WIKIPEDIA IN AFRICAN LIBRARIES

POST TRAINING EVALUATION REPORT

Conducted for

WIKIPEDIA IN AFRICAN LIBRARIES PROJECT - #WikiAfLibs

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EXECUTIVE SUMMARY

This assessment was commissioned as part of the project's monitoring, evaluation and learning requirements, of the Wikipedia in African Libraries Project to document the key successes and or failures using feedback directly obtained from beneficiaries of the training intervention implemented by AfLIA. The project adapted and customized the OCLC "Wikipedia + Libraries" curriculum into a 10-12-weeks online course which has trained a number of African library and information workers in three cohorts – pilot, first and second. The assessment was conducted after the virtual convocation of the final cohort.

Out of the 110 respondents who participated in the evaluation survey, 69.1% had fully completed the course whereas 30.9% could not due to one reason or the other. Despite the fact that some participants could not fully complete the course, they were still able to receive significant exposure and training on the ecosystem of Wikipedia and acquired basic skills for contributing to online collaborative spaces. Majority of the WikiAfLibs participants had no prior experience with editing or contributing to Wikipedia thus, giving an indication of the significant impact of the project relative to exposing and equipping librarians and information workers across Africa to be active collaborators users of Wikipedia and its sister projects. Further, the number of persons who have been able to personally host or collaborate to host any edit-athons or other Wikipedia events has increased by 15.1%.

Through the Course, the number of participants integrated into the existing local Wikimedia Communities increased by almost 100%. These Communities will provide the sustainable platform for the WikiAfLibs alumni to continue participating in Wikimedia events while deepening their knowledge and experience in Wikimedia ecosystem. Further, there was an observed favourable shift in perception of Wikipedia as a resource for free knowledge relative to a similar perception assessment during the baseline. Prior to the Course, most of the participants had a poor perception regarding the credibility of information available on Wikipedia and little to no perception towards editing and review processes on the platform. The end-line survey reveals a significant positive shift in perception in both aspects by participants having been exposed to and trained in-depth.

Even though the preliminary empirical evidence asserts a positive impact of the Wikipedia in African Libraries project, the extend of its full impact thereof can properly be assessed after a few years, preferably two years. In order to enhance impact in future online training-based interventions, AfLIA must; consider recruiting a trainer(s) dedicated for training and managing French and Portuguese participants, give more attention to assisting participants familiarize with the learning platforms, explore possibilities of breaking the comprehensive course into shorter independent modules and develop and deploy a fully functional self-learning model for perpetual access.

OUTLINE

1 BACKGROUND

Wikipedia is a multilingual open-collaborative online encyclopedia created and maintained through the effort of a community of volunteer editors using a wiki-based editing system. Averaging more than 1.7 billion page views per month[1]. The platform is among the most important sources of free, fact-based knowledge for people around the world.

The Wikipedia model thrives on crowd-sourced content from contributors across the globe to make knowledge accessible to all. It will therefore be expected that given its openness, reach and influence, there will be a fairly even geography of knowledge on the online encyclopedia. Unfortunately, that is not the case, especially for the amount of content and number of editors from Africa. There still remain voices and narratives of African communities and peoples (knowledge of its people, cultures, languages, pop culture, heroes/heroines, philosophies of life, discoveries, innovations etc.) that are largely underrepresented and in some cases, misrepresented or absent on Wikipedia.

As custodians of information, African librarians are key players in knowledge creation and dissemination. The African Library and Information Associations and Institutions (AfLIA) believes that African library and information professionals are uniquely positioned to help bridge the identified knowledge gap on Wikipedia. AfLIA therefore partnered with the Wikimedia Foundation through the **Wikipedia in African Libraries Project**, to primarily build the capacities of African library and information professionals and equip them with requisite skills needed to create and maintain credible content, tell stories of Africa and accurately amplify Africa's voice in Wikipedia, thereby addressing the phenomenon of unequal geographic contributions on the Wikipedia platform.

Wikipedia in African Libraries - #WikiAfLibs, a one-year training project implemented by AfLIA with funds from the Wikimedia Foundation was aimed at training at least 10 library and information professionals each from 30 African countries to be able to carry out community outreaches and help their different user communities to be adept at using the resource for learning, research and telling their own stories.

As part of the project's monitoring, evaluation and learning requirements, an end-line survey was conducted to document certain key successes and or failures using feedback directly obtained from beneficiaries of the training intervention implemented by AfLIA.

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[1] https://stats.wikimedia.org/#/all-wikipedia-projects

PURPOSE OF POST-TRAINING ASSESSMENT

The post training assessment was conducted to primarily unearth key insights on all aspects of the Wikipedia in African Libraries (WikiAfLibs) course focusing on participants' impressions on their;

❖ participation and completion,
❖ course content, delivery and facilitation,
❖ knowledge and experience on Wikipedia and Wikimedia Communities, and
❖ key knowledge and skills acquired.

APPROACH

Based on the stated purpose of the study, a structured questionnaire was developed to gather the relevant data for analysis and reporting. The questionnaire included a mix of open and closed ended questions. An online survey form was subsequently built on SurveyMonkey in two languages – English and French, because the beneficiaries of the Course were mainly from Anglophone and Francophone Africa. The form was built in these two languages to ensure that, as much as possible, every participant had the opportunity to complete the form and provide feedback in the most convenient and expressive manner.

Invitations to participate in the post training evaluation survey was widely disseminated via the WhatsApp and Telegram groups which had been set up purposely for running the Wikipedia in African Libraries course.

The survey was opened to receive responses within a rather limited period - 31st October to 12th November, 2021. After the survey was closed, the data obtained was then exported to SPSS v26 for review and de-duplications and further cleaning. Responses submitted in French were translated into English before adding to a composite dataset to conduct a quantitative and qualitative analysis.

2 RESULTS

Results and discussions presented in this section are based on the analysis of 110 unique responses received from participants of the Course as follows: Pilot Cohort (7.3%), Cohort 1 (31.8%) and Cohort 2 (60.9%). Feedback from English participants constituted 87% whereas that of French participants formed 13%. Details (frequency tables and results on descriptives) of the majority of the results discussed in this section can be found at the appendix.

COURSE PARTICIPATION AND COMPLETION

Out of the 110 respondents, 69.1%, representing majority, fully completed the course while 30.9% could not fully complete the course due to one reason or the other. Relative to those who could not complete the course in full, 14.5% completed Section 1, 8.6% completed Section 2, 2.7% completed Section 3 and 5.1% completed Section 4. Completing the course would have afforded these participants the opportunity to harness its full benefits, however, the disaggregated information on the various sections participants dropped off is instructive in that, the learners were still able to receive significant exposure and training on the ecosystem of Wikipedia and acquired basic skills for contributing on online collaborative spaces.

A number of reasons were outlined by participants to explain why they could not successfully complete the course. The following are the top 5 reasons advanced by participants:

Top reasons for non-completion of WikiAfLibs Course *(multiple response).*

	Reasons	%
1	I found it difficult balancing work schedules with the Course	12.7
2	Could not submit all assignments	13.6
3	Internet challenges could not allow me to access live sessions for better understanding.	10
4	Navigation on the Moodle platform was too cumbersome/complex	6.4
5	Demand on internet data to complete was too much, the Course was indirectly expensive for me.	6.4

The reported hindrances can be categorized into two – personal, i.e. those within the influence of participants and technical, i.e. those that participants had virtually no control over hence could not be rectified within the shortest possible time. Besides the popular reasons, some participants were frustrated out of the Course because their accounts were blocked on Wikipedia due to insecure IP address related issues, as such those affected could not continue with the course.

Disaggregating the responses by language revealed that a major challenge for the French participants was the language barrier and the attention given to French participants. The Wikipedian in Residence (WiR) and other supporting staff assisting to administer the course and manage participants communicated in English and often relied on translation services and tools to

interact with French learners. Even though the WiR relied on guest speakers who could speak French to conduct live sessions and trainings for the French participants, interactions between the WiR and French-speaking participants were naturally not forthcoming hampering instructor-learner bonding. This situation accounts for the low rate of completion by French-speaking participants, i.e. 57.1% completion rate as against 70.8% for English participants.

KNOWLEDGE AND EXPERIENCE ON WIKIPEDIA AND WIKIMEDIA COMMUNITY

Majority of the WikiAfLibs participants (67.7%) had no prior experience with editing or contributing to Wikipedia and its sister collaborative platforms. This gives an indication of the significant impact of the project relative to exposing and equipping librarians and information workers across Africa to be active collaborators and users on Wikipedia.
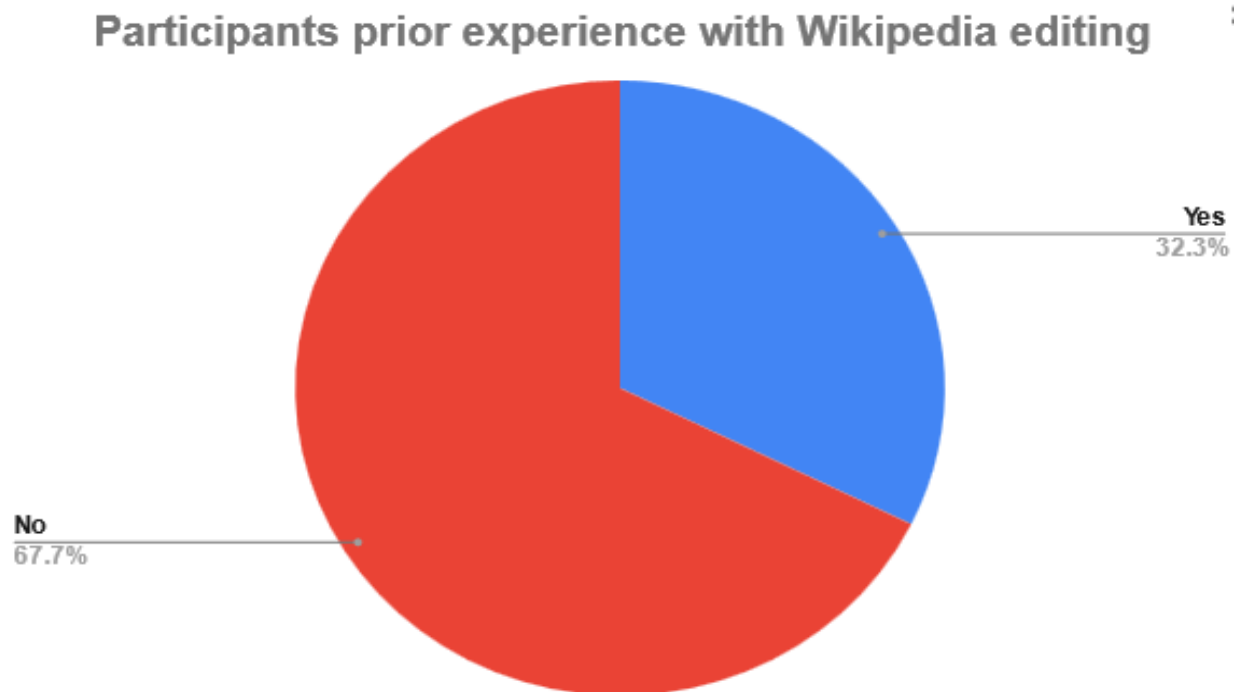

Fig 1: Participants prior experience with Wikipedia editing

Each participant actively took part in an average of approximately three (3.3) Wikimedia campaigns or events since they enrolled or completed the WikiAfLibs Course. A few among such campaigns are enumerated below:

List of campaigns actively participated by WikiAfLib Cohorts (in no particular order)

1	1Lib1Ref January 2021	6	WikiLovesWomen
2	AfLibWk 2.0 / 1Lib1Ref May 2021	7	WikiLovesEarth
3	WikiIndaba 2021	8	WikiLovesFolklore
4	Wikimania 2021	9	SheSaid campaign
5	WikiLovesMonuments	10	WikiData training -Jisonaayili Community Library.

In a similar vein, 84.8% of the participants had no prior experience with personally hosting or collaborating to host any edit-athons or other Wikipedia events before enrolling in the course but this indicator declined to 73.7% by the end of the course. In other words, the number of persons who have been able to personally host or collaborate to host any edit-athons or other Wikipedia events before enrolling in this Course has increased by 15.1%. This is instructive, given that these events were organized during the life of the project. The potential by participants to host or collaborate on more outreach events to promote the Wikimedia projects and train new editors cannot be over-emphasised. The impressive margin is therefore expected to increase further with time.

Popular Wikimedia events or campaigns #WikiAfLib participants hosted or collaborated to host

	Event	Additional details	URL references
1	GOIF Wikidata GLAMS Campaign	Campaign by GOIF to train partner institutions of Global Open Initiative Foundation on how triple statements are organized and with that knowledge, create wikidata items for the members of the second parliament of the Gold Coast	https://outreachdashboard.wmflabs.org/courses/Global_Open_Initiative_Foundation/GOIF_Wikidata_GLAMS_Campaign/home
2	WikiLoves Women #SheSaid Campaign	Training and edit-a-thons in Zimbabwe. Partnered with InforInnov Consultants and Zimbabwe Library Association and Harare Polytechnic and Harare Institue of Technology. The target participants were students from academic institutions. Impact has spread all over Zimbabwe. The number of participants were 30 for the first session and 50 for the second session.	https://meta.wikimedia.org/wiki/Wiki_Loves_Women/Focus_Group/SheSaid_Zimbabwe-Mashonaland https://outreachdashboard.wmflabs.irg/courses/Wiki_Loves_Women/SheSaid_Zimbabwe_Mashonaland https://outreachdashboard.wmflabs.org/courses/Wiki_Loves_Women/SheSaid_Matebeleland_Zimbabwe

3	Wiki Loves Women SheSaid Kenya Libraries	The drive was aimed at improving the visibility of women in improving Wikiquote entries related to them.	https://outreachdashboard.wmflabs.org/courses/Wiki_Loves_Women/Wiki_Loves_Women_SheSaid_Kenya_Libraries/home
4	Wiki Loves Monuments Zimbabwe in 2021	Target of 40 participants, 11 were enrolled and so far 69 images have been uploaded on Commons. Received support in terms of grant and assistance from the Wiki Loves Monuments team in Uganda.	https://outreachdashboard.wmflabs.org/courses/Natural_History_Museum_of_Zimbabwe/Wiki_Loves_Monuments_Zimbabwe_2021
5	Wiki Loves Monuments Ghana 2021	This project facilitated photowalks to capture images relating cultural heritage and monuments in Ghana. Organized with grant support from Wikimedia Foundation	https://meta.wikimedia.org/wiki/Grants:Project/Rapid/ Wiki Loves_Monuments_2021_in_Ghana https://outreachdashboard.wmflabs.org/courses/Dagbani_Wikimedians/Wiki_Loves_Monuments_2021_in_Ghana/home
6	Wikidata training	Train 17 participants on how to create/improve selected items on Wikidata. Training took place at Dallung Community Library, Ghana.	https://outreachdashboard.wmflabs.org/courses/Dallung_Community_Library/Wikidata_training_at_Dallung_Community_Library_(4_June_2021)

Before enrolling in the Course, 21.3% of the participants were active members of their respective Wikimedia communities. At the end of the project, this indicator has increased to 42.7% while 10.1% are not yet part of any local Wikimedia community because there is none yet in their respective countries. Those who are not part of any local groups because is none yet further expressed their willingness to be part of any such group in their country should there be. With these statistics, it can be deduced that through this Course, the number of persons integrated into the existing local Wikimedia Communities increased by almost 100%. The integration statistics are expected to further increase with time, as new local Wikimedia communities are established and those who are yet to members are convinced of the need to be connected. Existing Wikimedia communities will provide the sustainable platform for the #WikiAfLibs alumni to continue participating in Wikimedia events while deepening their knowledge and experience in Wikimedia ecosystem.
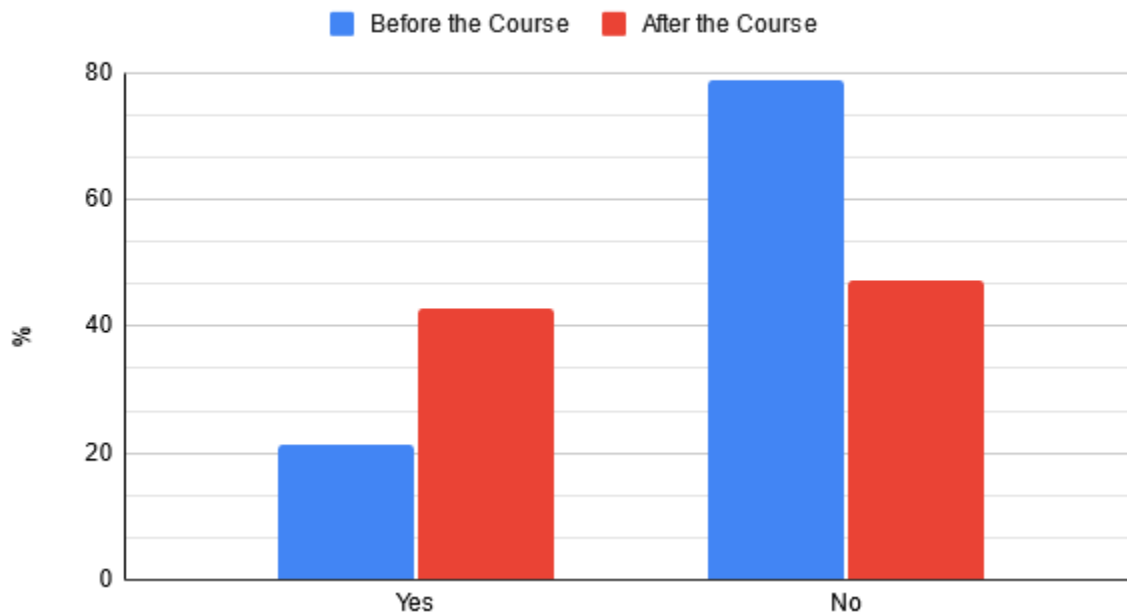
Fig 2: Active participation in local Wikimedia communities

Participants perception of Wikipedia was assessed using a set of negative perception statements measured on a 5-point likert scale where 1 represented a strong negative perception (strongly agree) and 5 represented a strong positive perception (strongly disagree). In this case, when interpreting the results of the perception index, a higher index score means disagreements to the statements which in turn implies a favourable or positive perception towards Wikiepedia.

From the feedback, there is an observed favourable shift in perception of Wikipedia as a resource for free knowledge relative to a similar perception assessment during the baseline. A perception index of 3.95, which reflects a significant improvement (from a baseline index of 2.88) in perception towards Wikipedia was computed from the responses. Prior to the Course, most of the participants had a poor perception regarding the credibility of information available on Wikipedia and little to no perception towards the editing and review processes on the platform. The end-line survey reports a significant positive shift in perception in both aspects having been exposed to and trained in-depth.

Participants perception of Wikipedia pre and post training

Statement	*Pre-training perception	*Post training perception
Wikipedia lacks transparency in terms of how articles are deleted or approved for publishing.	3.01	3.86
Criteria for approval or deletion of articles on Wikipedia is subjective	3.13	3.11
Wikipedia subtly restricts freedom of speech and expression for its editors	2.70	4.43
Editing process on Wikipedia is too bureaucratic	2.85	3.89
The editing environment on Wikimedia is too hostile for new editors	2.82	3.35
Any editor can edit any article regardless of competence in the subject matter and that may imperil the quality of articles on highly technical subjects	3.09	3.07
Information on Wikipedia lack reliability hence cannot be used as a research source.	2.81	4.61
Articles on Wikipedia are unprofessionally written and difficult for the general reader to understand.	2.49	4.87
The fact that everyone can edit/contribute on Wikipedia regardless of expertise make the encyclopaedia a potential source of misinformation and disinformation	3.01	4.34
Overall Perception Index	2.88	3.95

  * Perception statements were measured on a 5-point likert scale where 1 represents a strong negative perception (strongly agree) and 5 represents a strong positive perception (strongly disagree). Figures presented are weighted averages of the responses. The perception index is the average of averages.

KEY KNOWLEGDE AND SKILLS ACQUIRED

According to the 94.3% and 95.5% of participants who responded to the post-training survey, the course has enhanced their computer/digital skills as well as the research skills and capacity respectively. Respondents affirm that the benefits and scope of digital skill and competences they have acquired from participating in the course extends beyond the project. These include "being able to create and deploying a course on Moodle", "hosting meetings and conducting remote training sessions via Zoom", "adopting Mentimeter in teaching techniques to make classes more interactive" and "working collaboratively in a purely virtual environment." For others, the Course has enhanced their "analytical, summarizing and categorization skills". Participants also observed "an improvement in time management, problem solving ability and communication skills". The beneficiaries further noted that they are able to "critically evaluating information sources online", and now have a "better appreciation of issues relating to copyright, plagiarism and intellectual property".

Assessing the barest direct competencies, each respondent agreed that they are able to do the following:

1. Create a Wikipedia account and userpage
2. Uploading media (picture/videos) to WikiCommons
3. Finding credible sources/references for citation
4. Identify Wikipedia articles that need citations
5. Adding citations to Wikipedia articles
6. Editing on Wikipedia (creating hyperlinks, adding sections, replacing out-dated citations, correcting typos, in-text)
7. Contributing new sections or information to existing Wikipedia articles
8. Work collaboratively in online spaces
9. Using the Wikipedia Outreach Dashboard

At a higher competence level, majority of the participants agree that they are able to do the following:

1. Drafting articles in your sandbox
2. Creating / publishing new articles on Wikipedia
3. Organizing Wikimedia/Wikipedia events
4. Translating articles in English Wikipedia to other local languages on Wikipedia
5. Training others on any aspects of Wikipedia and its sister projects

COURSE CONTENT, DELIVERY AND FACILITATION

The Wikipedian in African Libraries Course was structured into five main sections, each of which progressively dovetailed into the other focusing on thematic areas to guide participants to achieve course objectives. The most favourite sections by the participants are as presented in table below, in order of importance

Wikipedia in African Libraries: Favourite sections of participants

	Section	%
1	Section 3 - Contribute to the Wikipedia body of knowledge	35.3%
2	Section 2 - Evaluating Wikipedia with a critical eye	27.1%
3	Section 1 - Wikipedia for you, your library, and your community	27.1%
4	Section 5 - Wikipedia + Programming	5.9%
5	Section 4 - Wikipedia empowers your community	4.7%

Participants explained that these Sections were their favourite because they were most relevant to your professional work. To a large extent, the results above reveal an innate interest of participants towards contributing (editing, adding citations, replacing outdated references, updating existing articles with new information and creating new articles, uploading images and videos etc.) to Wikipedia and its sister projects.

On the flip side, most participants (27.1%) found "Section 5 - Wikipedia + Programming" as the most difficult part of the WikiAfLibs course. The primary reason bordered on the kind of assignments participants were required to submit under the Section. Section 5 was structured in a way that needed participants to team up, collaborate, develop and present engagement plans to organize a Wikimedia event.

Participants adopted a mix of learning approaches during the Course including;

- ❖ Downloading and reading the course materials.
- ❖ Watching the recorded live sessions, office hours and other relevant videos uploaded to Moodle
- ❖ Attending and having live interactive sessions with WiR and other instructors
- ❖ Interacting and collaborating with other participants
- ❖ Doing quizzes and getting feedback
- ❖ Reading comments posted by other learners

Comparatively, most (30%) of the participants spent 2-3 hours per weekly to read course materials, do assignments, attend online sessions and interact with other participants and the Course instructor. On the other hand, approximately 25% and 17% invested about 3-4 hours and 5-6 hours respectively per week on the Course.
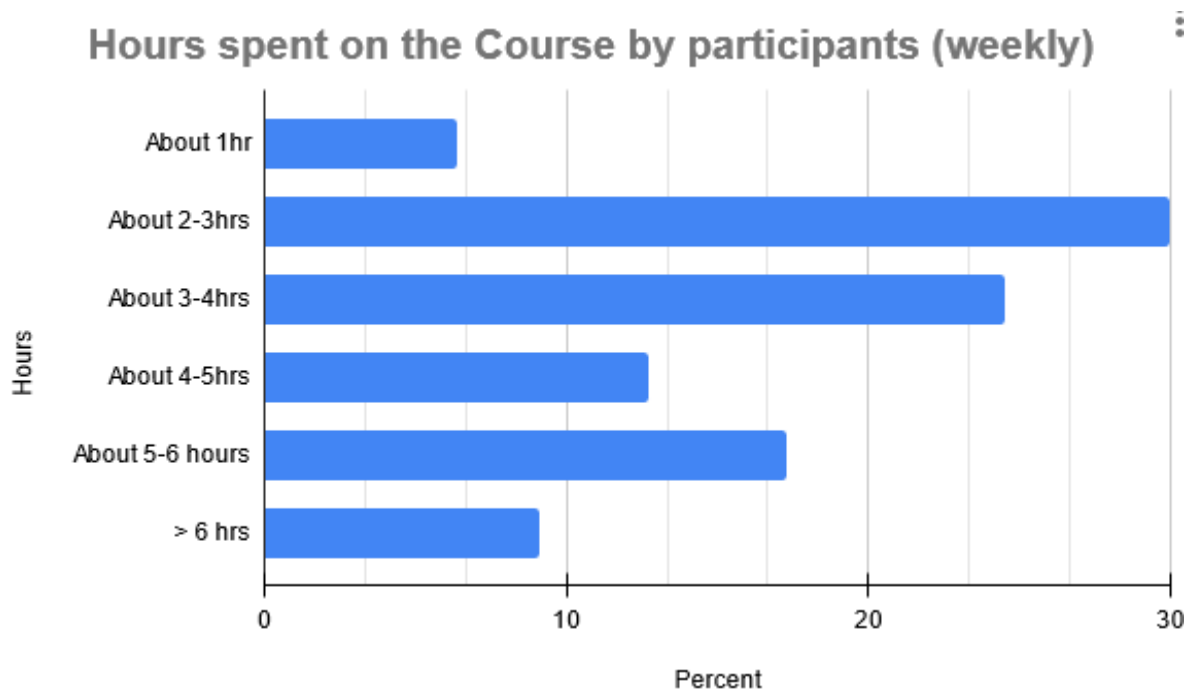

Fig 3: Hours spent on the Course by participants per week

Participants used desktop or laptop computers, smartphones and tablets to access the Course and perform learner responsibilities but most predominantly relied on laptops and their smartphones, depending on the activity required at each point in time. Approximately 61% of the participants accessed the online learning materials via laptop and 22.4% via their phones. Though attending virtual live sessions via laptop was more popular among participants, an appreciable number, 44.7%, often connected to the online training sessions via their phones.

About 66% of the participants submitted their assignments via laptop and 16.7% via their phones. It was evident that doing and submitting assignments on Moodle and working in Wikipedia was more convenient when using a wider screen, i.e. laptop or desktop computer. Approximately 54% of the participants edited/contributed on Wikipedia, WikiCommons, WikiData etc. via laptop and 16.5% via their phones.

Relative to the complementary mix of techniques employed to support participants through the course, respondents expressed their opinions on the level of usefulness of such techniques:

- ❖ Majority, representing 67.1%, reported that the Guest Speaker presentations during live sessions were extremely useful, while 32.9% considered it "useful".
- ❖ About 73% of the participants were of the view that making available recordings for those who missed the live sessions was extremely useful whereas 26.8% said that approach was "useful".
- ❖ About 57% considered the Weekly Office Hours as extremely useful while 42% said that technique was "useful". A smaller percentage though, approximately 3% of the participants, never found Weekly Office Hours useful, probably due to the sheer limited time for such sessions relative to the live training sessions or the additional burden on bandwidth.
- ❖ Participants were given opportunity to re-submit assignments and attend refresher live sessions to facilitate higher completion rate. About 76% and 23% found this extremely useful and useful, respectively.
- ❖ Majority, 75.3%, indicated that receiving real-time announcements and updates via the WhatsApp group platforms and Moodle were extremely useful while 24.7% said that approach proved "useful".
- ❖ Through the WhatsApp groups set up for participants, discussion groups on Moodle and the live sessions, participants got the opportunity to directly interact with the course instructor (Wikipedian in Residence) and among themselves thus, helping to sustain their interest in the course. About 67% of them found this approach extremely useful whereas 32.9% found it "useful".

Another point of interest is participants' assessment of the performance of the WiR. Participants favourably rated the WiR's ability to deliver on the Course and manage participants. On a 5-point performance scale, where 5 represents maximum level, the WiR was averagely rated 4.0.

The Course was widely publicized and interestingly, most (34.1%) of the participants heard of this Course through someone, i.e. a friend or colleague or supervisor. Snowballing is usually very effective in such circumstances because people know and understand the interests of their

colleagues' and networks better. Again, it is an important means of reaching audiences that one's existing communication channels do not reach directly.

Other participants, 23.1% and 13.4%, got to know about this Course from the AfLIA website and through AfLIA Newsletter/News Alerts respectively. About 20% of them also got to know about the Course via social media (Facebook and Twitter). A significant majority (79.3%) of the participants reported their willingness to volunteer as trainers for the 2022 edition of AfLIA's flagship Wikimedia event, the African Librarians Week (#AfLIbWk).
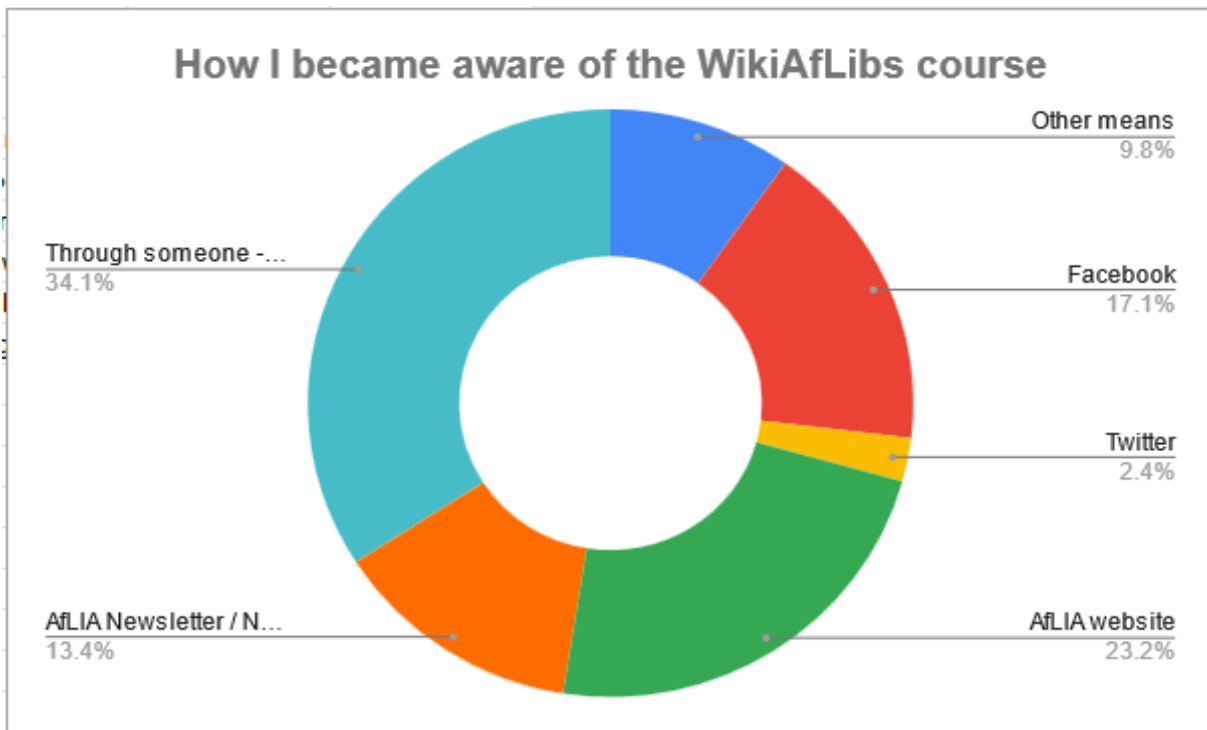

How I became aware of the WikiAfLibs course

- Other means 9.8%
- Facebook 17.1%
- Twitter 2.4%
- AfLIA website 23.2%
- AfLIA Newsletter / N… 13.4%
- Through someone -… 34.1%

Fig 4: How participants became aware of WikiAfLibs Course

SNAPSHOTS OF PERSONAL EXPERIENCES AND TESTIMONIALS

The participants of the Wikipedia in African Libraries course shared a lot interesting personal experiences and testimonials but for the purposes of this report, here are selected few of such impressions.

What participants are saying………

"I think [the] course built my confidence in participating in online communication and learning lessons. As a result of the training, I can speak for Wikipedia and urge patrons and researchers to use it so that they are connected to many other sources." - **Antonetta Sipho Madziva – ZIMBABWE**

"Collaborations with other Librarians. [I have] gained more insight into the librarian and information science profession in Africa. [I have also] gained practical skills in using Wikipedia in an academic library setting. [I have] realized the existing opportunities for African Librarians to contribute to Wikipedia body of knowledge with quality, authentic information about Africa." **Sheila Nakazibwe - Uganda**

"Interaction with very knowledgeable people, learning from each other. Wonderful facilitation by the WiR and team. No one seemed to sit on information! Everyone was ready to openly share his/her thoughts on pressing challenges and we could work out solutions together. During group discussions my colleagues spared time as agreed. Also networking was achieved and we are planning for an event together on "she says campaign". **Caroline Makokha - Kenya**

"This course has been eye opening as it introduced me to the understanding of the open knowledge platform that I have always used. I have also acquired project management skills and gained confidence in operating in virtual environments. It has exposed me to new professional African networks to share knowledge and skills." **Jatto Esther Oluwayemi - Nigeria**

"I started on my own into the journey of Wikimedia events and engagements but the Course has helped me to realize the worth of what I thought was just a fun thing to do. In addition to this, I have made new friends and connections as a result of the group project. Though I leveraged on my digital dexterity competencies, I was able to improve significantly during the course." **Sarat Iyabode Amuni** - **Nigeria**

3   CONCLUSION AND RECOMMENDATIONS

This report has extensively covered a quantitative and qualitative assessment of the feedback from participants of the course. As far as the findings from this study are concerned, this Course appears to have been largely successful and effective in achieving its main goals of:

➢ Training librarians and information workers in Africa to understand Wikipedia as a veritable resource for dissemination of information and a teaching tool that promotes quality education thereby increasing access to the resource and serving their user communities better.

➢ Training African librarians to be able to evaluate the quality and reliability of individual articles, edit and create content of local and personal interest on Wikipedia with laid down benchmarks for quality and relevance, and

➢ Training librarians to teach their user communities to use and contribute to Wikipedia's by taking them through the editorial processes and quality standards of the resource.

Even though there is preliminary empirical evidence to assert the impact of the Wikipedia in African Libraries project, the extend of its full impact thereof can properly assessed after a few years, preferably two years after the life of the project. That notwithstanding, there are a couple of recommendations that the project implementers can consider implementing in subsequent online training-based interventions.

RECOMMENDATION: #1

Recruit a trainer dedicated for training and managing French and Portuguese participants:

It was observed that there was a marked difference between the completion rate of English and French participants primarily due to the language barrier. It is imperative that future interventions are designed more innovatively to be sensitive and adaptive to these languages besides English so as to ensure equitable access, participation and benefits.

RECOMMENDATION: #2

Give more attention to assisting participants familiarize with the learning platforms:

It was also observed that for many who could not submit all their assignments, navigating on Moodle was a challenge. Though the digital literacy level of participants played a role, it could also be attributed to the limited time dedicated to adequately guiding participants to familiarize themselves and understand the roles of each platform used in the Course, i.e. Moodle platform, Wikimedia Outreach Dashboard and Wikipedia.

RECOMMENDATION: #3

Explore possibilities of breaking up Sections into short independent modules:

Options to break up the WikiAfLibs Course into say 5 smaller independent modules should be explored and implemented. The various sections can be re-designed as standalone short courses where interested persons can pick and choose which modules fancy their professional and personal interests and enroll in them instead of the current 12-week long setup. This recommendation will result in shorter courses that will in-turn increase participation and completion rates.

RECOMMENDATION: #4

Develop a fully functional self-learning model and deploy for perpetual access:

The current structure blends a self-learning model with live sessions with instructors. This sandwich model accounts for the success of this project however, at a significant cost supported by donor funds. In the event of limited or no funding to continue employing dedicated instructors, AfLIA should consider developing a full blown self-learning course and deploying on Moodle for perpetual access. In this case, tasks should be automated with little or no human intervention. People will then continue to have access to the Course for free with minimal cost implications to AfLIA.

4 **APPENDIX**

Which of the following cohorts did you participate in?				
	Freq	%	Valid %	Cum. %
Cohort 2	67	60.9	60.9	60.9
Cohort 1	35	31.8	31.8	92.7
Pilot Cohort	8	7.3	7.3	100.0
Total	110	100.0	100.0	

Learner category:				
	Freq	%	Valid %	Cum. %
English participant	96	87.3	87.3	87.3
French participant	14	12.7	12.7	100.0
Total	110	100.0	100.0	

Were you able to fully complete the course? (NB: Full course completion means receiving certificate of completion for pilot and Cohort 1. For Cohort 2, it means being assigned to project group by the WiR).				
	Freq	%	Valid %	Cum. %
Yes	76	69.1	69.1	69.1
No	34	30.9	30.9	100.0
Total	110	100.0	100.0	

Did you have any prior experience with editing on Wikipedia before enrolling in this Course?				
	Freq	%	Valid %	Cum. %
Yes	32	29.1	31.7	31.7
No	69	62.7	68.3	100.0
Total	101	91.8	100.0	
Missing System	9	8.2		
Total	110	100.0		

Did you have any prior experience with personally hosting or collaborating to host any editathons or other Wikipedia events before enrolling in this Course?				
	Freq	%	Valid %	Cum. %
Yes	15	13.6	14.9	14.9
No	86	78.2	85.1	100.0
Total	101	91.8	100.0	
Missing System	9	8.2		
Total	110	100.0		

During or after participating in the WikiAfLibs Course, have you been able to personally or collaboratively host any edit-athons or other Wikipedia events?				
	Freq	%	Valid %	Cum. %
Yes	27	24.5	26.7	26.7
No	74	67.3	73.3	100.0
Total	101	91.8	100.0	
Missing System	9	8.2		
Total	110	100.0		

Were you a member of a Wikimedia Community in your country prior to joining this Course?				
	Freq	%	Valid %	Cum. %
Yes	19	17.3	20.9	20.9
No	72	65.5	79.1	100.0
Total	91	82.7	100.0	
Missing System	19	17.3		
Total	110	100.0		

Are you now a member of a Wikimedia Community in your country?				
	Freq	%	Valid %	Cum. %
Yes	38	34.5	41.8	41.8
Not yet	43	39.1	47.3	89.0
No Wikimedia Community in my country yet	10	9.1	11.0	100.0
Total	91	82.7	100.0	
Missing System	19	17.3		
Total	110	100.0		

How well has this Course enhanced your computer and digital skills?				
	Freq	%	Valid %	Cum. %
Significantly enhanced	60	54.5	68.2	68.2
Somewhat enhanced	23	20.9	26.1	94.3
Not at all	5	4.5	5.7	100.0
Total	88	80.0	100.0	
Missing System	22	20.0		
Total	110	100.0		

How well will you generally rate your computer/digital literacy skills now?

		Freq	%	Valid %	Cum. %
	Advanced	60	54.5	68.2	68.2
	Intermediate	26	23.6	29.5	97.7
	Beginner	2	1.8	2.3	100.0
	Total	88	80.0	100.0	
Missing System		22	20.0		
Total		110	100.0		

Which of the following sections was your favourite during the Course?

		Freq	%	Valid %	Cum. %
	Section 1 - Wikipedia for you, your library, and your community	23	20.9	27.1	27.1
	Section 2 - Evaluating Wikipedia with a critical eye	23	20.9	27.1	54.1
	Section 3 - Contribute to the Wikipedia body of knowledge	30	27.3	35.3	89.4
	Section 4 - Wikipedia empowers your community	4	3.6	4.7	94.1
	Section 5 - Wikipedia + Programming	5	4.5	5.9	100.0
	Total	85	77.3	100.0	
Missing System		25	22.7		
Total		110	100.0		

Which of the following sections did you find most difficult or confusing?

		Freq	%	Valid %	Cum. %
	Section 1 - Wikipedia for you, your library, and your community	4	3.6	4.7	4.7
	Section 2 - Evaluating Wikipedia with a critical eye	17	15.5	20.0	24.7
	Section 3 - Contribute to the Wikipedia body of knowledge	12	10.9	14.1	38.8
	Section 4 - Wikipedia empowers your community	4	3.6	4.7	43.5
	Section 5 - Wikipedia + Programming	23	20.9	27.1	70.6
	None of the above	25	22.7	29.4	100.0
	Total	85	77.3	100.0	
Missing System		25	22.7		
Total		110	100.0		

Are you willing to volunteer as a trainer for the May 2022 #1Lib1Ref #AfLibWk3.0?

		Freq	%	Valid %	Cum. %
	Yes	65	59.1	79.3	79.3
	No	17	15.5	20.7	100.0
	Total	82	74.5	100.0	
Missing System		28	25.5		
Total		110	100.0		

Accessing learning materials on Moodle

		Freq	%	Valid %	Cum. %
	Phone	19	17.3	22.4	22.4
	Laptop	52	47.3	61.2	83.5
	Desktop PC	14	12.7	16.5	100.0
	Total	85	77.3	100.0	
Missing System		25	22.7		
Total		110	100.0		

Attending virtual sessions

		Freq	%	Valid %	Cum. %
	Phone	38	34.5	44.7	44.7
	Tablet	2	1.8	2.4	47.1
	Laptop	36	32.7	42.4	89.4
	Desktop PC	9	8.2	10.6	100.0
	Total	85	77.3	100.0	
Missing System		25	22.7		
Total		110	100.0		

Submitting assignments

		Freq	%	Valid %	Cum. %
	Phone	14	12.7	16.7	16.7
	Laptop	55	50.0	65.5	82.1
	Desktop PC	15	13.6	17.9	100.0
	Total	84	76.4	100.0	
Missing System		26	23.6		
Total		110	100.0		

Editing/Contributing on Wikipedia, WikiCommons, WikiData etc.

		Freq	%	Valid %	Cum. %
	Phone	14	12.7	16.5	16.5
	Laptop	59	53.6	69.4	85.9
	Desktop PC	12	10.9	14.1	100.0
	Total	85	77.3	100.0	
Missing System		25	22.7		
Total		110	100.0		

Descriptive Statistics					
	N	Mini mum	Maxi mum	Mea n	Std. Deviatio n
How many Wikimedia/Wikip edia events have you actively participated in since enrolling or completing the WikiAfLibs Course? (NB: This includes #AfLibWk, #1LiB1Ref, Wikimania, WikiIndaba etc.) Please enter figures only)	101	0	10	3.30	1.967
Valid N (listwise)	101				