



**MediaTrust**



# Media Trust's Digital Comms Programme 2020-21

**An evaluation by NPC**

January 2022



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# ABOUT THIS EVALUATION



**Media Trust** believes in the power of media to change lives. Their mission is to bring systemic and sustainable change to the relationship between media and society. They seek to deliver better representation in the media and a stronger voice for charities, marginalised communities, and young people, by working in partnership with the media and creative sectors. Media Trust's youth programmes give young people the creative, digital and media skills, access and mentoring support to break into the media.

Media Trust's programmes and services for charities aim to strengthen their capabilities in storytelling, advocacy and campaigning, press engagement and social media. They do this through media, communications and digital skills training delivered in partnership with our media and creative industry partners, and by matching media industry volunteers with charities looking for comms support. The long-term intended impact of this work is increased visibility, reach and support for charities so that society benefits more from their work.



**NPC** has been working with Media Trust to review the effectiveness and impact of the Digital Comms Programme. This programme was made up of various capacity building elements delivered in 2021, including Digital Mentoring, Google Digital Garage Webinars, Digital Spring and Summer School and Digital Marketing Strategy Workshops.

This analysis is based on a review of data collected via a range of tools as outlined in Appendix 2 – Sources of data. As outlined in Appendix 2, response rates varied substantially and, for some tools, the response rate was too low to draw robust conclusions. In these instances, we have indicated where further research is needed.



# EXECUTIVE SUMMARY

## MEDIA TRUST'S DIGITAL COMMS PROGRAMME 2020-21

Media Trust recognises that the charity sector urgently needs digital upskilling and support to increase digital innovation and bridge the digital divide, and that the COVID-19 global pandemic has increased the urgency of this problem. The skills gap is holding back the sector and preventing many charities from achieving impact for their beneficiaries.

To this end, Media Trust delivers digital skills programmes which aim to equip organisations with the skills, knowledge, and tools to increase their impact by using digital to more effectively communicate, campaign, fundraise, reach new audiences, and provide frontline support to the communities they serve.

Due to the global pandemic and subsequent social restrictions in place, Media Trust's Digital Comms Programme 2020-21 pivoted to entirely virtual delivery. Compared to the 2018-19 programme, this meant having to shorten the time of delivery for the 2020-21 programme, as well as incorporating new models of delivery.

**Media Trust's Digital Comms Programme 2020-21 consisted of the following components:**

### Digital Mentoring

20 charities were matched (based on skillset) with a volunteer digital mentor to support them for 2-4 hours per month for six months on their specific digital communications challenge.

### Digital Marketing Strategy Workshops

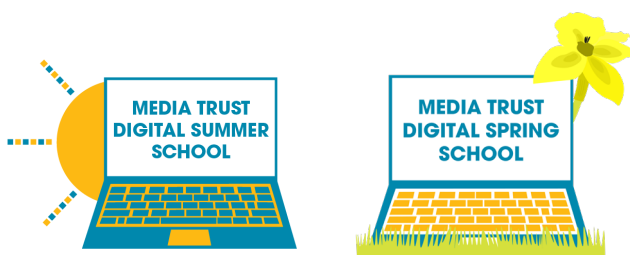
Four in-depth, two-part marketing strategy workshops targeted at charities, which covered all aspects of developing a digital marketing strategy, including a theoretical overview of digital marketing, practical exercises, and group activities, alongside peer-to-peer learning and sharing.

### Google Digital Garage Webinars

A series of six live webinars open to all charities which were hosted via YouTube, in partnership with Google Digital Garage. Content was tailored to an exclusively charity audience on selected topics.

### Digital Spring and Summer Schools

A series of two dedicated training programs for charities, one held in the Spring and one in Summer for three weeks each. Sessions were delivered by media and creative industry professionals and consisted of live sessions, smaller group mentoring and access to online resources.



## PARTICIPANT PROFILES

Upon registration to the different programme areas, participants were asked about the digital communications capacity at their organisation, their job role, organisation type and geographic region.

**Digital communications capacity:** Compared to data from the 2018-19 programme, in 2021 more participants indicated that their organisation had a digital communications strategy in progress, a finding which likely reflects the fast adaptation that organisations have had to make in response to the COVID-19 pandemic.

**Job roles:** Quantitative data on job roles was available only for the Digital Marketing Strategy Workshops, with the majority of these participants indicating that they worked in Marketing and Communications roles (94%).

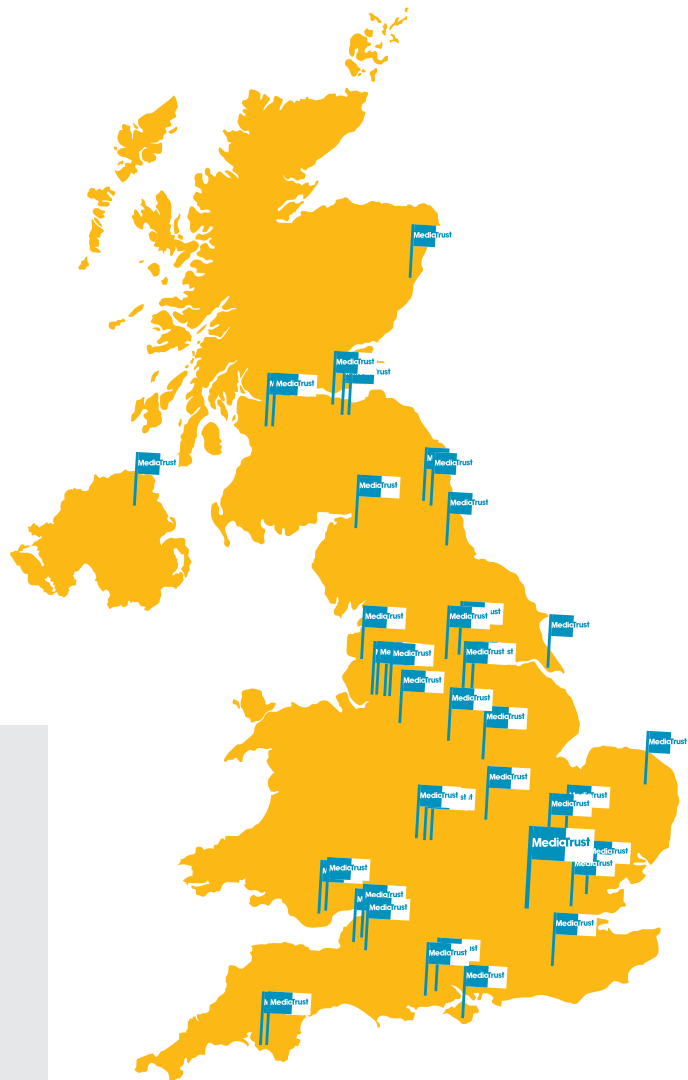
**Organisations:** Across the programme, the most common types of organisations were micro to medium sized, with fewer than 10% reporting an annual turnover above £5m. The charities reported diverse focus areas, with the most common being supporting children and families, health, and disability. The Digital Mentoring, Digital Spring School and Digital Marketing Strategy Workshops targeted charities working within the thematic areas of economic opportunity and online safety as well as priority geographic areas.

**Geographic location:** Being delivered online, the programme had a good geographic reach, drawing people from all over the UK. Specific cluster areas included Greater London, with people from this area making up the majority of attendees for all programme elements (at least 40%) except the Digital Marketing Strategy Workshop (20% from London) which drew significant numbers from the West Midlands (20%) and the North West (14%).

**Reach:** Across the different elements of the Digital Comms Programme, a total of 1,773 participants were reached overall during 2021.

# 1,773

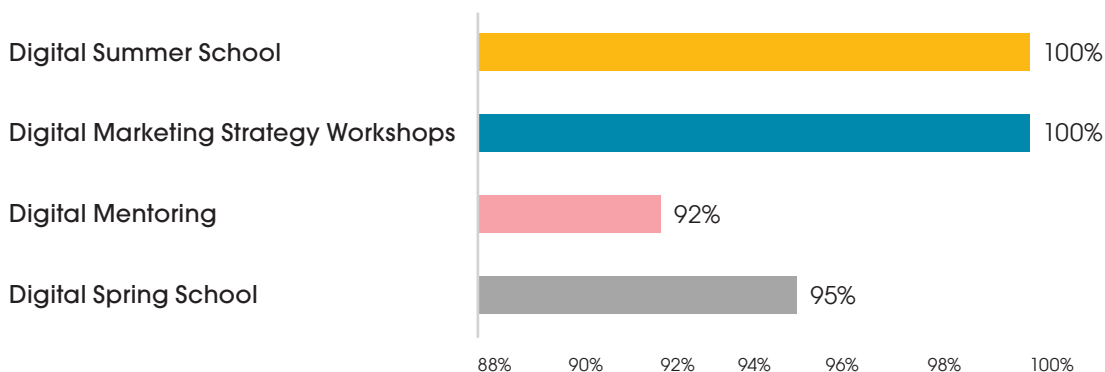
participants were reached overall during 2021 across the different elements of the Digital Comms Programme



## EXPERIENCES AND PERCEPTIONS

Ratings of Media Trust's programme activities were consistently high across the different programme elements, with almost all respondents rating the trainings as either 'good' or 'very good' (97% average across the below four programme elements).

### % of participants who rate the programme overall as 'good' or 'very good'



### Google Digital Garage Webinars

Most attendees stated they were likely to recommend the webinar to a friend (86%). At least two thirds of attendees felt that the trainer was knowledgeable on the topic.

### Digital Marketing Strategy Workshops

These workshops elicited positive reviews, with 86% of respondents rating the workshop as 'very good' and 14% rating it as 'good'. The knowledge of the speaker was praised as being 'very good' (94%) and 88% deemed the quality of content to be 'very good'. 94% of respondents agreed they would recommend the workshop to a friend.

### Digital Spring and Summer School

**Spring School:** Most aspects of the Digital Spring School were rated positively, with the content, quality of the trainers, the relevance of content, and the format, logistics and communications from Media Trust all being rated as either 'good' or 'very good' by 100% of respondents. Overall, 74% of respondents stated they were highly likely to recommend the training to a friend.

**Summer School:** Most aspects of the Digital Summer School were also rated positively, with the content, quality of the trainers, the relevance and level of content, the format, the logistics and the communications from Media Trust all being rated as either 'good' or 'very good' by 100% of respondents. One participant (3%) rated the mentoring sessions as 'poor', as did three participants (10%) for the peer learning and networking opportunities. Overall, 79% of respondents stated they were highly likely to recommend the training to a friend.

### Digital Mentoring

The Digital Mentoring programme was rated highly by participants, with 71% of respondents rating the programme overall as 'very good', and only one person rating it as 'poor'. The poor rating was given due to the person stating that their charity had "not been ready to embrace the programme", resulting in them "basically not doing anything", and was therefore not a reflection upon the programme itself. Overall, the knowledge of mentors, the relevance of advice given, the format and the subjects covered were rated as either 'good' or 'very good' by all participants except for one who rated these as poor. Overall, 77% of respondents stated they were highly likely to recommend the training to a friend.

## CHANGES IN CONFIDENCE, SKILLS AND MOTIVATION

Across all elements of the programme, people's levels of confidence and motivation prior to the training and immediately after was measured (except in those instances where this survey data was not captured). The percentage of participants who agreed with four confidence and motivation statements are outlined in the table below.

Overall, people's confidence in their digital skills and tools increased as a result of participation in the programme. Before the training, participants reported lower levels of confidence compared with motivation. The programme appears to have increased people's confidence levels to a similar level as their motivation after the training.

Survey Statement	Digital Spring school	Digital Summer School	Digital Marketing Strategy Workshops
I feel confident in my digital communications skills	57% – 84% (+27pp)	58% – 93% (+35pp)	76% – 94% (+18pp)
I feel motivated to use my digital communications skills at work	81% – 90% (+9pp)	87% – 93% (+6pp)	90% – 100% (+10pp)
I feel confident using digital communications tools and platforms at work	55% – 84% (+29pp)	68% – 97% (+29pp)	77% – 91% (+14pp)
I feel motivated to use digital communications tools and platforms at work	79% – 84% (+5pp)	88% – 97% (+9pp)	92% – 100% (+8pp)

## BARRIERS TO IMPLEMENTING LEARNING

Following the programmes, participants were asked if they experienced any **challenges or barriers** in taking forward what they had learned. Feedback across the programme highlighted organisations' openness to change and to adopting new strategies, with participants indicating that hesitancy and reluctance to adapt were some key barriers to implementing their learning.

**Limited capacity** of digital communications teams (when they existed) also posed a barrier for participants to implement learning, along with **lack of time** to digest, process and action learnings from the programmes.



## CONCLUSIONS AND RECOMMENDATIONS

All aspects of the Digital Comms Programme 2020-21 received favourable feedback, with participants rating their experiences of the programme's elements positively, indicating that outcomes had been achieved. This is encouraging given that activities were hosted remotely.

Overall, progress in confidence and motivation was not only significant for most participants as a result of attending the Digital Comms Programme 2020-21, but also sustained after the training, with participants making progress in their use of digital tools and platforms at work. Results revealed that the programme was most effective at building people's confidence with using digital tools. Many participants already showed high levels of motivation to use digital skills at work – but many had lacked the knowledge and/or confidence of how to implement this.

Feedback also highlighted opportunities for Media Trust to improve its programmes in future.

**The Digital Spring School training could benefit from:** Splitting up the 'Using Data to Understand and Grow Audiences' session into multiple sessions, as participants indicated that this was a particularly informative session, however the amount of content covered was overwhelming for some.

**The Google Digital Garage Webinars could benefit from:** Tailoring sessions using application form data to meet people's specific skillsets and goals, as the range in participant skills varied widely, with some finding content too basic whilst others felt overwhelmed at content. A tiered approach for webinar content would therefore be effective in facilitating learning.

**Feedback across programme elements:** Participants would find it helpful to have practical examples and templates to take away, and tips they can use to implement tools at their organisations. We recommend incorporating an essential 'tool-kit' that participants can take away and draw from going forwards, in order to implement learning at their organisations.



# INTRODUCTION

“

At a time when digital skills are most vital, there is a vast divide between those who can operate in the digital space and those who cannot.

The charity sector **urgently needs digital upskilling and support to increase innovation** and bridge the digital divide. The skills gap is holding back the sector and preventing many charities from achieving impact for their beneficiaries.

This is driven by several problems. Many charities lack the resources to build their digital skills. There is a lack of collaboration and coordination – across the charity sector, media industry, and public sector. There is a lack of innovation. Experimentation and innovation work best when it is user-led and test driven, but this does not fit

comfortably with prescriptive funding approaches. Digital poverty at the grassroots level is also a major challenge, with many charities finding that their users cannot engage with digital services.

COVID-19 has increased the urgency of this problem. As charities struggle to meet the increasing and more complex needs created by COVID-19, confidence to use digital approaches is lagging. At a time when digital skills are most vital, there is a vast divide between those who can operate in the digital space and those who cannot. The need for digital innovation is more urgent than ever, and it spans across cause areas and geographic locations. Charities who have not been able to make the digital transition now are less able to serve people at a time when they are most needed.

**Based on their Covid Comms Survey 2020, Media Trust designed a Digital Comms programme which aims to equip third sector organisations with the skills, knowledge, and tools to increase their impact and to address those issues which charities are currently finding most challenging (such as those affecting engagement with stakeholders, service users and social media communications).**

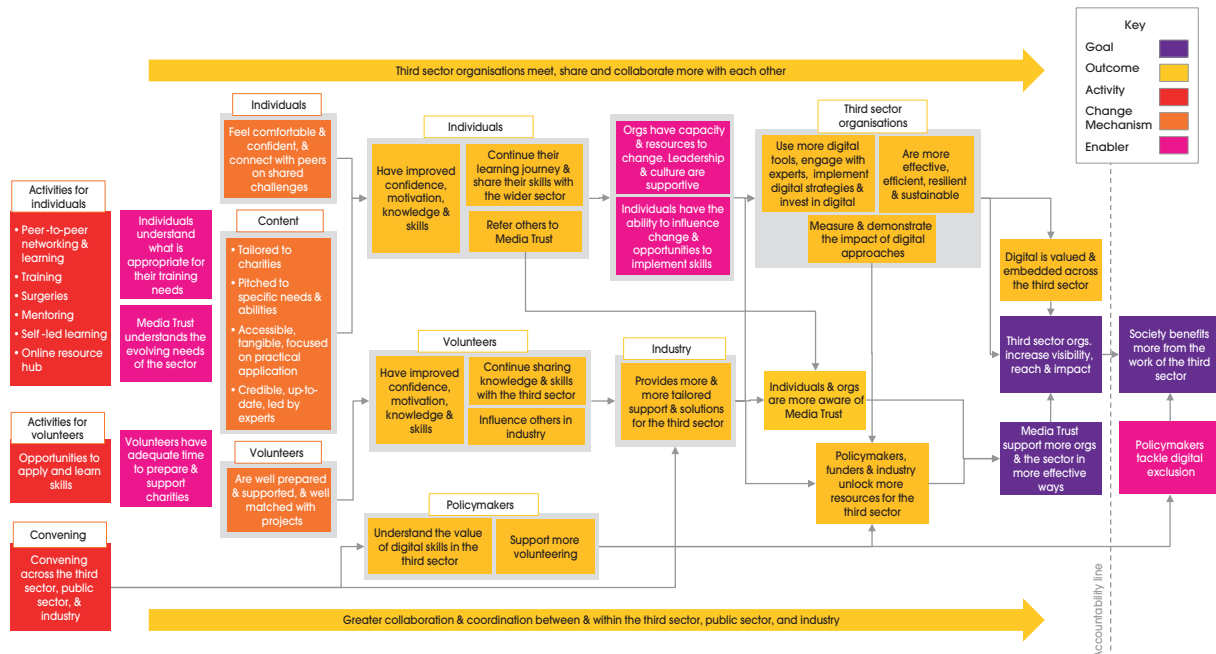
NPC welcomes Media Trust's investment in digital skills. As the leading think tank and consultancy for the charity sector, NPC has identified developing digital capacity as one of the greatest opportunities and challenges facing the sector. For a sector made up predominantly of small organisations with huge ambitions but constrained budgets, building digital confidence, culture and skills offers tremendous opportunities to connect more deeply with communities, work more efficiently, and collaborate more effectively to build a better world.

NPC have been working with Media Trust to review the effectiveness and impact of their Digital Comms Programme 2020-21. Our previous analysis in 2020 found that all aspects of Media Trust's Digital Skills Programme 2018-19 received positive feedback, both in terms of participant experiences and outcomes. In response to these data and insights, Media Trust have adapted and refined their offer, which triggered an update of the Theory of Change and accompanying impact measurement tools.



# THEORY OF CHANGE FOR MEDIA TRUST'S DIGITAL COMMS PROGRAMME 2020-21

## Theory of change diagram



Media Trust's updated theory of change diagram is presented above. This Theory of Change applies across several of Media Trust's digital skills training programmes. It outlines how Media Trust intends to achieve its long-term goals: 'third sector organisations increase their visibility, reach and impact,' so that 'society benefits more from the work of the third sector.'

The programme takes a **system-wide perspective**. The primary audiences are the individuals who receive support from Media Trust, and the volunteers that help to deliver that support. Media Trust also influences the third sector, media industry, policymakers, and funders through convening, and encouraging collaboration and building sustainable relationships across sectors.

Media Trust identified thirteen **change mechanisms** (ways in which their programmes need to be experienced for them to be successful). These relate to participant experiences (i.e. Participants feel content is tailored and relevant), the perception of trainers (i.e. Trainers are seen as credible and experts in their field) and support for volunteers (i.e. Volunteers are well-prepared, well supported and have a good understanding of charities). These change mechanisms are explored in the sections entitled 'Experiences and perceptions.'

In terms of **outcomes** for participants, Media Trust identified the following areas where they hope to see change as a result of their work:

- **Participants** (e.g., people feel confident to implement change within their organisation)
- **Organisations** (e.g., organisations embed digital across the entire organisation and align with organisational strategies)
- **The media industry and funders** (e.g., industry provides more tailored support to charities)
- **Other stakeholders** (e.g., government and policymakers tackle digital exclusion)

Comparing responses from before and after the training highlights changes for participants in relation to these outcomes. These are explored in the sections relating to 'Changes in confidence, skills and motivation.'

# MEDIA TRUST'S DIGITAL COMMS PROGRAMME 2020-21

The Digital Comms Programme 2020-21 consisted of capacity building activities delivered between January and August 2021. This report looks at elements of the programme individually, as well as comparatively, where the data allows, to draw conclusions on the most impactful elements of the Digital Comms Programme overall.

## Digital Mentoring

The Digital Mentoring aimed to upskill charities working within the thematic areas of economic opportunity and online safety on a specific strategic digital communications challenge over a 3-6-month period.

**20 charities** were selected after they applied through the Media Trust website, these charities were then matched (based on skillset) with a volunteer digital mentor to support them for 2-4 hours per month on their comms challenge. Challenges were selected from a list of broad strategic aims including 'Developing a digital content strategy', 'Raising awareness about a specific cause or event', 'Identifying, engaging and growing audiences online', 'Using data and analytics to boost presence online', 'Creating a social media strategy and how to effectively plan and manage'.

## Google Digital Garage Webinars

The Google Digital Garage Webinars consisted of a series of six online webinars delivered between February and July 2021, in partnership with Google Digital Garage. Overall, the Google Digital Garage Webinars had **1,529 attendees**.

The webinars were hosted live via YouTube and were open to all charities, with content tailored to an exclusively charity audience on selected topics that were most relevant. These topics included: *Writing for Social Media*, *Social Media Strategy*, *Digital Marketing Strategy*, *Set Up and Grow your Charity Online*, *Get Started with Analytics* (which was hosted first in March and then again in June).

## Digital Spring and Summer Schools

The Digital Spring and Summer Schools consisted of a dedicated training program for charities, one held in the Spring (throughout April) and one in the summer (throughout August) for three weeks each. Charities applied for a place and took part in live training sessions, smaller group mentoring sessions and had access to online resources to help embed and implement their learning. Sessions were delivered by media and creative industry professionals with charities benefiting from up-to-date, expert training. People were placed in small cohorts to enable peer-to-peer networking and relationships to build throughout the programme. Weekly themes included: *Strategy and Planning*, *Communications Tools and Platforms*, *Content*, *Data*, and *Audiences*. Overall, there were **78 attendees** at the Digital Summer School and **58 attendees** at the Digital Spring School.

## Digital Marketing Strategy Workshops

The Digital Marketing Strategy Workshops consisted of four two-part, in-depth, practical workshop targeted at charities, which covered all aspects of developing a digital marketing strategy. Charities applied for a place on the workshops, which were limited to 15. Overall, there were **88 attendees**, due to high levels of interest in this offer. Workshops combined a theoretical overview of digital marketing, practical exercises, and group activities, alongside peer-to-peer learning and sharing. At the end of the workshop, attendees took away a digital plan to share and implement within their organisations. Topics included identifying and engaging audiences, social media platforms, content, and analytics.

# PARTICIPANT PROFILES

Compared to data from the 2018-19 programme, more participants in the 2021 programme indicated that their organisation had a digital communications strategy *in progress*, a finding which likely reflects the fast adaptation that organisations have had to make in response to the COVID-19 pandemic.

## DIGITAL COMMUNICATIONS CAPACITY

The majority of participants for all elements of the programme, except for the Google Digital Garage Webinars, stated that their digital communications strategy was in progress. For those who attended the webinars, most participants indicated that their organisation did not have a digital communications strategy (48%) or team (48%).

Does your organisation have a digital communications strategy (%)?				
	Yes	No	Don't know	In progress
Digital Marketing Strategy Workshops	16%	16%	3%	66%
Google Digital Garage Webinars	19%	48%	1%	32%
Digital Spring School	12%	38%	5%	45%
Digital Summer School	17%	29%	5%	49%

## JOB ROLES

Most **Digital Marketing Strategy Workshop** participants indicated that their role consisted of at least a portion of Marketing and Communications work (94%), with 25% indicating they worked in Fundraising and 20% each also conducting Project Management and Administration work (participants were able to select multiple options to describe their job roles).

For the **Digital Spring and Summer Schools** and the **Digital Mentoring** an open-response option was included for participants to state their job role (instead of the pre-set list question used for the above). This data is difficult to analyse due to the varied way people describe their job roles (i.e. *Community Outreach Officer, Graduate Trainee* and *VCS Support Lead* are examples of roles given which are difficult to categorise). This data is therefore unavailable for this report.



Photo by Liza Summer on Pexels

## ORGANISATION

### Size of organisation

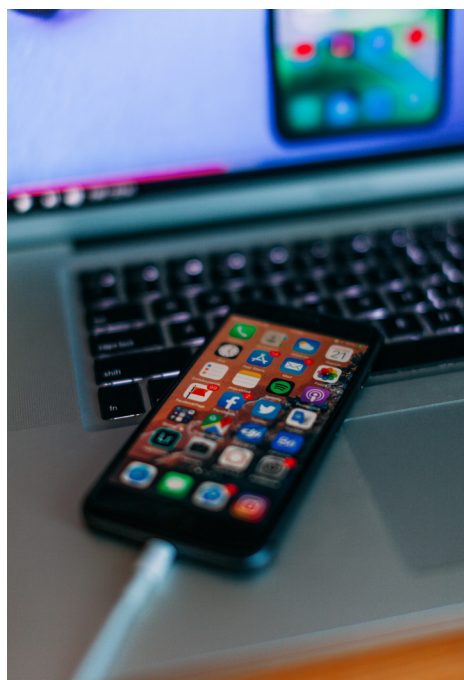
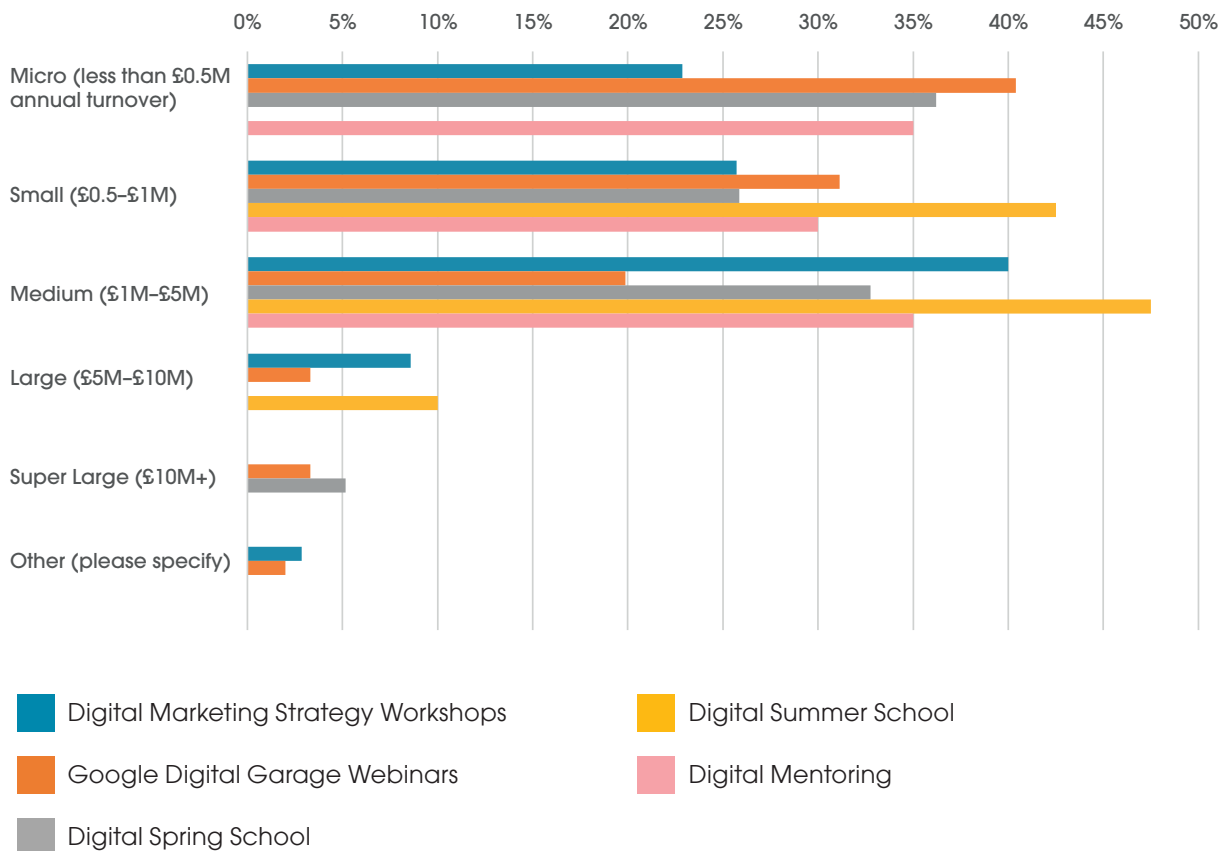
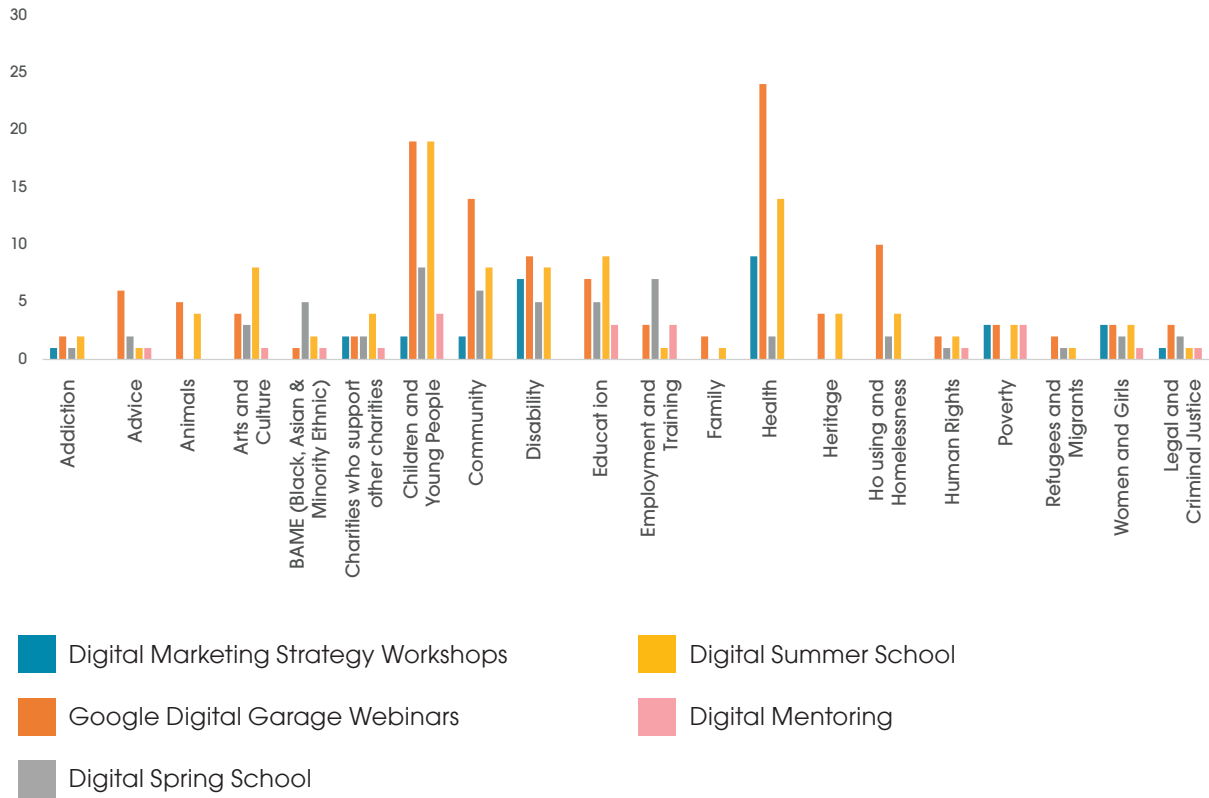


Photo by Szabo Viktor on Unsplash

Across all training programmes, the most common types of organisations were micro to medium organisations, with fewer than 10% reporting an annual turnover above £5m. Most **Google Digital Garage Webinar** participants were from *micro* or *small* (40% and 31% respectively). For the **Digital Summer School**, participants were mostly from *small* or *medium* organisations (43% and 48% respectively).

The charities which took part in the programme had diverse focus areas, with the different elements of the programme targeting various thematic areas (i.e. The Digital Mentoring aimed to address a specific strategic digital communications challenge whereas the Digital Marketing Strategy Workshops covered all aspects of developing a digital marketing strategy). The most common charities were those working to support *children* and *families*, and those working in the areas of *health*, and *disability*. The Digital Mentoring, Digital Spring School and the Digital Marketing Strategy Workshops targeted charities working within the thematic areas of economic opportunity and online safety as well as priority geographic areas.

### Charitable focus

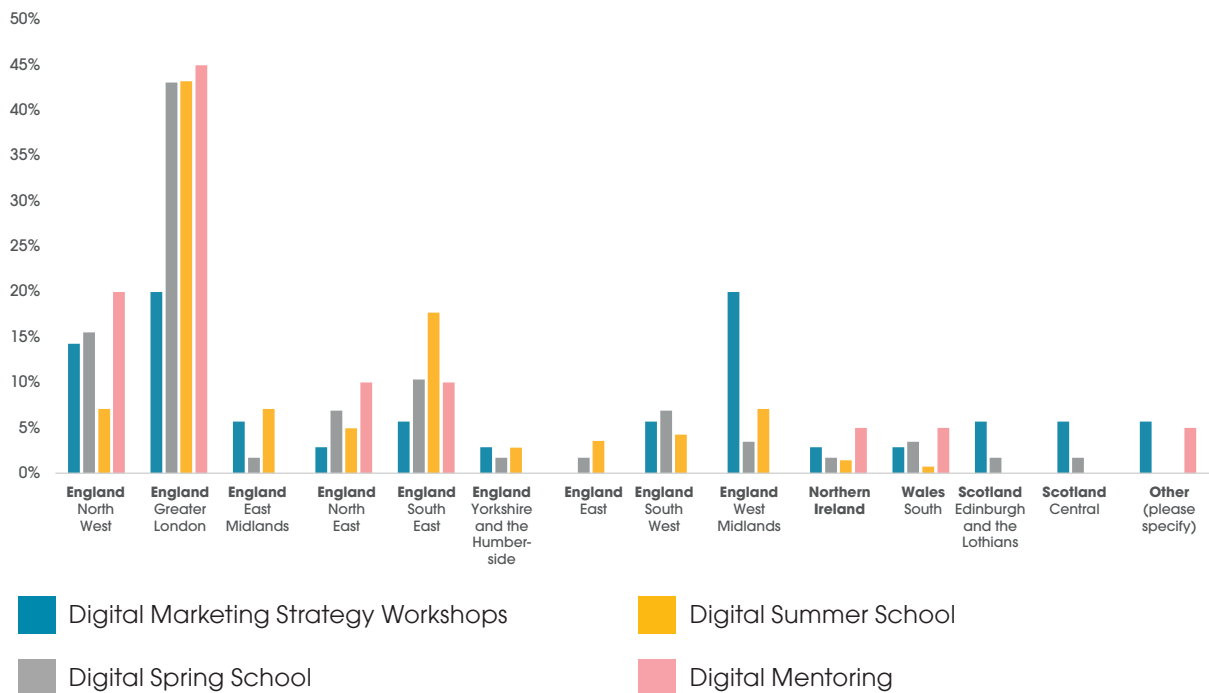


Within the programme, charities which had a focus on *children and young people* were the most common organisations who took part in the **Google Digital Garage Webinars** (13%) and who applied for the **Digital Summer School** (21%). This question was omitted from the survey at the confirmation of attendees stage for the Digital Spring and Summer Schools and so data has been taken from those who applied.

Photo by Jason Goodman on Unsplash



## GEOGRAPHIC SPREAD



Overall the programmes had a good geographic reach, drawing people from all over the UK. Specific cluster areas included Greater London, with people from this area making up the majority of attendees for all of the programmes except for the **Digital Marketing Strategy Workshop** – which drew significant participant numbers from the West Midlands and the North West. In contrast, the **Digital Summer School** drew significant participant numbers from the South East and **Digital Mentoring** had a strong reach in the North East and North West.

Photo by Compare Fibre on Unsplash



# THE DIGITAL COMMS PROGRAMME 2020-21

## REACH

**Overview:** Overall the various elements of Media Trust's Digital Comms Programme reached a total of **1,773 participants** during 2021.

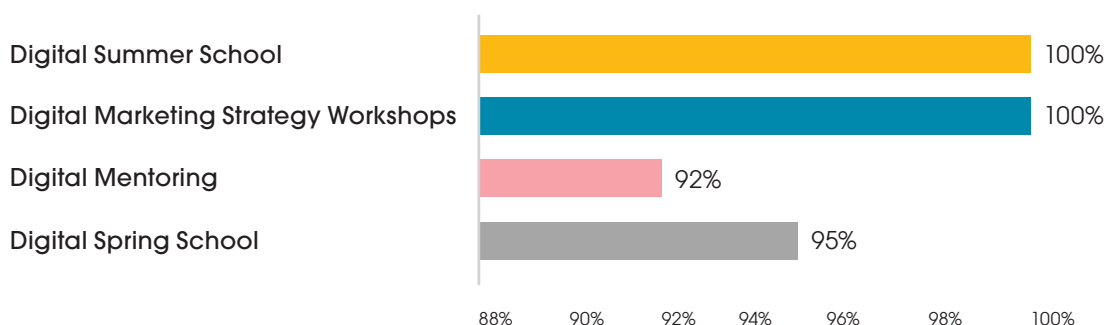
**Breakdown:** Attendance at the Google Digital Garage Webinars was the highest overall, with online webinar attendance peaking in February 2021 and subsequently dropping significantly in the months of June and July 2021. The Digital Mentoring had the smallest number of participants overall (being limited to just 20).

Programme	Timeline	Number of attendees (Participants)
Digital Mentoring Programme	January – July 2021	20
Google Digital Garage Webinars	February – July 2021	1,529
Digital Skills Schools (Spring)	April 2021	136
(Summer)	August 2021	58
Digital Marketing Strategy Workshops	May – June 2021	78

## EXPERIENCES AND PERCEPTIONS

Overall, the **Digital Summer School** and **Digital Marketing Strategy Workshops** were rated most positively in post-programme surveys, with 100% of respondents each rating the programmes as either 'good' or 'very good'. The Digital Mentoring programme was rated the least positively overall, with 92% of respondents rating this as either 'good' or 'very good'.

**% of participants who rate the programme overall as 'good' or 'very good'**



**Note:** Data is based on post-programme survey responses which asked participants to rate the relevant element of the programme overall, i.e., 'Thinking about Digital Summer School as a whole, how would you rate the Digital Summer School overall?'

The **Google Digital Garage Webinars** have not been included because this question was omitted from the post-programme survey.

## GOOGLE DIGITAL GARAGE WEBINARS

Most people who attended the webinars stated they were likely to **recommend the webinar to a friend** (86% overall). Those who attended *Social Media Strategy* (91%), *Writing for Social Media* (86%) and both *Get Started with Analytics* webinars (Webinar 1: 91%, Webinar 2: 88%) stated they were the most likely to recommend the webinars to a friend. Recommendation scores were lower for *Set Up & Grow Your Charity Online* (67%), and the *Digital Marketing Strategy* webinar scored the lowest on this overall (63%).

### “Great presenter, easy to listen to and engaging.”

At least two thirds of people who attended the webinars felt that the **trainer was knowledgeable on this topic**.

When asked what participants felt was **most helpful**, respondents highlighted the in-depth practical advice, the step-by-step plan of how to build out a digital communications strategy, the overview of the components of digital marketing, the tips for different platforms and tools and the links included to analytics training and Google grants. Respondents also highlighted how useful the chat function was during the sessions, which enabled attendees to get ideas from other participants.



Photo by Malte Helmhold on Unsplash

### “Very easy to follow and understand. Gave lots of things to think about that relate to work that we are doing on our strategy at the moment. Seems to have come at the perfect time!”

In terms of **areas for improvement**, some people requested to have more charity-related examples included, with less of a focus on a business context. They expressed a desire to be able to download the presentation for their personal use. The pace and technical level of the webinars was commented on by many – however there were differing perspectives on this. Some felt the webinars were taken at a slow pace and wanted higher-level technical detail on social media strategy and approaches. For others, the webinars covered a

great deal of new information and these people struggled to keep up with the pace. This highlights the range in capabilities of people who attended the webinars and suggests that a more tiered approach to these webinars may be beneficial for attendees in the future.

### “Found it a little bit low level and would have wanted more specifics.”

### “For me, the pace was a bit fast. So much was packed into the hour...”

## DIGITAL MARKETING STRATEGY WORKSHOPS

The Digital Marketing Strategy Workshops elicited highly positive reviews, with 86% of respondents (35 total) rating the workshop as 'Very good' and the further 14% rating the workshop as 'good'. The knowledge of the speaker was praised as 'very good' by almost all responders (94%) and 88% deemed the quality of content to be 'very good'. When asked if they would **recommend the workshop to a friend**, 94% of responders agreed.

**I found it all really useful, this is probably one of the best ones I have been to and came away feeling motivated and learned lots of new tips and things to go away and look."**

**76%**

rating the level of content as 'very good'

The **relevance** and **level of content** delivered in the workshop was rated slightly less positively compared with the training overall, with 71% rating the workshop relevance as 'very good' and 76% rating the level of content as 'very good'. Some found the overview of digital platforms less relevant to them and expressed a desire to see guidance on how to bring different strands of a strategy together for small charities, whereas others stated the information on content creation websites and 'How to build a brand' was less useful to them.



Photo by Carlos Muza on Unsplash

**Some of the tools/websites weren't that applicable to our particular situation, but that's inevitable when covering a lot of them."**

Overall, most people expressed gratitude and praise for the sessions, calling them 'brilliant' and particularly highlighting the way the content was tailored for people who do not have much time.

**The whole workshop was brilliant – but I think it was Andrew who made it! He was engaging and the way he tailored the content as we went along was brilliant."**

## DIGITAL SPRING AND SUMMER SCHOOLS

### Digital Spring School

Participants rated most aspects of the Digital Spring School positively. On the content, the quality of the trainers, the relevance of the content, the level of the content, the format, the logistics, the communications from Media Trust, and Digital Spring School overall, all respondents (n=29) indicated these were 'good' or 'very good'. For the mentoring sessions, five (17%) participants rated these as 'poor', as did four (14%) participants for the peer learning and networking opportunities. Overall, 74% of respondents stated they were highly likely (score of 9+) to recommend the training to a friend.

All three weeks of the Digital Spring School received positive ratings from participants. The first week was reviewed particularly well, with two thirds (67%) of participants rating it as 'very good', this is compared with 42% for the second week and 52% for the third week. The highest rated session overall was 'Get Started with Creating Video Content' from week 1, with 82% rated this as 'very good'.

The lowest rated session was 'Using Data to Understand and Grow Audiences' from week two, with only 27% rating it as 'very good'. People expressed difficulty at engaging with the amount of content included in this session. Although the topics covered were viewed as relevant and interesting, people struggled to digest the amount of information that was given in the session. Comments revealed that further information on how to use data from different platforms was desired by participants, and people also wished to be given specific, tangible examples and tips that they could take away from the session.

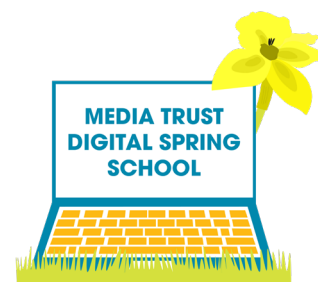


Photo by LinkedIn Sales Solutions on Unsplash

**I struggled with this presentation as it was very information-heavy and less practical for my organisation. i.e. There were no specific tools highlighted which I think I could go away to implement."**

**Think there was too much content, although very good, it was a bit overwhelming and maybe would have been better broke over a few sessions."**

## Digital Summer School

Participants rated most aspects of the Digital Summer School positively. The quality of the content, the quality of the trainers, the relevance of the content, the level of the content, the format, the logistics, the communications from Media Trust, and the Digital Summer School overall, all respondents (n=30) indicated these were 'good' or 'very good'. For the mentoring sessions, one (3%) participant rated these sessions as 'poor', as did three (10%) participants for the peer learning and networking opportunities. Overall, 79% of respondents stated they were highly likely (score of 9+) to recommend the training to a friend.



Overall, 86% of respondents gave the Digital Summer School a rating of 'very good' and all three weeks received positive ratings. The second week was reviewed particularly well, with 93% of respondents rating it as 'very good' compared with 85% for the first week and 84% for the third week.

Similar to Digital Spring School, the 'Get Started with Creating Video Content' was the highest-rated session for the Digital Summer School overall. This was seen as a particularly engaging, informative session and people positively called out the number of tips and advice given, the interactive polls used in the session to gauge people's needs as well as the 'inspirational' way the session was delivered.

**“ This was an excellent session – Nick knows his stuff, was a brilliant presenter with engaging and informative slides and examples. Came away from this session feeling very motivated and ideas for the future! Thanks again!”**



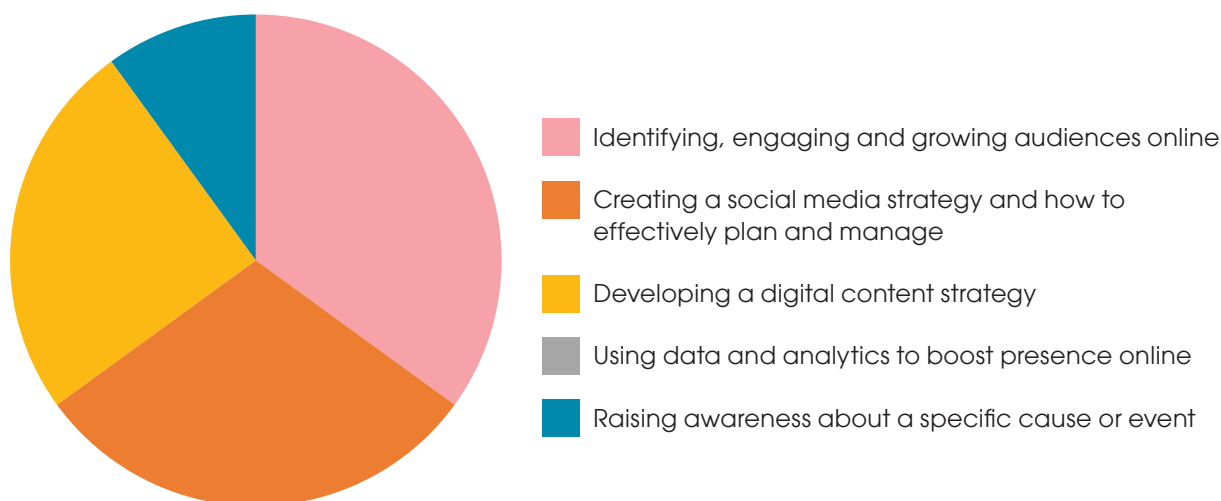
Photo by Lance Anderson on Unsplash

**“ By far this was such an inspiring session for me! Absolutely packed with useful tips, and polls throughout meant he knew what level we were all working at. Managed to get the balance right – loads of really useful content but without feeling overwhelming. Left me feeling like I could go away and create a good video with just my phone!”**

## DIGITAL MENTORING

Those taking part in Digital Mentoring identified a range of challenges in digital communication. These mostly concerned the initial stages – developing a content and social media strategy and finding their online audiences. Three quarters were ‘not very confident’ in their digital skills.

### What were the digital communication challenges faced?



The Digital Mentoring was rated highly by participants, with 71% of respondents rating the programme overall as ‘very good’, and only one person rating it as ‘poor’. The knowledge of mentors, the relevance of advice given, the format and the subjects covered were rated as either ‘good’ or ‘very good’ by all participants bar one who rated these as poor (this was due to sessions having been cancelled and the mentee not receiving the support they anticipated). 77% stated they were likely to recommend the initiative to a friend.

### “ Having someone to bounce ideas off and having an external perspective on our organisation – Olga’s advice and ideas were invaluable to us!”

Praise was given to mentors for offering a ‘fresh perspective’ on mentees’ organisations and strategy, participants appreciated being encouraged to develop new ideas and being given practical tools they could implement (one such example given was the use of Instagram Live for marketing purposes).

### “ Having someone to be able to talk things through with, outside of the organisation... Even with topics that weren’t my mentor’s area of expertise, she was still really helpful, gave advice and also gave me a confidence boost about the work I’d done.”

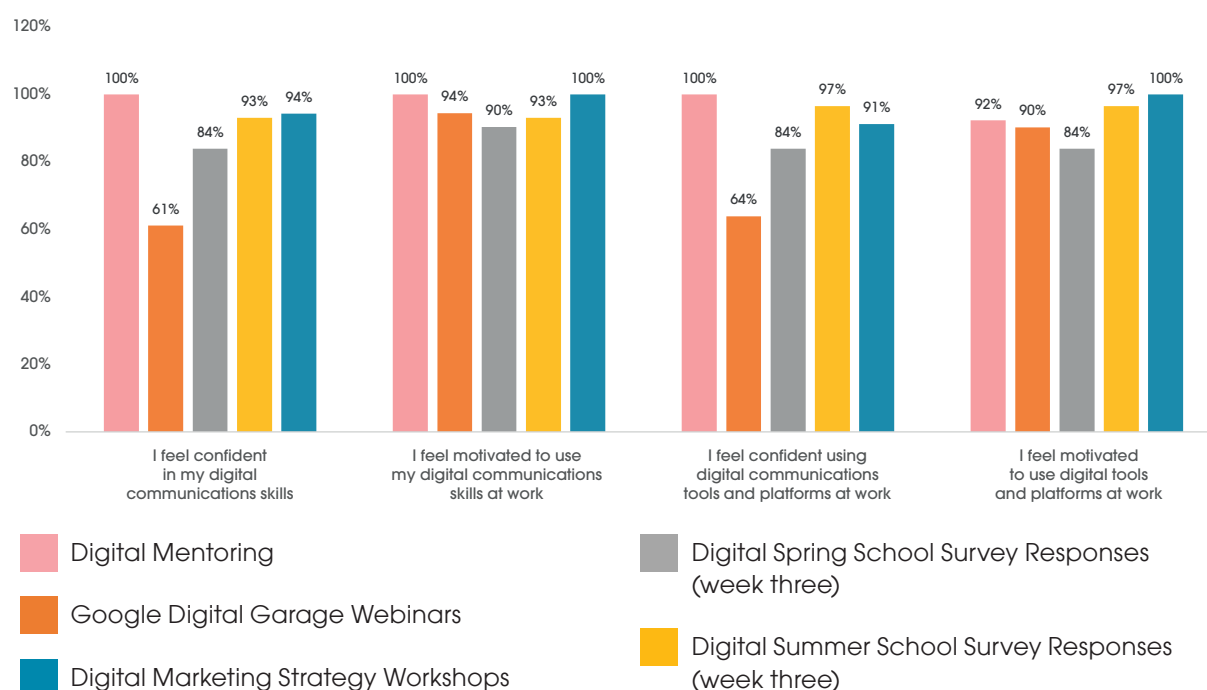
In terms of the progress made during the programme, mentors and mentees were well-aligned in their assessments. Three mentors/mentees rated the mentees progress as ‘excellent’ and seven said progress was ‘good.’ The other four mentees and two mentors that responded to the survey rated progress as ‘average,’ ‘unsatisfactory’ or ‘no progress’. Caution is advised when interpreting these results as the sample size was small: 14 mentees and 12 mentors.

## CHANGES IN CONFIDENCE, SKILLS, AND MOTIVATION

Survey Statement	Digital Spring school	Digital Summer School	Digital Marketing Strategy Workshops
I feel confident in my digital communications skills	57% – 84% (+27pp)	58% – 93% (+35pp)	76% – 94% (+18pp)
I feel motivated to use my digital communications skills at work	81% – 90% (+9pp)	87% – 93% (+6pp)	90% – 100% (+10pp)
I feel confident using digital communications tools and platforms at work	55% – 84% (+29pp)	68% – 97% (+29pp)	77% – 91% (+14pp)
I feel motivated to use digital communications tools and platforms at work	79% – 84% (+5pp)	88% – 97% (+9pp)	92% – 100% (+8pp)

Across all the programme elements, participants showed lower levels of confidence at the start of the training compared with levels of motivation. Similar to the results observed for the 2018-19 programme, the activities appear to have had a levelling effect, with people's confidence increasing by the end of the programmes to a level similar to their motivation by the end of the training.

### Confidence & Motivation: Across programme elements

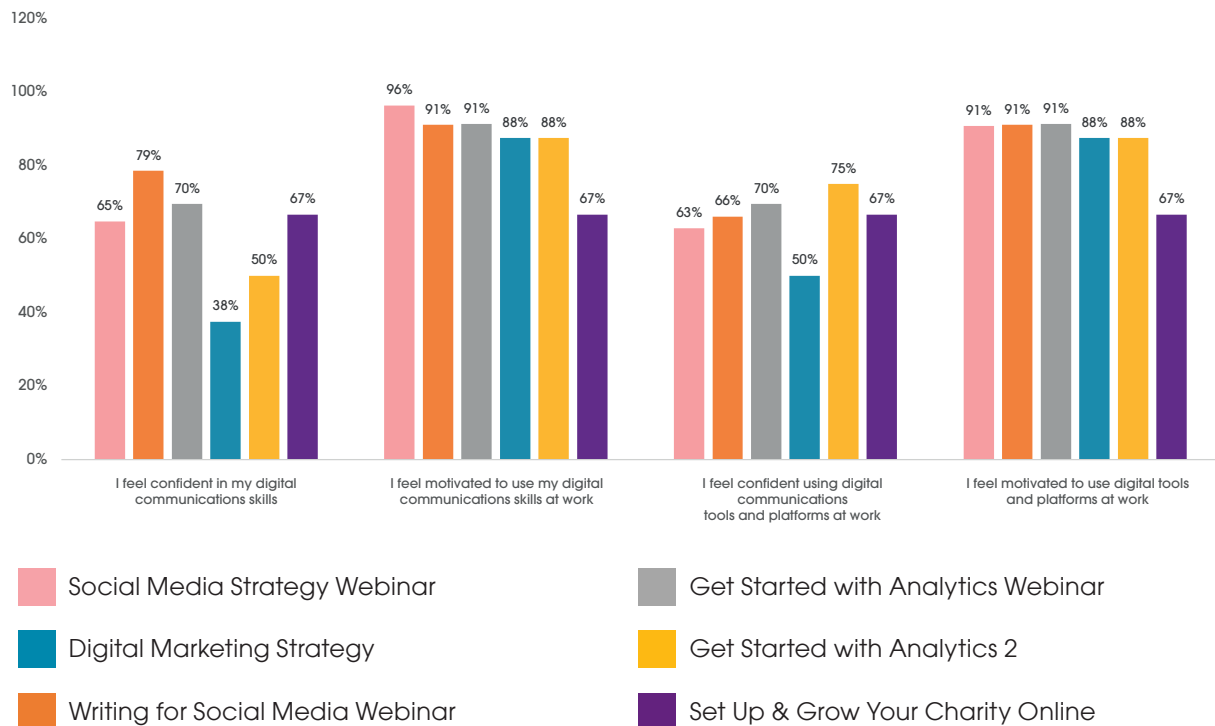


**Note:** Data is based on post-programme survey responses following their participation in the activity, and shows the percentage which either *strongly agreed* or *agreed* with the four statements.

Cross-programme analysis of post-programme data shows that participants who took part in the **Digital Mentoring** and **Digital Marketing Strategy Workshops** felt the most confident in their digital communications skills after completing training. Overall, participants who attended the **Google Digital Garage Webinars** showed the lowest levels of confidence after attending the training. Motivation levels upon completing the training were relatively consistent across the different programme elements.

## GOOGLE DIGITAL GARAGE WEBINARS

### Confidence & Motivation: Google Digital Garage webinars



The above charts illustrate participants' agreement (either *strongly agree* or *agree*) following their attendance of the webinars, to the four statements:

- I feel confident in my digital communications skills.
- I feel motivated to use my digital communications skills at work.
- I feel confident using digital communications tools and platforms at work.
- I feel motivated to use digital communications tools and platforms at work.

**Caution** is advised when interpreting results from *Digital Marketing Strategy*, *Get Started with Analytics 2* and *Set up and Grow your Charity Online* as the post-webinar survey response rate was low (11%, 18% and 10% response rate respectively).

Upon registering for the webinars, 67% of participants stated they felt *quite confident* or *very confident* in their digital skills overall (between 59% – 68% of participants within each of the six webinars). Upon completion, at least 50% of participants ‘*agreed*’ or ‘*strongly agreed*’ that they felt **confident** in their communication skills – this applied for all webinars, except for *Digital Marketing Strategy*, for which only 38% agreed or strongly agreed that they felt confident in their communication skills. Although these data points are not directly comparable (due to different question and response statements being used to gauge participants’ confidence levels pre and post webinar), this does suggest that not all of the webinars led to increased confidence, specifically the Digital Marketing Strategy webinar and Social Media Strategy webinar appears to have led to lower confidence. **Caution** is advised when interpreting these results as the pre and post webinar data on confidence was not directly comparable and the post-webinar response rate was low (10%).

**“ The overview of digital marketing channels was at a very basic level (e.g., explaining what an ad is). I appreciate that some charity professionals may have very under-developed digital skills, but this webinar wouldn’t have helped them either as it didn’t go into detail about how to use any of the platforms discussed.”**

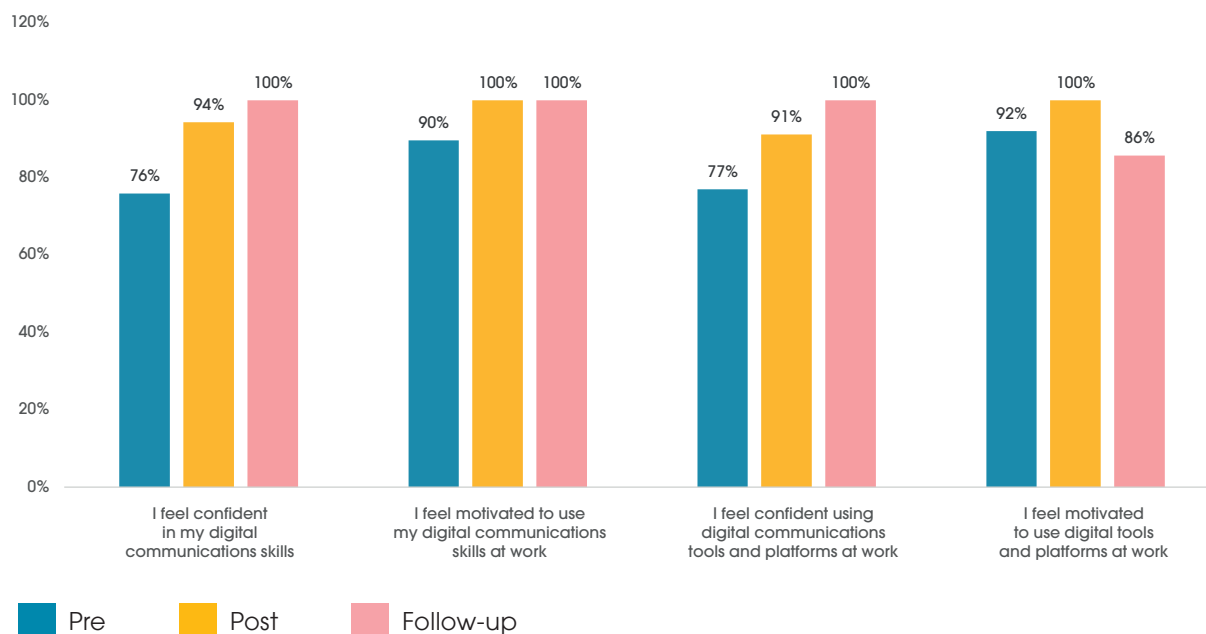
In terms of **motivation**, people reported high levels after completing the webinars, with ~90% feeling motivated to use digital tools and platforms at work for all webinars except for *Set up and Grow your Charity Online* (for which sample sizes are small – only three respondents). This indicates that webinars were more effective at increasing motivation to use digital communications skills at work than giving people more confidence in these skills.



## DIGITAL MARKETING STRATEGY WORKSHOPS

The below charts illustrate participants' agreement (*either strongly agree or agree*) before, directly after and then at a follow-up stage of their attendance of the Digital Marketing Strategy Workshops, to the four statements.

### Digital Marketing Strategy Training



The training had a substantial impact on levels of **confidence**. The largest difference occurred between pre- and post-training responses, with the level of agreement with the statement: *I feel confident in my digital communications skills* increasing by 18pp (percentage points), from 76% to 94%. Agreement with the statement *I feel confident using my digital communications tools and platforms at work* increased by 14pp, from 77% to 91%. People also felt significantly more motivated after the training, with agreement to both statements relating to **motivation** increasing, by 10pp and 8pp, respectively. Motivation to use digital tools and platforms at work tapered off somewhat (-14pp) in the follow-up.

In terms of **longer-term outcomes**, four months after the training ended all participants indicated in a follow-up survey that they had continued developing their digital skills and knowledge. Further, 86% had increased engagement overall with digital communications, tools, and platforms within their organisations. However people's motivation to use digital tools and platforms at work dropped somewhat between the post-programme survey and follow-up.

**“ We have looked extensively into our engagement and performance with different kinds of content. This has helped a lot to increase followers too and engage more with our audience.”**

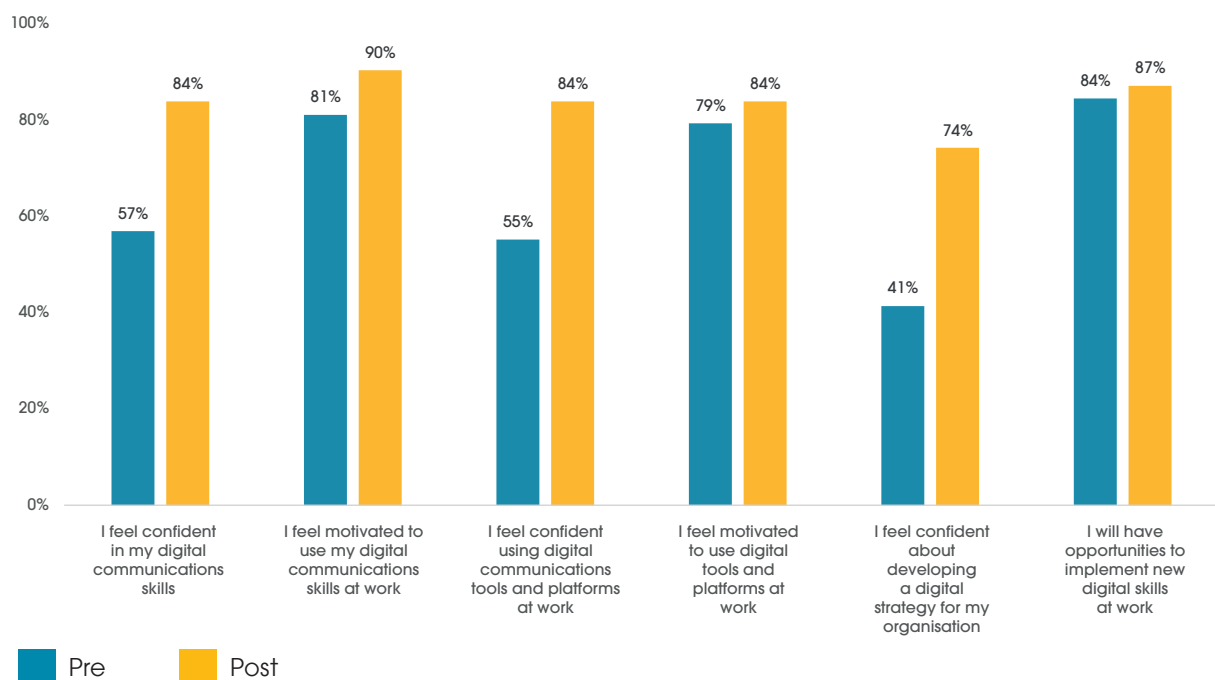
In terms of **organisation-level impacts**, all participants indicated at the follow-up stage that, because of attending the Digital Marketing Strategy Workshops, their organisation had greater visibility online, greater efficiency and had been positively influenced overall by participation in the workshop. 86% of respondents indicated that their organisation had improved their ability to communicate their impact and that they had greater collaboration and coordination with other third sector organisations.

**Engagement and collaboration** with the media industry and with policymakers was low for participants at the follow-up stage however, with only one participant indicating their organisation had engaged with the media industry and no organisations engaging with policymakers. This suggests there could be room for improvement with connecting organisations to those working within the media industry and policy.

Overall, attendees stated that budget concerns and organisational resistance to change posed barriers to creating change in their organisations.

## DIGITAL SPRING AND SUMMER SCHOOLS

### Digital Spring School



The above charts illustrate participants' agreement (*either strongly agree or agree*) before and after their attendance of the Digital Spring School, to the six comparable statements.

The 'before and after' data from the Digital Spring School application and week 3 survey data demonstrates significant increases across the **confidence and motivation** questions. However, the 'not sure' response option appears to have been omitted from the Digital Spring School follow up survey, so these datasets are not directly comparable.

Overall, the trend suggests substantial improvements in terms of confidence for people who attended the Digital Spring School, with the level of agreement to the statement *I feel confident in my digital communications skills* increasing by 27pp, from 57% to 84%. Agreement with the statement *I feel confident using my digital communications tools and platforms at work* increased by 29pp from 55% to 84%.

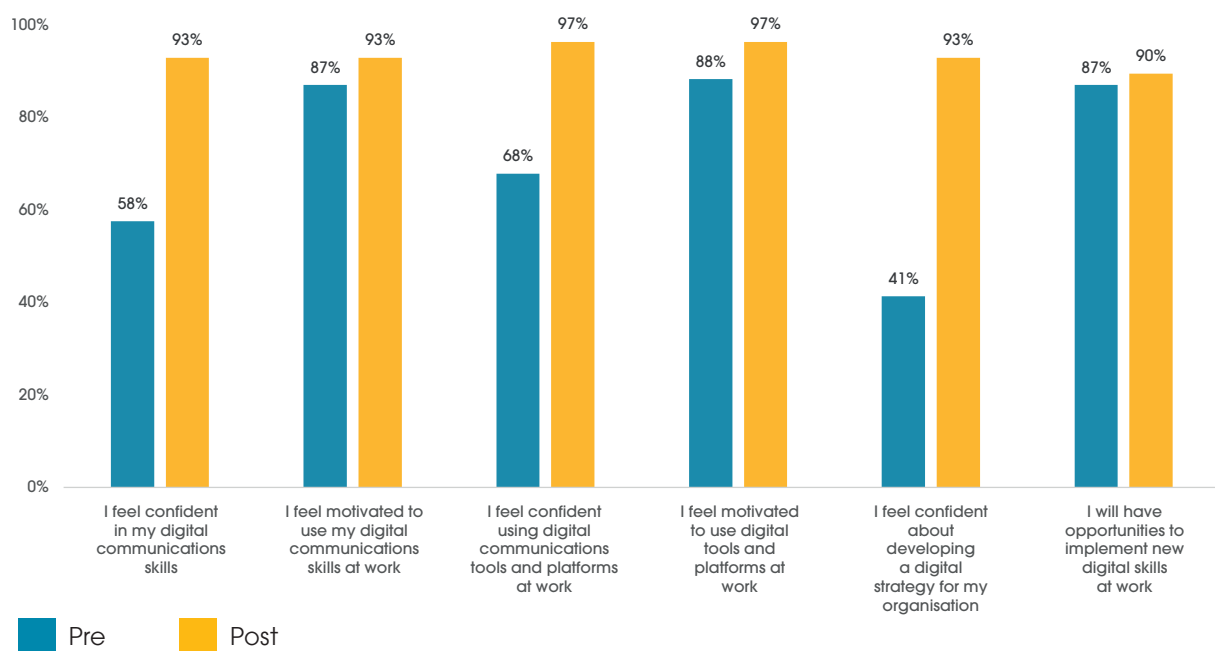
Smaller increases in **motivation** levels were observed overall, however this reflects the fact that participants already had high levels of motivation when they began the course. Both before and after the programme, there were low levels of confidence around developing a digital strategy for an organisation – however, this area saw the largest increase over the course of the programme, rising from 41% to 74% (33pp).

**“I’ve implemented a communications strategy and piloted comms campaigns, both of which I directly learned how to do during the Digital Spring School.”**

**“Being able to share the learning with others in my team was a real highlight.”**

**Follow-up data** revealed that participants’ confidence and motivation had been sustained after the programme, with all respondents indicating that they felt *more* motivated to use their digital communications skills at work and had improved their knowledge of digital tools and the digital landscape in general. 80% of respondents indicated they felt motivated to continue developing their digital communications skills. In terms of organisational changes, all respondents indicated they had increased the use of digital tools and platforms at their organisations and 80% had improved efficiency at their organisations.

### Digital Summer School



The above charts illustrate participants’ agreement (*either strongly agree or agree*) before and after their attendance of the Digital Summer School, to the six comparable statements.

The 'before and after' data from the **Digital Summer School** application and week 3 survey data demonstrates significant increases in **confidence** among participants. Overall, the trend suggests substantial improvements in confidence for people who attended the Digital Summer School, with agreement with the fifth statement *I feel confident about developing a digital strategy for my organisation* showing the largest increase, rising from 41% to 93% (52pp). Overall people's confidence in their digital communications skills increased by 35pp, from 58% to 93%.

**“ It was great to have the opportunity to talk with someone of Renu’s experience. It was nice to be able to focus on our charity and seek guidance about what we’ve already done and ideas for the future.”**

**“ Knowledgeable and very encouraging with a positive attitude.”**

**Follow-up data** revealed that participants' confidence and motivation had been sustained longer-term, with all respondents indicating that they felt more motivated to use their digital communications skills at work, had improved their knowledge of digital tools and the digital landscape and felt more confident in their digital communications skills overall. In addition, 86% of respondents indicated they felt motivated and had had opportunities to implement their new digital skills at work. In terms of organisational changes, all respondents indicated they had not only increased the use of digital tools and platforms at their organisations but had also received increased support from their organisational leadership for digital communications.

**“ I have used so much of what I learnt. Just taking time to refresh skills and learn from others is invaluable. I felt totally out of the loop having been in one role for so long but after the course I managed to find a new job contract I am so happy with.”**

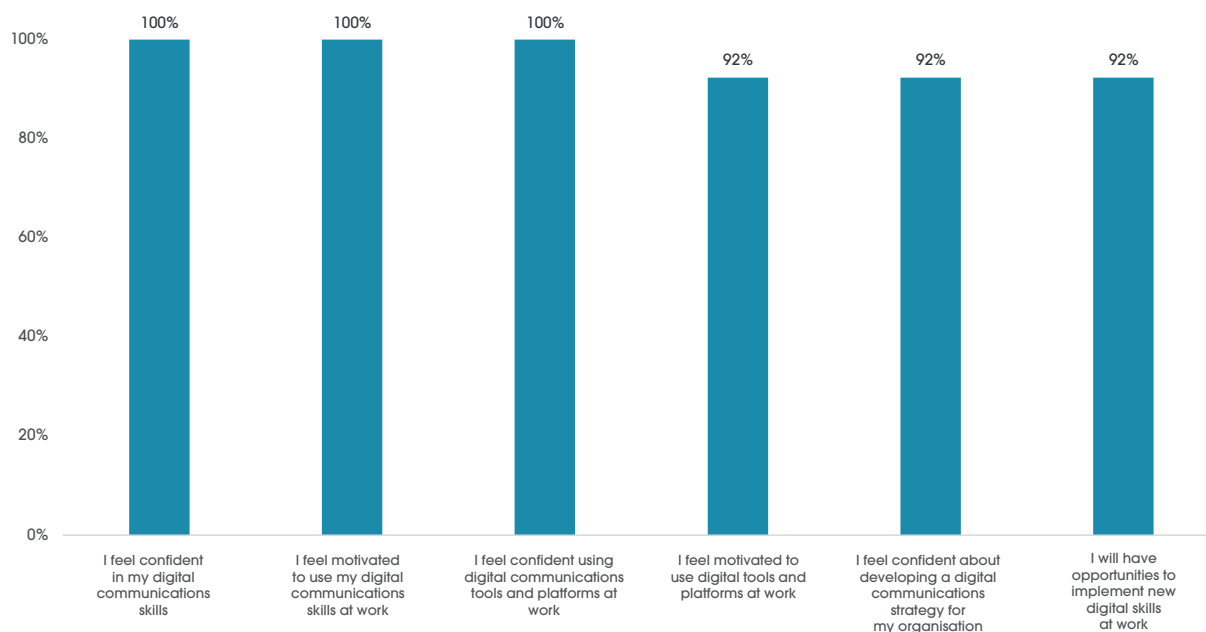
Some indicated that they would benefit from additional one-to-one support to assist them in creating a digital strategy for their organisations.



Photo by Monstera from Pexels

## DIGITAL MENTORING

### Digital Mentoring programme



The above charts illustrate participants' agreement (either *strongly agree* or *agree*) to the six statements at the follow-up stage after their attendance of the Digital Mentoring programme

Upon registering for Digital Mentoring, most participants stated they were 'Not very confident' in their digital communications skills overall (75%), the remainder stated they were 'quite confident' (25%). At the follow-up stage after completing mentoring, **all respondents** either 'agreed' or 'strongly agreed' that they felt confident in their digital communications skills. **Caution needs to be taken when comparing these data points as different question and response statements were used to gauge confidence levels pre and post programme.**

**Participants' motivation** was high at the follow-up stage, with all respondents stating they felt motivated to use their digital communications skills at work and 92% felt motivated to use digital communications tools and platforms at work.

Participants were asked what changes the mentoring had led to in their organisation. The majority believed that the programme had improved their ability to give their users a voice (85%), improved efficiency (84%) and improved their ability to communicate their impact (92%). The majority also felt it had led to greater engagement and collaboration with other third sector organisations (77%), the media industry (85%) and service users (69%). Less positively, a quarter did not think it had improved their visibility much and a third did not feel it had improved their reach of service users. Around half thought it had little or no effect on improving fundraising efforts (46%) or on leading to greater influence on policy makers (54%).

Participants spoke of practical steps they had taken which suggested a more nuanced response to the mentoring. Several mentioned they had begun to use new digital tools such as Trello and Mailchimp in their organisation. There were also suggestions that mentoring was helpful in contributing to the quality and not just the quantity of output.

**“ We’ve been able to look at our tone of voice and how to improve that, now we’re able to make better social media copy.”**

**“ The regularity of posting has decreased which has allowed the quality to increase.”**

There is also the sense that participants will become advocates for better digital communication in their organisation.

**“ I have taken more of a lead on getting things done and feel more confident in communicating the value of digital marketing and comms to the wider team.”**

A key theme was that the organisers should provide **greater clarity** at the outset of digital mentoring about the required time commitment for participants. From the mentee side, sharing learnings with other participants appeared to be a valued part of the offer. It could be useful to explore ways to increase peer learning opportunities for future iterations of this programme element.



## ADDRESSING BARRIERS TO IMPLEMENTING LEARNING

Following participation in the various programme elements, participants were asked if they experienced any **challenges or barriers** in taking forward what they learned in the sessions. The feedback across the programme to this question was generally around organisations' openness to change and to adopting new strategies, with participants indicating that hesitancy and reluctance to adapt were some key barriers to implementing their learning.

**“Some colleagues were unsure and not terribly keen to embrace new ways of promoting the organisation.”**

**Limited capacity** of digital communications teams (when they existed) posed a barrier for participants to implement the learning they had gained; this was especially relevant for micro companies who had limited staff members. However, people often indicated that this was due to change (often stating that more staff were taken on) and so were hopeful of being able to implement their learning in the future.

**Lack of time** to digest, process and action learnings from the programmes was also a barrier for participants. Some respondents felt concerned that, without having the ability to put their learnings into immediate effect, their confidence and knowledge had lapsed after finishing the course.

**“Yes, time and frequency, without the ability to put anything I had learnt into immediate action I feel nervous about using some of the skills I learnt.”**

Another common theme was **lack of buy-in** either from rest of their team or the senior management at their organisations. For some, this was due to team members being reluctant to change and sceptical of adopting new ways to promote their organisations. However, this was often also tied up with budget constraints and funding issues, with priority subsequently being given elsewhere in the organisation.

**“Our organisation is going through a great deal of change and SMT are currently prioritising funding and service delivery.”**



Photo by Jodie Cook on Unsplash

# CONCLUSIONS AND RECOMMENDATIONS

All aspects of the Digital Comms Programme 2020-21 received positive feedback overall, with participants rating their experiences of the training and support positively, and indicating that outcomes had been achieved. This is an encouraging result given that the programme was hosted remotely.

Overall, participants made considerable progress as a result of attending and participating in the Digital Comms Programme, showing increased levels of confidence in their digital skills and stronger motivation to use digital tools and platforms at work. Results revealed that the programme was most effective at building people's *confidence* with using digital tools. Many participants already showed high levels of motivation to use digital skills at work – but many had lacked the knowledge and/or confidence of how to implement this.

Longer-term follow-up data revealed that uplifts in confidence and motivation across the programmes were sustained, with participants reporting higher levels of confidence and motivation in their digital skills at a follow-up stage. Follow-up feedback indicates that participants go on to make changes in their organisations as a result of the programmes and in many instances achieve the outcomes that Media Trust aims for – i.e. *using more digital tools and platforms, implementing digital strategies, and engaging with digital experts*. Participants also reported having increased engagement with digital communications across the organisation, greater reach in terms of social media and service users, improved ability to communicate impact, improved efficiency, and increased engagement with digital experts, with the Digital Comms Programme helping organisations to broaden their potential.

## MEDIA TRUST'S RESEARCH QUESTIONS

### HOW COULD THE DELIVERY BE IMPROVED?

**Does working with thematic areas increase networking and learning? Is it more tailored to the groups as they work in the same field? Is there more peer-to-peer learning because they work in the same field and share similar comms challenges?**

Overall, working with thematic areas across the different programme elements was received well by attendees who rated the content positively and felt it was relevant to them and their organisations, (with only the exception of a few sessions). There is an opportunity to further improve and tailor sessions to meet specific needs by offering more segmentation in terms of participants' existing level of digital skills and the goals they are seeking to achieve from participation.

**This cycle was delivered virtually – how has that impacted our training and volunteering elements?**

The online delivery of the programme does not appear to have had a significant impact, with participants rating the sessions positively and results showing significant increases in confidence and motivation. In fact the Digital Mentoring appears to have been more successful this time round. As this was previously delivered online (before the pandemic) people had expressed complications around the format of needing to use Google Hangouts etc., however this time round as people were much more familiar with attending virtual meetups and using Zoom, the online aspect of these sessions was not an issue.

### **Digital Mentoring – this year we used volunteers instead of Digital Garage employees who were paid by Google. What difference has this made in the results and impact of this element of the programme?**

Compared to the previous Digital Skills Programme 2018-19 (ran by Google Digital Garage employees paid by Google), the Digital Mentoring sessions this year (ran by volunteers) yielded positive results. Participants reported that sessions had a significant impact on their organisation in terms of improving efficiency, leading to greater engagement, collaborating with other third sector organisations, and improving their ability to communicate their impact. Several reported new digital tools they had implemented at their organisations as a result of the training, which were proving to improve both the quality and quantity of their outputs.

### **Has the reach in regions changed due to virtual training?**

The geographic location data collected for the latest programme is based on broad locations (i.e. North East and South West), and so is not directly comparable with location data collected from the 2018-19 programme (which was based on cities). Therefore, we are not able to comment on the difference made by switching to virtual training.

### **We introduced Digital Summer and Spring Schools – does the longer and intensive training have greater impact?**

Cross-programme data revealed that people who attended the Digital Spring and Summer Schools had substantially higher levels of confidence after attending the training compared to those who attended the webinars, indicating that the longer and more intensive training had greater impact on people's confidence with their digital skills.

Photo by Melanie Deziel on Unsplash



**Does the qualitative feedback from participants on our Digital Comms offer shed any light on:**

- 1) If there were any gaps in the content/themes/topics that we covered?**
- 2) Whether our programme's content reflected the latest trends in the digital world?**
- 3) Whether our programme is unique and how it compares to what other digital skills training providers offer?**

- Feedback from the Digital Spring School session 'Using Data to Understand and Grow Audiences' indicated that this was a particularly informative and relevant session, however many stated that the amount of content covered in this session was overwhelming and recommended that this be split up into multiple sessions. We recommend breaking up the content of this session into multiple meaningful sessions.
- Feedback from the Google Digital Garage Webinars indicated that tailoring sessions to meet people's skillsets and goals could be beneficial for learning. The range in skills varied widely among attendees, with some finding content too basic and others feeling overwhelmed by the technical level that the webinar was pitched at. This indicates that a tiered approach may be useful, so that those with existing skills can attend an intermediary session and beginners can attend a session which covers the basics.
- Some found the overview of digital platforms less relevant to them and expressed a desire to see guidance on how to bring different strands of a strategy together for small charities. Others stated the information on content creation websites and 'How to build a brand' was less useful to them.
- Feedback across programme elements indicated that participants would find it helpful to have practical examples and templates to take away, and tips they can use to implement tools at their organisations. We recommend incorporating an essential 'tool-kit' within sessions that participants can take away and draw from going forwards in order to implement their learning at their organisations.



### What further support could Media Trust provide?

Beyond the current provision, Media Trust could consider adding the following two features to its programme:

- **Follow-up sessions:** For the Digital Spring and Summer Schools, respondents highlighted that an additional follow-up session after finishing the course would be a useful tool. Participants stated this would be a useful forum for participants to ask follow-up questions about the implementation of their learning practices.
- **Additional mentoring:** Respondents pointed to the efficacy of the mentoring sessions through the Digital Spring and Summer Schools as being particularly useful, with the one-to-one support being particularly valuable and participants stating that a longer period of mentoring would have been useful to achieve their objectives.

**“What would really help me to achieve more objectives would probably be a longer period of mentoring. I was also really sad to lose contact with mentor, as when I emailed her recently, she had moved on.”**



## HOW COULD MEDIA TRUST IMPROVE ITS IMPACT MEASUREMENT?

Media Trust dedicates significant time and resources to understanding impact and effectiveness. Both this report and our 2020 analysis demonstrate the value of this work in surfacing insights that can help Media Trust to improve and increase impact. There are simple ways in which Media Trust could further improve this understanding of impact. These mainly relate to improving consistency in survey questions and statements.

**Consistent job role question:** Media Trust should use a consistent question to collect data on participant job roles and include this in confirmation surveys for each programme. We recommend using a pre-set list of job roles for participants to choose from, with an 'Other' option for participants to provide an alternative response.

**Consistent geographic location data:** We recommend that Media Trust continues using the latest question style to gather geographic location data from participants (broad geographic locations – i.e. North West) in order to make future survey data directly comparable with this report.

**Consistency in collecting confidence and motivation data:** It would be valuable to consistently use the same version of the confidence and motivation survey statements at the pre-, post-, and follow-up stages. In this report, pre-programme data on confidence and motivation was omitted for the Google Digital Garage Webinars and Digital Mentoring, undermining our ability to analyse changes in confidence and motivation. Additionally, these survey statements were modified at the follow-up stage for the Digital Spring and Summer Schools (wording changed to 'more' confident), preventing us from making direct comparisons.

**Consistency in post-programme rating:** We recommend consistently including the question asking participants to rate the programme at the post- stage. In this report, this data was omitted from Google Digital Garage Webinars, meaning that comparisons between this and the other programmes on this question was not possible.

**Consistency in response options:** We recommend using a consistent answer list to collect data on survey statements and questions. For example, the 'not sure' response option appears to have been omitted from the Digital Spring School follow up survey, meaning this data is not directly comparable to the pre and post-programme data.



# APPENDIX 1 – PROGRAMME EVENTS

Date	Attendees	Sessions
<b>DIGITAL MENTORING</b>		
Mentoring conducted between January – August 2021	20 mentees	Mentee Welcome Breakfast (Tues 26 Jan 21) Mentor Welcome Breakfast (Thurs 28 Jan 21)  Mentee Check-in (Tues 30 March 21) Mentor Check-in (Wed 31 Mar 21)  Mentoring Celebration Event (Wed 28 July 21)
<b>GOOGLE DIGITAL GARAGE WEBINARS</b>		
Wed 10 Feb 2021	500	Social Media Strategy
Tues 23 Feb 2021	520	Writing for Social Media
Wed 10 Mar 2021	362	Get Started with Analytics
Wed 23 June 2021	71	Digital Marketing Strategy
Wed 30 June 2021	45	Get Started with Analytics
Wed 7 July 2021	31	Set Up and Grow Your Charity Online
<b>DIGITAL MARKETING STRATEGY WORKSHOPS</b>		
18 and 20 May 2021	20	Workshop: London and the South
25 and 27 May 2021	20	Workshop: Eng North East and Scotland
1 and 2 June 2021	21	Workshop: Eng Midlands and Wales
8 and 10 June 2021	27	Workshop: Eng North West and Northern Ireland



**DIGITAL SPRING SCHOOL**

Tues 20 April 2021	58	Storytelling: The Art of Digi-Tales
Thurs 22 April 2021	24	Get Started with Creating Video Content
Thurs 22 April 2021	28	Writing with Purpose
Thurs 22 April 2021	40	Mentoring Sessions, Week 1
Tues 27 April 2021	55	Powerful Social Media Tips and Tools
Thurs 29 April 2021	50	Using Data to Understand and Grow Your Audiences
Thurs 29 April 2021	38	Mentoring Sessions, Week 2
Tues 4 May 2021	42	Digital Campaigning
Thurs 6 May 2021	46	Digital Fundraising
Thurs 6 May 2021	29	Mentoring Sessions, Week 3

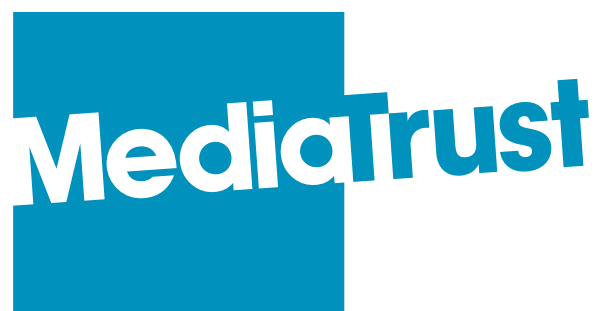
**DIGITAL SUMMER SCHOOL**

Tues 3 Aug 2021	67	Storytelling: The Art of Digi-Tales
Thurs 5 Aug 2021	27	Get Started with Creating Video Content
Thurs 5 Aug 2021	36	Writing with Purpose
Thurs 5 Aug 2021	21	Mentoring Session, Week 1
Tues 10 Aug 2021	60	Powerful Social Media Tips and Tools
Thurs 12 Aug 2021	63	Measuring Your Effectiveness Online
Thurs 12 Aug 2021	23	Mentoring Session, Week 2
Tues 17 Aug 2021	60	Digital Campaigning
Thurs 19 Aug 2021	56	Digital Fundraising
Thurs 19 Aug 2021	18	Mentoring Sessions, Week 3



## APPENDIX 2 – SOURCES OF DATA

Programme / Survey	Responses (response rate) <sup>12</sup>
<b>DIGITAL MENTORING</b>	
Application forms	20 (100%)
Charity check-in survey	15 (75%)
Mentor check-in survey	12 (60%)
Mentor final feedback form	8 (40%)
Mentee final-feedback forms	13 (65%)
Mentee follow-up survey	5 (25%)
<b>GOOGLE DIGITAL GARAGE WEBINARS</b>	
Registration forms	2,720 total registration forms (1,529 – 56% attended)
Post-webinar survey responses	153 (10% of total attendees)
<b>DIGITAL MARKETING STRATEGY WORKSHOPS</b>	
Application information	88 (100%)
Post-programme survey	35 (39%)
Follow-up form	7 (8%)
<b>DIGITAL SPRING SCHOOL</b>	
Accepted application forms	58 (100%)
Confirmation forms	58 (100%)
Weekly feedback forms – Week 1	35 (60%)
Weekly feedback forms – Week 2	26 (44%)
(Final) Weekly feedback form – Week 3	29 (50%)
Follow-up form	10 (17%)
<b>DIGITAL SUMMER SCHOOL</b>	
All application forms	143
(Accepted) Confirmation forms	78 (100%)
Weekly feedback forms – Week 1	33 (42%)
Weekly feedback forms – Week 2	27 (35%)
(Final) Weekly feedback form – Week 3	32 (41%)
Follow-up form	7 (9%)
Thurs 19 Aug 2021	18



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**Registered charity number: 1042733**