main goals for 65% of grantees. There is a growing focus on underrepresented groups, prioritising diversity in terms of **geography, ethnic, cultural, racial, or religious backgrounds, and language.**
- Grantees describe gender representation as a priority in their narrative, however, it is only a top 3 priority in CEE, LAC, and SA.
- In USCA the top three priorities are the same as the global ones, however, there is less emphasis on age diversity<sup>6</sup> in all regions.

Graph 5: Contributor gap priorities in USCA (11)



Graph 6: Overall tendency (100)

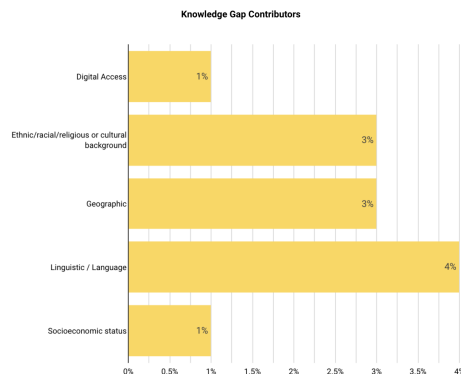
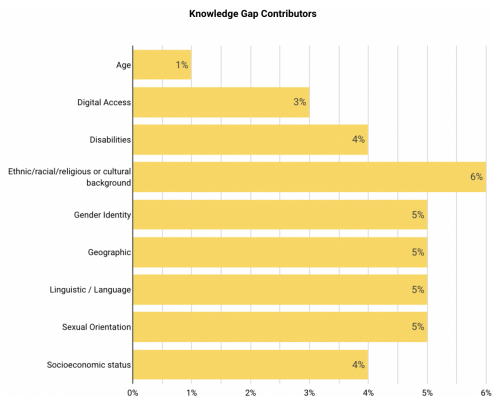


There is a differences between the General Support grantees' priorities and those of Alliances Funds, with there being a greater focus on gender identity and sexual orientation in the former.

Graph 7: USCA General Support Fund (7 grants)

Graph 8: Alliances Fund (4 grants)

<sup>6</sup> It is interesting to note that whilst there have been a lot of discussions involving youth in the movement, "youth" only appears 8 times when talking about the desired changes (or challenges to address) grantees what to bring about with their work.



- **Education and GLAM**, continue to be the top programmatic areas, with more than 60% of grantees placing them as their top priorities.
  - a. **Educational programs** prioritise broader awareness and literacy skills outcomes, however, grantees expect these efforts will also bring in new editors through teacher and student engagement and it would be interesting to further measure if this is the case. Given the interest of new organisers that have come from educational programs and train-the-trainer program<sup>7</sup>, the greater value may be in creating a community of organisers that can multiply awareness-building work.
  - b. **Culture, Heritage & GLAM** is seen as an entry point for professionals to become active organisers (particularly librarians), potentially bringing in their own networks. There is a growing trend to offer wider, more **structured training in areas of interest to professional groups or activist networks**, combined with Wikimedia-related skills. Long-term partnerships seem to evolve when there is more ongoing collaboration through Wikimedia-in-Residence roles, and when digitizing, adopting open access and uploading is part of their institutional strategies and funding.
  - c. **Campaigns around topics of interest** (such as gender, climate, and human rights) are seen as a straightforward **entry point** for activists to collectively engage with the movement. A few campaigns are focusing on reviewing their criteria and outreach to be more equitable, diverse, and inclusive in their engagement of underrepresented groups and geographies, as well as the way content is represented and used. This is the case of Wiki Loves Monuments and Art+Feminism.
- Some grantees are starting to **question the value of one-off edit-a-thons/workshops** and are keen to discover new ways of engaging contributors, by exploring approaches, such as ongoing activities that can engage organised collectives, offering professional development opportunities, and shorter events that can engage more time-restrained audiences, but that can lead to continuous micro-contribution tasks. Also in mobilising activities **across programs** i.e. education and GLAM, this transversality can prove more cost/effective, prevent silos, and be exciting for contributors.

<sup>7</sup> [https://meta.wikimedia.org/wiki/Education/Reading\\_Wikipedia\\_in\\_the\\_Classroom/ToT](https://meta.wikimedia.org/wiki/Education/Reading_Wikipedia_in_the_Classroom/ToT) Training of Trainers (ToT) program aims to support community members to become Certified Trainers of "Reading Wikipedia in the Classroom". It is currently in its third cohort and has certified over 50 trainers.

- Many grantees view bringing in **new organisers and retaining these** as a more relevant aspect than focusing on editors- more organisers means more opportunities for newcomers to find a supportive path into the movement. 89% of grantees set a target for organisers. A key challenge is how to create skills development paths for organisers' and give them the necessary on and offline tools to multiply their work. However, most affiliate-led training and programming is still editing-centered.
- There is a clear need for more understanding of different audiences and possible, **creating different volunteer paths/journeys**<sup>8</sup>, and having a **volunteer management system** to track these effectively - this involves not only technologies to do so (like a movement-wide CRM)<sup>9</sup>, but also investing in staff/team's skills, time, procedures and resources to do this. This also involves the longstanding issue of having accessible tools to **measure retention**.
- **Addressing harassment** and creating **safe environments** is recognised as key in newcomer engagement, as well as Movement Strategy and Universal Code of Conduct.
  - However, only **15%** mention something related to this area in the strategy description. This requires greater prioritisation and resource investment - training in skills and mechanisms that address these on a cultural and procedural level, and involve longer-term editors and administrators.
  - Those that *do* mention developing specific strategies in their community programs to promote safe environments for newcomers and to try to find ways to make long-time contributors or on-Wiki admins more sensitive to newcomers' needs and support. Others are doing specific training in areas related to stress and interpersonal conflicts and conflict resolution.
- **Grantees also reference a number of other open issues to think about:**
  - Should youth be more of a priority?
  - Should we be thinking about incorporating more effective social media and communications strategies? Grantees recognise the importance of social media, but few have detailed strategies to reach and target new audiences.<sup>10</sup>
  - How to guarantee easy, exciting, and diverse ways for contributors to engage? In the words of one grantee "a low *barrier to participation and a high level of continual excitement*".

## Content contribution

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- For 60% of grantees, content contribution is one of the main focuses of their work. Grantees prioritise content gaps related to **gender, geography, and language**. Less prioritised are those related to socio-economic status<sup>11</sup> and sexual orientation. There are some regional variations, with contents relating to cultural/ethnic diversity more

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<sup>8</sup> Wikimedia Canada is trying to map these volunteer journeys.

<sup>9</sup> Customer relationship management (CRM) are traditionally known as technologies for managing relationships and interactions between customers and potential customers, but that have extended to social management and movement systems. There is a need for a collective infrastructure rather than each organization developing a fragmented set of tools to communicate and track contributors.

<sup>10</sup> AfroCrowd which is seeking to collaborate with social media groups and local key persons to bring in newcomers.

<sup>11</sup> Wikimedia Canada is one of the few focusing on socio-economic diversity.

prevalent in the MEA and SA regions, whilst “topics of impact” are prioritised more often in LAC and USCA.

- While 70% of grantees are working on more than 2 to 3 projects, **Wikipedia is still the central focus**<sup>12</sup> for 80% of grantees. Overcoming its poor reputation in educational contexts is seen as a key challenge, and this has particularly been highlighted by grantees in regions such as LAC, MEA and CEE.
- There is a growing interest in **Wikimedia Commons**<sup>13</sup> and **Wikidata**<sup>14</sup>, as tools to *service* key partners by digitalizing and making them more accessible. However, there are challenges with measuring the use/quality of these contributions and documenting case studies.
  - Grantees seek to build capacities to use Wikidata, rather than the number of contributions. Wikidata is seen as an opportunity to open up public library resources, particularly on information about the culture and context. Partnerships are a key aspect of Wikidata.<sup>15</sup>
- A small group of grantees are working on **smaller Wikimedia projects**. Whilst they are seen as easier entry points for knowledge equity, there are ongoing questions about the readership scope of this content and some uncertainty about future Movement-wide investments in these smaller projects.
- Some of the **more common strategies** to mobilise content are **Campaigns (55%)** that provide structure, straightforward tasks, and connection to organised interest groups. Content-building events with training: **Edit-a-thons are still the main method**, despite questions about their effectiveness. **GLAM partnerships (69%)** to digitalise and open collections. **Educational partnerships** (70% state it is a top strategy, but 40% mention working with the formal educational sector) are more focused on building awareness, but also state the desired outcome in terms of content contribution.
- **Content-specific campaigns** are a way that many grantees seek to mobilise content contributors from underrepresented groups.<sup>16</sup>
- In NWE and USCA, where GLAM digital content partnerships are more consolidated, grants are focused on expanding and finding ways to “institutionalise/or embed” these processes so that it is financed by and part of the institution’s strategy and a way to enhance their mission, and not dependent on the efforts of engaged individual professionals that are primary drivers, as is so many times the case<sup>17</sup>.
- Grantees are also seeking to **decentralise content contribution initiatives**, by encouraging more individual/group organiser-led initiatives through micro-grants or by offering logistical support.
- **Decolonisation approaches:** Some larger affiliates ([type C](#)), with the inter-regional scope, are working on content that has been underrepresented with a lens of

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<sup>12</sup> The word Wikipedia appears 186 times when grantees talk about the change they want to bring about, Wikidata appears 54 times, Commons 22 and Wikisource 8.

<sup>13</sup> Seen as an opportunity for digitising knowledge - particularly with GLAM institutions or professions (such as photographers). Also to diversify the way knowledge is shown - incorporating more audio-visual resources. Quick and engaging entry point for newcomers.

<sup>14</sup> As a new opportunity to showcase the value of mass open / free information, particularly with GLAM partnerships.

<sup>15</sup> Wikimedia Sweden and Wikimedia Czech Republic is an interesting case of partnerships for Wikidata contributions, the former with international NGOs and linked to gender gap).

<sup>16</sup> #VisibleWikiWomen Led by Whose Knowledge, it is an annual campaign to add more diverse and quality images of women to Commons and Wikipedia. Wiki Ocupa in Brazil is another interesting example.

<sup>17</sup> There are good examples of this such as in Wales and the US with the Metropolitan Museum.

decolonisation<sup>18</sup>, as a central objective of their content contribution<sup>19</sup> or by working with underrepresented groups such as indigenous communities finding diverse formats to document that knowledge<sup>20</sup>.

- **Engaging in content research:** a few grantees include research within their strategies to define knowledge content gaps.<sup>21</sup> or around topics related to reliability and sourcing, with discussions around the inclusivity of reliable sources guidelines<sup>22</sup>.

## Raising awareness and acting as key pieces of the “movement infrastructure”

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- Many grantees, particularly affiliates, believe their work goes **beyond content and contributors**. They play a crucial role in **raising awareness of the value of Wikimedia and Free Knowledge**, bringing in partners to the Movement’s work. The ongoing challenge is how to show the scope and impact of these efforts.
- Some of the common strategies involve **developing workshops or presentations** with a variety of stakeholders such as libraries and cultural institutions, government bodies, non-governmental organisations, and educational institutions. The continuity and scope of these activities can often be limited to the grantee team’s capacity to follow up on the results of these activities and measure the impact, for instance on changes in perception or practices within institutions.
- Grantees, particularly in contexts where funding for libraries and/or cultural institutions is more complex, call for **more introductory contextualized, updated, and research-based case studies** and materials to support this advocacy work, as affiliates may find themselves alone in this task of finding, documenting, and presenting these cases.
- Other grantees, go beyond general information-sharing and are supporting institutional partners, particularly libraries and/or cultural institutions, to embrace open access practices and incorporate Wikimedia projects within these practices.
- **Promoting new spaces for discussion and advocacy of open access public policies:** There are some institutionalised efforts that have been ongoing in the NWE, CEE, and USCA region, and grantees request more technical support from the Foundation to communities in this area. It may be interesting to explore courses on open access for professionals in different sectors, and even seek to include this in law courses as students may be important advocates for this in the future.
- **Raising awareness about knowledge equity and topics of impact:** Other grantees working in areas related to human rights, decolonisation, culture & heritage are working on raising awareness around these issues and their connection to the free knowledge ecosystem, and they do this through a series of strategies, such as structured campaigns, partnerships, and communications, and training opportunities. Several grantees in USCA place this at the center of their work and continually participate in

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<sup>18</sup> Wikimedia Netherlands in the Caribbean and Argentina in their GLAM work.

<sup>19</sup> Whose Knowledge, AfroCrowd, Black Lunch Table, Art +Feminism, Wiki Education Foundation

<sup>20</sup> Wikimedia Canada

<sup>21</sup> Whose Knowledge, which is partnering with other organisations to “State of the Internet’s Languages” (STIL) Report.

<sup>22</sup> Hacks Hackers, Inc (based in the United States) but with participation of participants globally.



spaces to advocate for this<sup>23</sup>. There is an opportunity for peer sharing on how these discussions can start to influence approaches and policies within the Movement.

- **Raising awareness of open access and in times of crises/wars:** some grantees have started to raise awareness around the impact of crises/wars and the preservation of culture & heritage. This has been put on the public agenda, particularly with the situation in Ukraine and other ongoing crises that may put culture and heritage at risk. Grantees are seeking partnerships that address integration with Wikimedia as a form of prevention, protection, and safeguarding.
- Many **affiliate grantees** see their value as key “connecting infrastructures or nodes” for Wikimedian communities within their regions and with the network of global affiliates. It would be interesting to further understand how they are providing this service to community members, particularly those who are not currently members of the organisation or closely connected to it - often “long-time” editors. Also, how they are investing in capacity-building and peer sharing with other affiliates as part of their main strategies.

## Building organisational capacity

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- **38%** of grantees explicitly describe specific organisational capacity strategies within their proposals. Much of the “training/skills development” initiatives are targeted at the wider contributor community, and strategies and investments focused on internal training are less explicit.
- Some **common strategies** grantees are developing are long-term planning, empowering decentralized groups or organisers, and measuring internal processes and procedures to see effective and sustainable program delivery. Another common strategy is **expanding staff or volunteer teams in key areas such as** educational, and GLAM program managers. Some grantees are concerned about improving recruitment practices and staff management and a minority are thinking about DEI practices<sup>24</sup>. This could be an opportunity for further work and support from the Foundation, affiliates that are leading this work, and outside the movement.
- Less common strategies are working on **governance and leadership change<sup>25</sup>, staff/team welfare, and volunteer management capacities and communications skills.**
- It would be important to explore and test new ways of more continuously and impactfully supporting organisational capacity building, either as a component of grants that can be used for training and consultancy or through Foundation-funded working with partner **organisations/service providers with contextual knowledge and expertise.**
- A number of more experienced grantees in different regions that have delivered set programs over the years with continued funding are looking at questions of

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<sup>23</sup> Black Lunch Table, AfroCROWD, Whose Knowledge, and Art+Feminism

<sup>24</sup> Whose Knowledge is a good example, they are looking at hiring a more global team and opening up specific roles such as a “Decolonising Wikipedia Coordinator” and the re-organisation of Art+Feminism international team and Board.

<sup>25</sup> Larger grantees that mention this explicitly: Wikimedia Argentina and Art + Feminism and Wikimedia Netherlands. Smaller grantees: Wikimedians of Arusha.

effectiveness and efficiency. They are reviewing how organisational structures and staff/volunteering capacity and procedures can help learn more about their effectiveness, adjust or introduce new programs or approaches<sup>26</sup>

## Learning and evaluation

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What are some of the questions grantees want to learn about as a result of their work? What do they hope to evaluate? Here a sample of interesting learning questions:

- What training is more effective? What are the needs of organisers?
- What is the non-editing impact on students and teachers ?
- Does the impact of oppressive and authoritarian regions affect citizens' desire to know and share facts?
- Which strategies work more to promote awareness?
- How to retain and maintain strategic partnerships that contribute to longer-term growth, diversity, and Free Knowledge?
- How are contents used? What is their value for readers?
- How can we better support partners in achieving their goals and needs through Wikimedia tools?
- What helps us be more cost-effective and cost-efficient?
- What are the best strategies for an organization to achieve sustainable institutional growth?
- What can we do to continuously create safer and braver spaces that are caring, equitable, pro-Black, queer, and trans-affirming? What does this mean in an employment context? What can we do to embrace our learning and unlearning of knowledge so that we may dream of new ways of being and doing, individually and collectively? <sup>27</sup>
- What is the impact of micro-funding and how is it begun used?<sup>28</sup>
- How to disperse funds equitably to event organisers / How can we support a global community, across cultural and language barriers in an equitable manner?

### A collective challenge!

- There are very interesting questions about what grantees want to learn. Grantees do not want to stick to the “core metrics” around content and contributors. They are striving to tell fuller stories of their impact, particularly their value in **skills development, raising awareness, bringing in key partners, developing future organisers, and acting as key Movement connectors and drivers of Movement Strategy.**
- Many grantees feel they do not have the team, resources, or tools to measure these in more depth and therefore limit themselves to the core metrics.
- We have learnt this year that we have to meet different grantees “where they are at” and offer this support without overwhelming them and include this in capacity-building efforts and funding.
- The Foundation should invest in user-friendly tools to support grantees in this analysis across many editors and content-creation activities. Grantees *do not have the time* to

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<sup>26</sup> For instance, Art and Feminism and Wikimedia Canada.

<sup>27</sup> Art + Feminism

<sup>28</sup> Wiki in Africa

do this on a more manual basis. The Foundation could also propose frameworks and tools to measure capacity across organised groups in the Movement.

### What are grantees planning to measure and report on?

- **Contributors:** Over **80% of grantees** have metrics and targets for the number of participants, editors, and organisers. Less than a third disaggregate data beyond this: **new or existing** (32% of grantees), **retention** (22% have metrics but with different definitions and timeframes), **diversity** (11%), and **feedback** of participant's perceptions (21% of grantees but only representing 1.3% of participants) and **volunteer hours** (14%)<sup>29</sup>. It will be hard to measure effective strategies and results without more grantees being better supported to measure this.
  - Training: 20% of grantees are collecting data on participants' perceptions and a few of them go a bit more in-depth to see if their awareness of Wikimedia changed or if their skills learned will be useful for them in practice (either for contributing to Wikimedia or in other areas of their lives).
- **Content contributions:** Grantees' metrics are mostly focused on the number of contents per Wikimedia project (89% capture these). **35%** disaggregate the type of contribution, **10%** are collecting data to analyse content use/quality, **5%** disaggregate content targets per knowledge gap.
- **Awareness building:**
  - It would be interesting to discuss what are the specific outcomes we hope to see with this awareness raising and ways to find if the tactics used are effective and how this could be measured.
  - About 30% of grantees explicitly talk about awareness raising as a key outcome in their programs. Perhaps this is an issue of making it more explicit in their desired programmatic outcomes.
  - For those working in educational programs, particularly in the [Reading Wikipedia in the Classroom](#) framework, there are clear guidelines on how to include awareness-raising metrics and tools to measure this, however, more grantees need to formally incorporate this into their grant proposals metrics and evaluation tools.
- **Organisational capacity:** Many grantees feel they don't have the capacity or time to measure some of these organisational aspects. Others may do so, but use this for internal measuring and learning and have not included this in their proposal metrics - although the open metrics space in the form encourages them to do so.
- **Partnerships:** Only a small number of grantee partners explicitly mention metrics related to gathering feedback from partners through surveys or conversations to document learning and communicate this.

### An overview of some of the metrics and targets:

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<sup>29</sup> For this metric to be useful in the future, both for internal organisational measurements as well as analysing cross-regional volunteering dynamics, it would be necessary to further discuss the parameters and what the metric could indicate in terms of volunteer dedication/engagement, effectiveness/efficiency, and healthy workload. As with other contributions metrics, having better tools, such as a movement-wide contributor CRM to track off and online contributions would be important to accurately measure volunteer hours.

## Contributors:

- Grantee partners hope to bring in almost **103K** participants<sup>30</sup>, of which **50%** will be editors<sup>31</sup> and **3%** organisers. It is interesting to note the important number of contributors grantees hope to involve in their work in comparison to these Movement-wide proxy indicators.<sup>32</sup>
- **USCA target** is 18.5K participants, with Wiki Education Foundation contributing 70% of this target. The target for editors is 16K (86% of participants) the main contributor is the Wiki Education Foundation, contributing 78% of the editors in this region<sup>33</sup> and 21% globally. **USCA target is 250 organisers**. The average number per grant (30) is close to the global average. It is interesting to see a lower organiser number, given the higher target for editors and participants. This is partially due to the fact that several grantees in this region have international efforts and are not counting work with organisers in other organisations, despite offering financial and technical support to them<sup>34</sup>. This may be an issue of better defining how to show this impact with grantees in this region in terms of the value of this support, beyond the numbers. Grants with lower organiser numbers are often investing more in diversity or training than bringing many new organisers. Art + Feminism is among the 5% of grantees who have decided to determine their metrics through a more detailed learning and evaluation plan to be developed throughout their grant.

### Regional comparisons with Movement-wide data

	% of overall funding	% of target editors in grantee-led work	% share of active editors (movement-wide data)
<b>MEA</b>	17%	↑ 13%	3%
<b>ESEAP</b>	11%	5%	18%
<b>LAC</b>	11%	6%	7%
<b>SA</b>	2%	5%	6%
<b>NWE</b>	31%	22%	31%
<b>CEE</b>	11%	↑ 22%	14%
<b>USCA</b>	17%	↑ 28%	17%

<sup>30</sup> The application guidelines provide this definition of participants: “individuals who attend or benefit from the proposal’s activities, either in person or virtually. This does not include social media followers, donors, or others not participating directly”.

<sup>31</sup> The application guidelines provide this definition of the editor: “people who edit Wikimedia projects, creating or improving content as a result of grantee activities”.

<sup>32</sup> The Foundation is still working on collecting more precise Movement-wide data for these same contributors metrics. See the Metrics that Matter initiative.

<sup>33</sup> Editors in the Wikipedia Student Program and Scholars & Scientists Program.

<sup>34</sup> Wiki Education Foundation states that they do not work with organisers, but that all their activities are run by staff. Likewise, Black Lunch Table states that they do not work with organisers directly, but do work with organisers in partner organisations. Art+Feminism does not establish this target, despite having an Ambassador model with the characteristics of organisers. It is interesting to note that the Alliance Fund in Canada includes organisers from arts unions.

The arrow indicates regions where grantees with higher editor targets than global editor share.

Comparison between regional share in the targets for participants, editors and organisers.

	% of target participants per region	% of target editors per region	% of target organisers
MEA	11%	13%	19%
ESEAP	7%	5%	4%
LAC	15%	6%	8%
SA	2%	5%	2%
NWE	32%	22%	40%
CEE	16%	22%	20%
USCA	18%	28%	8%

This table shows the relation between the percentage of funding and the distribution of targets in each region. CEE, SA and USCA are higher in editors<sup>35</sup>. In part because of a few larger grants with programming focused on bringing in editors.<sup>36</sup> In other regions, such as NWE and LAC there are more grantees that are focused more on programming aimed at awareness-raising, advocacy, and training, and less on transforming all participants into content contributors (editors).

**How should information/data be presented so that it is useful for you and does not imply unfair comparisons or priorities?**

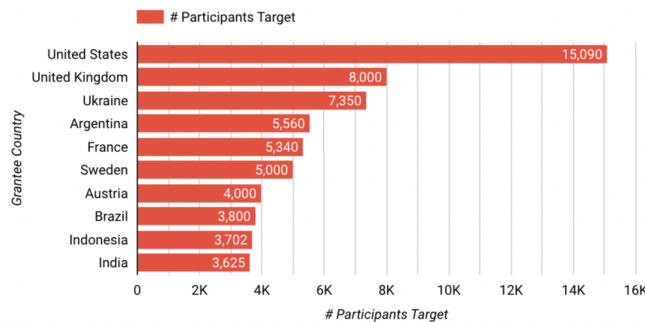
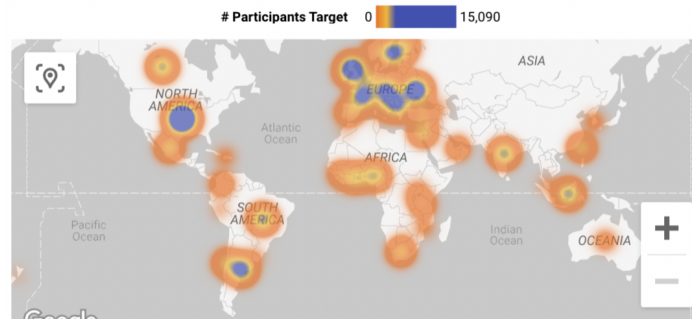
**Importantly, the purpose of these tables is not to rank or value affiliates based on their level of contribution.** But numbers can serve to establish useful benchmarks or put some of our metrics in context. Key things to consider:

1. These metrics should always be contextualised to be valued. Grantees with higher funding but a smaller number of participants, editors, or organisers are often making efforts in terms of training or researching and testing new approaches, or bringing in smaller groups from underrepresented communities.
2. These benchmarks may be useful for grantees to review their own targets according to their own historical experience, but also compare with grantees with similar programs, funding, or contextual dynamics. These metrics can be helpful for newcomers that find it hard to set targets.

Finally, it is necessary to work with grantees managing international campaigns to make sure they are evaluating the value of their organising efforts and to ensure there is clarity between when participants are counted by countries participating in the campaign, which also count the participants they are supporting.

<sup>35</sup> This is probably due to specific programs, such as Wiki Education.

<sup>36</sup>In USCA this is primarily because of Wiki Education Foundation's higher goals for the Wikipedia Student Program and Scholars & Scientists Program and in SA CIS target for editors in multiple programmes.



Would a more useful method of analysis be based on programming or a categorization of grantee maturity or type. For instance:

#### Program and [grantee-type](#) analysis:

- **Lower contributors:** 18% of grants are contributing less than 100 participants, these are mostly Alliances Funds and newer type A and B grantees in several regions because they are focused on working with fewer groups but hoping to achieve greater diversity or researching new approaches to work with underrepresented groups and contents<sup>37</sup>. In other cases, they are Alliances Funds, more focused on building capacities, investigating new approaches, training, or advocacy work<sup>38</sup>.
- **Middle contributors:** 32% of grants are aiming to contribute between 100-500 participants. These come from various regions and different [grantee types](#) (mostly A and B) and include the rest of the Alliances Fund grantees. The average funding per grant in this group is 60K<sup>39</sup>. their programmatic work is focusing on a greater diversity of contributors and/or activities that bring in fewer participants, such as advocacy or unique content or audiences.
- **Larger contributors:** 30% contribute between 500-3000 participants, with an average of 130k of funding. They are mostly the type C grantees in each region, with the exception of some countries<sup>40</sup>.

<sup>37</sup> For example in New Zealand and the Wayuu community in Colombia.

<sup>38</sup> 8 out of the 18 alliance funds bring in less than 100 participants. Shin Leh Yuan Art Space, Investigative Journalists NGO, Hacks Hackers, Inc., Media in Cooperation and Transition (MICT) Tunisie, Cooperativa de Trabajo Periódicas Limitada, Red de Periodistas Sociales - Periodistas a Pie Asociación Civil, Perkumpulan OpenStreetMap Indonesia, Analysis & Policy Observatory (APO)

<sup>39</sup> The only larger funds are Australia, Ireland, Poland, and WikiJournal (US).

<sup>40</sup> Colombia, North Macedonia, Spain, and Turkey

- **Top contributors:** 9% are contributing between 3,000-12,000 participants, and their average funding is 350k and they mostly type C grantees<sup>41</sup>.
- **Do not yet report:** 11% do not report participants' metrics, either because they are international campaign organisers, or they are still working to define their metrics in a learning and evaluation plan or would prefer not to set targets and focus on reporting these metrics in their final year report.

### Content metrics:

**Wikipedia:** 80% of grantees are planning to contribute to Wikipedia stating an estimated goal of **201K** contents, between improved and created articles. 36% disaggregate the data, stating whether they will be items improved or created or provide a description of the content.

→ **USCA** represents 8% of the global target for content on Wikipedia. 70% of these are Wiki Education Foundation content contributions<sup>42</sup>. Lower content counts can be explained by other larger grantees focused on addressing the knowledge gap through contributions to other Wikimedia Commons<sup>43</sup>, on finding new approaches to work with academic content or media institutions<sup>44</sup> or in training and strengthening communities and working with a more global scope<sup>45</sup>. What will be important in these cases, is documenting these learnings and be widely shared with others.

**Wikimedia Commons:** 61% of grantees are planning to contribute to Commons stating an estimated goal of **1.1M** contents, between improved and created articles. 80% disaggregate the data to say whether it is new or improved.

→ **USCA** aims to contribute 8.8K, which is 1% of the global target. 57% of these is from Whose Knowledge with a target of representing women from the global south.

**Wikidata:** 53% of grantees are planning to contribute to Wikidata stating an estimated goal of **1.7M** contents, between improved and created items. 27% disaggregate the data, stating whether they will be items improved or created. There is an increase in the tendency for more grantees to use Wikidata, as a way to link this to Wikipedia and Wikimedia contributions. So it has become a key support structure for other Wikimedia projects.

→ **USCA** aims to contribute **28K** data items (2% of the global target) with two grantees from Canada contributing 79%<sup>46</sup>. Grantees in the region report they aim to create 6K data items or improved/edit 5k. However, further descriptions are needed to understand what these edits imply - for instance, item translations, linking items, etc. Also, we may want to distinguish the creation of a new dataset on Wikidata from the migration of an existing dataset to Wikidata. They're both valuable but take different amounts of effort.

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<sup>41</sup> The largest contributors are Wiki Education (US) and Wikimedia UK.

<sup>42</sup> Wiki Education Foundation also accounts for 20% of the funding in the USCA region.

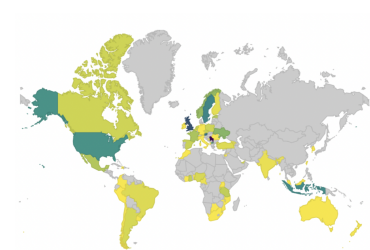
<sup>43</sup> Such as Whose Knowledge

<sup>44</sup> WikiJournal and Hacks Hackers Alliances Fund.

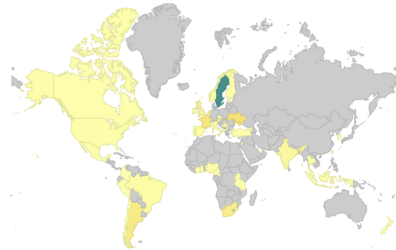
<sup>45</sup> Art+Feminism, Open Environmental Data

<sup>46</sup> Alliances Fund: Canadian Arts Presenting Association and Wikimedia Canada

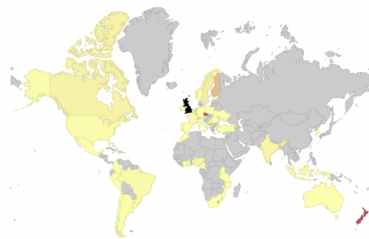
Map 1:USCA aims to contribute **8%** of Wikipedia contents



Map 2:USCA aims to contribute **1%** of contents on Wikimedia Commons



Map 3: USCA aims to contribute **2%** of the global target to Wikidata



There is only 1 USCA grant that is aiming to contribute content to any of the smaller Wikimedia projects (Wikisource, Wiktionary, Wikiquote, Wikibooks, Wikiversity)<sup>47</sup>.

## Key funding data:

The following information is provided as context, however, this will not be the focus of our discussion. For more details about Funding distribution please view the [full report](#). This information includes funding for General support, Alliances, Research and Rapid Funds.

1. There was an overall global increase in funding (51%) and grants (35%) in 91 countries, 20 more than last year. In the USCA there was an increase of 25% from 1.6M to 2M in 29 grants<sup>48</sup>. USCA received 16% of the global funding.
2. Globally, 82% of grants were approved, with 92% of the requested funding approved.
3. In USCA there is also quite an even distribution across grants. 88% of the funds are concentrated in the United States and are quite evenly distributed between 6 grantees with a history of funding and whose work has an international scope.
4. There has been a significant increase in new grantees (40%) and the percentage of funding going to new grantees (160%). In USCA there were 15 new grantees.

<sup>47</sup> [WikiJournal](#): is focused on publishing scholarly works with no cost for the authors, apply quality checks on submissions by expert academic peer review, and make accepted works available online free of charge. Published articles are displayed in Wikiversity. Content can then easily be used across Wikimedia projects. For example, content from review articles that are written with reliable sources may be integrated into Wikipedia articles of the corresponding subject, potentially including dozens of pieces per WikiJournal article.

<sup>48</sup> 7 General Support Funds, 4 Alliances, 3 Research and 15 Rapid Funds.



5. The new funding structure has started to diversify the entry points for new grantees. However, in the USCA region no new grantee entered through the General Support fund, signaling an opportunity for outreach here. 3 new grantees entered through the Alliances Fund, 9 through rapid funds, and 3 through the Research Fund. Also, no rapid fund grantees transition to General Support Funds in the region, also signaling an opportunity to work with former Rapid Fund grantees to see if this work is worth scaling.
6. Out of 14 grantees receiving multi-year funding for the first time under the new grants strategy, 4 are in the USCA region with 3-year funding periods.
7. The average funding in the General Support Fund is \$117,000 USD per grant. In MEA, CEE, and South Asia the average is almost half this amount between \$55,000-70,000<sup>49</sup>. In NWE and USCA regions it is \$210,000-240,000.
8. Out of the 177 recognised affiliates, 74 affiliates received grants in 2022 (41%). There are opportunities for growth in all regions, but even more so in regions where the percentage of registered affiliates receiving grants is lower, such as USCA with 8 out of 24 affiliates (33%) receiving grants<sup>50</sup>. There are outreach opportunities for more affiliates to access funds, such as Wiki Project Med.
9. There was an increase in a more equal distribution amongst all regions, whilst maintaining growth in the funding distributed in all regions. There has been a marked increase in funding to emerging communities (128%) and to middle and lower-income countries (70%). There are opportunities to grow here, particularly in countries that are underrepresented in the Movement, taking into consideration their internet use and readership.

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<sup>49</sup> When adjusted for country-costs the difference is smaller, but MEA, CEE, and South Asia are still around 35% below average.

<sup>50</sup> Affiliates with grants: AfroCROWD, Art+Feminism, Black Lunch Table, Whose Knowledge?Wiki World Heritage User Group, WikiJournal, Wikimedia Canada, Wiki Education Foundation  
 Affiliates that received funding in previous years but not last year: WikiConference North America, Wikimedia New York City, Wikimedians of Los Angeles User Group  
 Affiliates that have not received funding in the past: Cascadia Wikimedians User Group, Commons Photographers User Group, Georgia Piedmont Wikimedians User Group, New England Wikimedians, North Carolina Triangle Wikipedians User Group, Ohio Wikimedians User Group, San Diego Wikimedians User Group, WikiBlind User Group, Wikimedia District of Columbia, Wikimedians in Residence Exchange Network User Group, Wikimedians of Chicago User Group, Wikimedians of Colorado User Group, Wikimedians of the Caribbean User Group. Wikimedia Canada is the only operating affiliate in the country. But, two additional Canadian organizations (Rhizome, CAPACOA) were supported through the Alliances Fund this year.