**General Comment concerning the Matrix**

Presented matrix is intended to assist the preparation, management and evaluation of communication strategy for IYE2015. As such it requires the communication goals (objectives) to be clarified (it is just the strategy – i.e. the way how to achieve certain goal). Once the goal is clear, proceeding with the matrix can help to move forward. Let us suppose that the communication goal is to advocate and promote evaluation and evidence-based policy-making.

When preparing the good communication strategy, it is useful to start with defining the **target groups**, i.e. to setting-up the types of auditoria whom the communication is addressed to. There might be more target groups but it is reasonable to keep the number low otherwise the communication is fragmented and the impact of communication activities may not be satisfactory. In this example, we have five target groups, i.e. potential users of evaluations (or other similar groups that have no experience with evaluation – have never used, have never commissioned, are not aware), current users/providers of evaluations (or simply the professional community – those who have at least some experience with evaluation and are aware), evaluation societies (this will probably be rather exceptional but somebody might want to communicate with other evaluation societies), journalists and students. Please feel free to define the target groups as you find them relevant; each groups could be defined in a more narrow manner (among users you could for instance distinguish central bodies or regional authorities). For communication strategy is not so important the factual difference among different target groups but whether or not it is reasonable to communicate with different target groups differently.

Next step is clarifying the **message**, i.e. what information should be delivered to each target group. It is good when the messages addressed to the different target groups are somehow interconnected in order to keep the communication consistent. But supposing that the target groups differ (in level of awareness about evaluations, in degree of their interest related to evaluation, etc.), it is obvious that the messages will not be exactly the same. It is essential to maintain the hierarchy of messages – all of them must be closely linked to the main goal (objective) of the initiative IYE2015. Similarly, the hierarchy among local, national, regional and European levels should be reflected (think about customization of messages when going down and of generalizability when going up).

Third step is defining the suitable **communication channels**, i.e. ways how the message will be delivered to each target group. Bear in mind that nature of message matters in selecting proper communication channel (during press conference it is not possible to discuss the topic in such detail as during workshop, similarly the message in printed media for general public must be short and easy-to-understand).

Fourth step is proposing the **communication tool**, i.e. drafting the vehicle that will bring the message through the communication channels to intended recipients. Communication tool is the most visible component of the communication activities; it could be an advertisement, youtube spot, brochure, description of certain case-study, picture, advertorial, etc. Very often, the comuniation tool is something what comes to mind when somebody is talking about communication. But would be mistake to start here - without prior targeting the message, its clarification and selection of suitable channels, the tool could not work effectively. Most of the communication tools are usually prepared by specialised creative agencies.

Fifth step is putting the all intended communication activities into the **timeline** in order to plan the necessary resources and to fine-tune the sequence of the given activities. It is necessary to decide when certain activities should take place, when it is reasonable to approach the given target groups and when we will have the necessary capacities for communication activities. Putting the activities in a timeline helps to manage the process of communication, to release proper information in right time (e.g. to start with more general explanations of what is evaluation and how it can help to latterly continue with more specific and advanced statements), to coordinate the messages addressed to different target groups and to start the process in the right time.

Having the filled-in matrixes from national evaluation societies, the overlaps could easily be identified and recommendations to share certain communication tools could be proposed. Why not to inspire others with communication messages and to coordinate the cross-border activities.

**Example of the Matrix**

|  |  |
| --- | --- |
|  | **IYE 2015 Objectives = advocate and promote evaluation and evidence-based policy making** |
|  | *Message 1:**Evaluation can enable leaders and civil society to develop and support better policies and intervention programmes* | *Message 2:**Evaluation can help leaders report honestly about the impacts of their decisions* | *Message 3:**Evaluation must be embedded in the development and implementation of the policies and intervention programmes* |
| Target Group 1(Potential users of evaluations; civil servants, public sector managers, NGOs) | Channel 1 (Workshops, seminars)Channel 2 (Printed media)Channel 3 (Leaflets, booklets) | Channel ()Channel ()Channel () | Channel ()Channel ()Channel () |
| Target Group 2(Professional communities; current users of evaluations; evaluators, etc.) | Channel 1 (Workshops, seminars)Channel 4 (Newsletter, e-zine) | Channel ()Channel ()Channel () | Channel ()Channel ()Channel () |
| Target Group 3(Evaluation Societies) | Channel 5 (Web)Channel 6 (Conferences, meetings)Channel 4 (Newsletter, e-zine) | Channel ()Channel ()Channel () | Channel ()Channel ()Channel () |
| Target Group 4(Journalists) | Channel 7 (Press Conference)Channel 8 (Brochures)Channel 4 (Newsletter, e-zine) | Channel ()Channel ()Channel () | Channel ()Channel ()Channel () |
| Target Group 5(Students, freshpersons, juniors just entering the evaluation industry) | Channel 9 (Lectures, seminars)Channel 10 (Social media – FB)Channel 11 (Books, reviews) | Channel ()Channel ()Channel () | Channel ()Channel ()Channel () |

**Channel 2 (Printed media)**

 a) Tool 1: Article explaining how evaluations can help to improve the given intervention

 b) Tool 2: Interview with a prominent evaluator on benefits that evaluations bring to decision-makers

 c) Tool 3: Article explaining the distinction between evaluation and other activities (audit, research, monitoring, reporting, etc.)

**Channel 10 (Social Media – FB)**

 a) Tool 1: Youtube video (like “Polish video”)

 b) Tool 2: on-line quiz

 c) Tool 3: links to interesting case studies

**Timeline of Communication Activities**

|  |  |
| --- | --- |
|  | **Weeks of 2015** |
| January | February | March | April | May | June | July | August | September | October | November | December |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| **Target Group 1** | Channel 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Channel 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Channel 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Target Group 2** | Channel 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Channel 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Target Group 3** | Channel 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Channel 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Channel 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Target Group 4** | Channel 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Channel 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Channel 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Target Group 5** | Channel 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Channel 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Channel 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Explanation:

|  |  |  |
| --- | --- | --- |
|  | = | Message 1 *(communicated with appropriate communication tool through indicated channel)* |
|  |  |  |
|  | = | Message 2 *(communicated with appropriate communication tool through indicated channel)* |
|  |  |  |
|  | = | Message 3 *(communicated with appropriate communication tool through indicated channel)* |

*Please, consider this as a mere example.*