

Situated Evaluation Framework

Final Report 2025-2026





The 2025-26 SEF team, Chaitanya, Ari and Chiara receive hand-crafted flowers and appreciations at the last evaluation meeting.

LCC Changemakers 2025-2026

SEF Team 2025-26

Chaitanya Tiwari
Fitri Arianti (Ari)

SEF Team 2024-25

Saranya Satheesh
Jiayi Wu

SEF Team Leader 2024-26

Chiara Portinari

SEF Supervisor

Kevin J. Brazant

Co-evaluators

Slavi Kaloferov
Hanjun Shi
Sara Keserović
Anoushka Badola
Farid Tan
Lucy Coney



Overview

This evaluation report presents the findings of the **Situated Evaluation Framework (SEF)** developed through the Changemakers Programme.

Rather than approaching evaluation as a neutral measurement exercise, the SEF was designed as a situated, participatory and reflective process that could hold lived experience, collective analysis and institutional recommendations together.

The report is primarily grounded in Changemakers' experiences, gathered through **SEF activities** such as reflective conversations, co-analysis exercises, participation journey mapping, group discussions and collective recommendation-making.

These activities informed the key findings presented in the report, which explore how Changemakers experienced the programme, what supported their work, what limited their agency, and what conditions are needed for student-staff partnership to become more meaningful, sustainable and socially just.



Project Leader survey responses and supervisor input are used as supporting evidence where they directly reinforce specific findings. Rather than being treated as separate sections, these sources are referenced visually throughout the report to show where particular issues are also reflected in project delivery or supervisory perspectives.

Collaborator feedback is not used as a main evidence source in this report because only two collaborators completed the form, despite repeated invitations. This limited response means the data cannot meaningfully represent collaborators' perspectives across the programme.

However, the low level of engagement with the form is itself worth noting, as it raises questions about how evaluation labour is distributed, how much time collaborators are able, expected or institutionally supported to give to this work, and how student-led evaluation is recognised within institutional workloads and priorities.

Alongside the report, the **SEF Toolkit** documents the methods used throughout the evaluation process. It is intended as a practical resource for future Changemakers, staff and collaborators who may wish to continue, adapt or build on this work.

Together, the report and toolkit aim to help future cohorts arrive with more context, avoid duplicating labour, recognise the knowledge already produced by Changemakers, and build stronger conditions for collective leadership, care, co-authorship and change.

[Download the toolkit here!](#)



The Mission



The Cartographers believed that somewhere beyond their reach was the Keystone of Justice, the stone that holds the arch of Justice together.

So the Cartographers drew a map and a set of recommendations, believing they had marked a path, and sent in us, the Wayfinders.

The Institutional Context

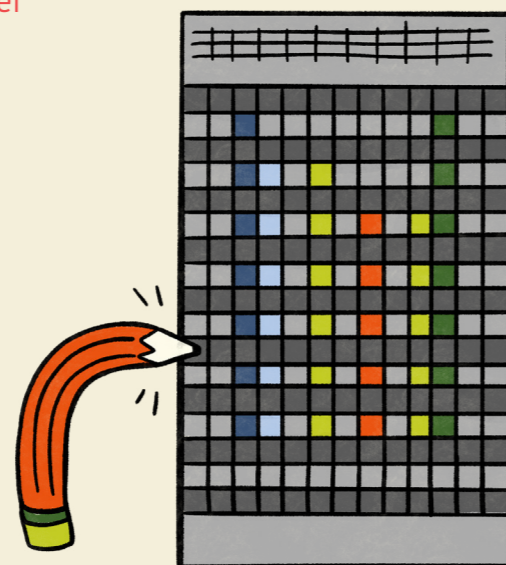
The mission introduces the metaphor guiding this evaluation report.

The **Cartographers** represent the institution: those who designed the programme and imagined how change should happen.

The **Wayfinders** represent the LCC Changemakers, sent into the maze to search for the Keystone of Justice, a symbol of meaningful change towards a more just higher education institution.

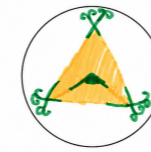
At the same time, the metaphor suggests that the programme may be shaped by institutional assumptions, blind spots and biases.

The journey therefore examines both how Changemakers navigate the programme and what work the programme still needs to do on itself.



The Wayfinders

EXPERT CARD



Name:

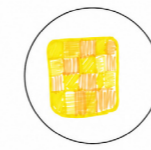
Kyoshi

Social Change Map:

- Weaver
- Experimenter
- Frontline Responder
- Visionary
- Builder
- Caregiver
- Healer
- Disrupter
- Storyteller
- Guide

Why?
I deal with builder and storyteller role where my whole approach is to be positive and work for years to come with things I set up over doing my time. I have been a weaver between people ideas and people for ~~some~~ coordination on / with a visionary and experimenter which make my projects a bit too far to ~~be~~ and ~~work~~ ~~in~~ ~~the~~ ~~time~~

EXPERT CARD



Name:

Patchwork

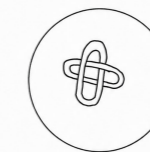
Social Change Map:

- Weaver
- Experimenter
- Frontline Responder
- Visionary
- Builder
- Caregiver
- Healer
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- Guide

Why?
I'm seeing multiple facets of my work & trying to figure out how to make participation more than existing on someone's agenda that help daily conversations + actions that are moving towards change.

I'm keen to work towards building spaces that help people use their lived experiences as foundational source to guide what we do. I've always been interested in using participatory imagination to support creative ideas to inform projects that encourage individuals to work together and to work on guide for a system around climate + equity + inclusion.

EXPERT CARD



Name:

Chen

Social Change Map:

- Weaver
- Experimenter
- Frontline Responder
- Visionary
- Builder
- Caregiver
- Healer
- Disrupter
- Storyteller
- Guide

Why?
As someone who communicates stories visually, my main focus is on narratives of people or organisations. I connect their ideas to visual outcomes, experiment with that visual language, take bold steps, experiment a lot, disrupt "normal" choices and craft the final output which is usually a combination of people's stories + my visual expression tried to challenge rules.

EXPERT CARD



Name:

Mx Beidge Beck

Social Change Map:

- Weaver
- Experimenter
- Frontline Responder
- Visionary
- Builder
- Caregiver
- Healer
- Disrupter
- Storyteller
- Guide

Why?
Likes risks and experiments.
Likes to implement ideas and connect people who have different tools to work together.
Imagines ~~the~~ things.

EXPERT CARD



Name:

Anna K.

Social Change Map:

- Weaver
- Experimenter
- Frontline Responder
- Visionary
- Builder
- Caregiver
- Healer
- Disrupter
- Storyteller
- Guide

Why?
- Related to current practice (Connect scholars, designers, ...) (Narration Designer)
- Related to current work (Narration Designer)
- Related to current event organisation (Therapeutic artistic events)
- Related to daily life (Helping people in need)
- Related to the research (Cultural reception in game series)

The Maze



10th Jan. 2026

Maybe it is because I am a new Wayfinder, but at first I thought the map was clear. Somehow, though, the place I'm in is far more difficult to navigate than expected: it's a maze – and a quite hot one.

Here, the paths are very complicated, and many of them are not on the map at all. Did the Cartographers know about this?

I noticed there are other creatures around, but the map says they are not to be trusted.

There are also fires here and there. That must be where the heat comes from.

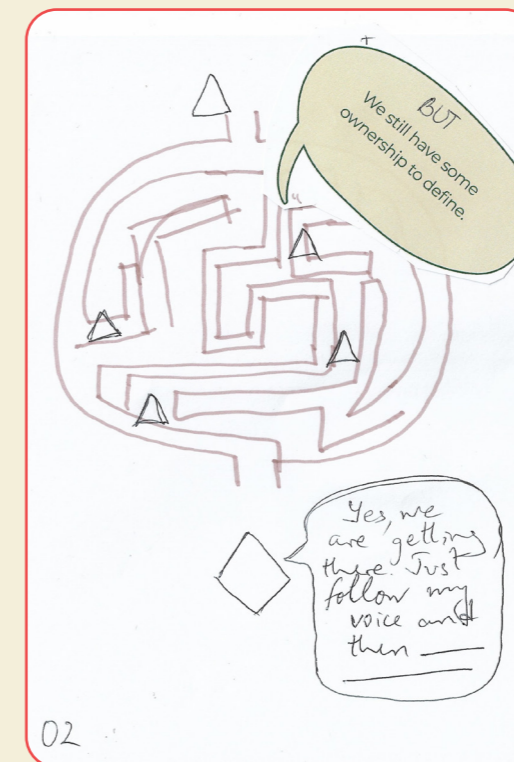
I am trying my best to avoid them, as the map offers no recommendations about this. The more fires I avoid, though, the more distant the Keystone of Justice seems.



Design and delivery of the programme

The idea of the maze emerged from a co-analysis activity conducted during the Midway Check-in stage of the Situated Evaluation Framework. Informed by quotes gathered during the group discussion, participants created fictional scenarios representing their **perceptions and experiences of the programme**.

This particular scenario, titled “Through the land of cliffhangers”, presented the feeling of not knowing what’s next, of having to blindly trust the guidance given.



Changemakers enter and navigate the programme without a sufficiently clear understanding of what is expected from them, what changemaking looks like in practice or how successful change has previously been achieved.

Projects are not always planned or communicated far enough in advance, leaving participants unsure about what is coming and how to prepare. Examples are limited and not easily accessible, particularly for first-time Changemakers.



Access to staff accounts, platforms and information is also not consistent, over complicating Changemakers' work.

More in general, the **programme model** does not always accommodate different talents, lived experiences, cultural identities or ways of participating. The supervisor notes that the programme can appear too focused on scholarship, even though not all Changemakers want to participate as scholars.

The **non-fixed four-hour weekly allocation** does not always match the communication, administration, relationship-building and delivery required. Academic work, paid employment, freelancing, financial pressures and other commitments can conflict with the participation to the programme.

The **programme timeline** can also conflict with funding opportunities. Funding may become available before projects are ready or after the programme period has ended, while the end of the academic year can make delivery feel rushed.



“You are literally being onboarded. It is not like you are being welcomed into the problem.”

Recommendations



Situated Evaluation Framework

Clarity and communication

- ★ Set clear expectations from the beginning.
- ★ Provide examples of actual changemaking and successful change, showing what change could look like in practice.
- ★ Plan projects in advance, with transparency about what is coming.
- ★ Use different languages and creative, user-friendly forms of communication, including storytelling and non-linear narratives.

Programme fit

- ★ Design systems with Changemakers in mind, especially first-time participants, while considering their outside commitments and lived realities.
- ★ Align the programme timeline with internal and external funding opportunities.
- ★ Provide toolkits, codes of conduct and resources to help students plan their lives as Changemakers.
- ★ Use rituals to mark the different stages such as the transition between training and project work.

Supervisor

Clarity and communication

- ★ Improve communication around expectations on the programme.
- ★ Staff accounts, platforms, information and administrative infrastructure must be consistently accessible across the Changemaker cohort.

Programme fit

- ★ Move towards more individual inquiries and project-based learning.
- ★ Offer enough different opportunities for Changemakers to participate in ways that complement their talents and feel authentic to their lived experiences and cultural identities.
- ★ Recognise that not everyone wants to be a scholar.

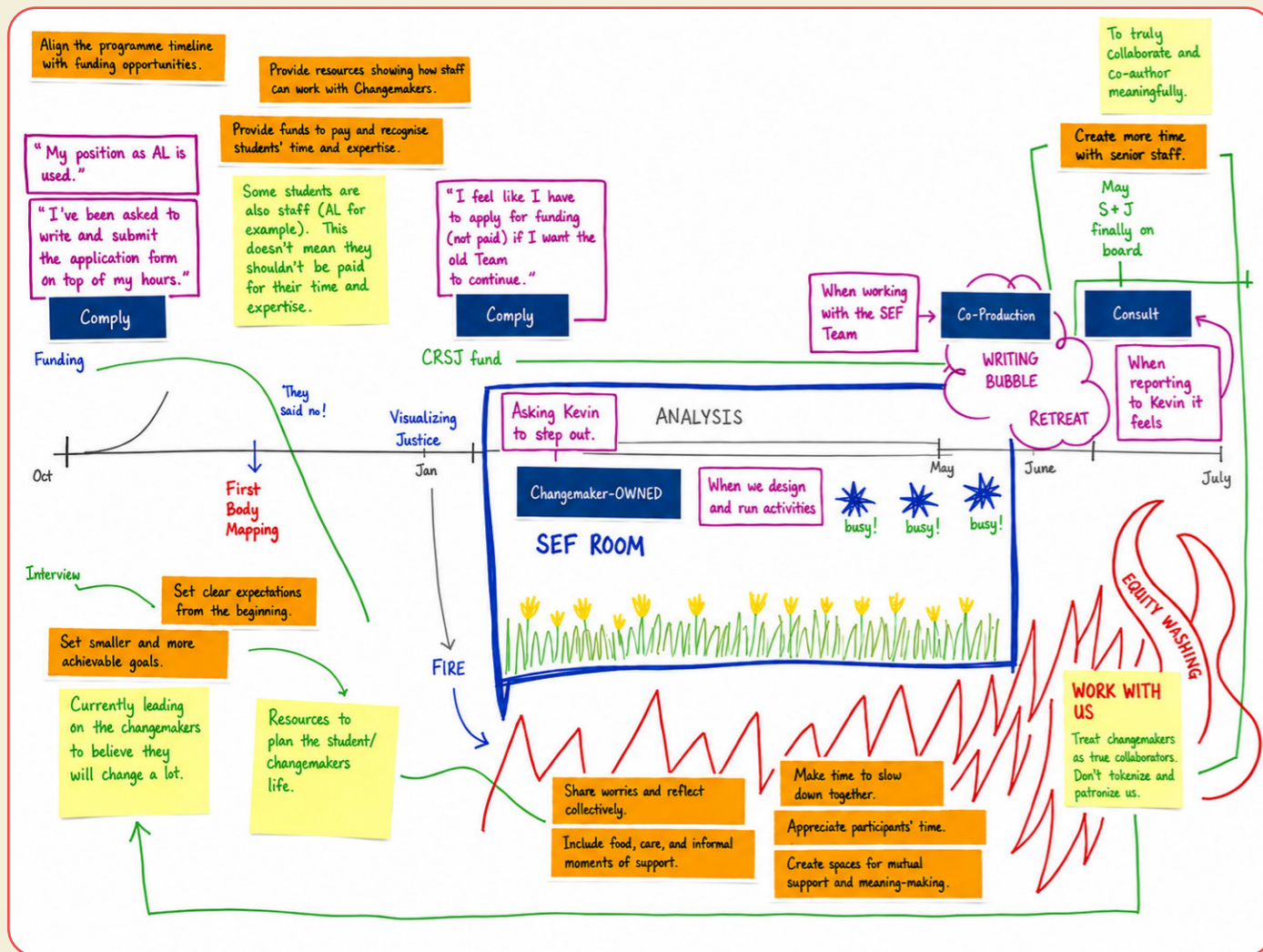
The Safe Cave



28th Jan. 2026

In the maze, there are some creatures that look like me. I have been told they are safe. Some of them have been in the maze for longer and have somehow managed to set up the Safe Cave,

a refuge where everyone can cool down, get some rest and gather strategies. There are not many fires around there.



Structural Care

The image of fire spreading through the maze and of a Safe Cave where Wayfinders can cool down, emerged during the participation journey-mapping activity in the Debriefing stage of the SEF.

Moving away from the projects, experiences of the programme in general are often held individually, even when Changemakers are working alongside one another. Uncertainty, frustration and learning can therefore remain isolated.

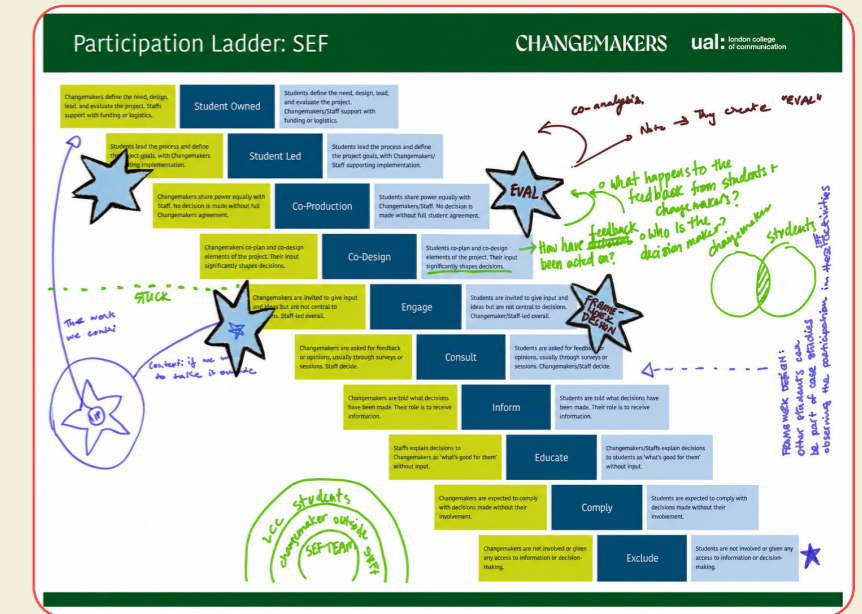
In that activity, the SEF project was identified as the "Safe Room": a space where Changemakers have ownership over their activities and feel brave enough to discuss worries, challenges and ways of organising.

Reflection, writing, trust-building, care and collective sense-making compete with delivery for already limited time. These activities can become dependent on individual initiative, often from experienced Changemakers, rather than being consistently embedded within the programme.

In the map, as the SEF moved into its dissemination phase, however, the fire begin to feel closer to the SEF project itself, reflecting emerging tensions around co-authorship and co-ownership with the institution.

The complexity noted in positioning the projects on the Participation Ladder surfaced the necessity to clarify individual and collective contributions over the work done.

"We still have some ownership to define."



Recommendations



Situated Evaluation Framework

Collective care and reflection

- ★ Make time to slow down together, share worries and reflect collectively.
- ★ Encourage more time for reflection and writing, supported by a clear framework.
- ★ Create in-person workshops for connection and discussion.
- ★ Include care and informal moments of support.
- ★ Create spaces for mutual support and meaning-making.

Resources and knowledge-sharing

- ★ Provide accessible resources showing how staff can work with Changemakers.
- ★ Support Senior Changemakers in using their time strategically and recognise their additional labour.
- ★ Allocate time for each group of Changemakers to run workshops with other groups.
- ★ Create spaces where staff and students can become more familiar with one another.

Supervisor

Collective care and reflection

- ★ Create more time for reflection and in-session synthesis of ideas, particularly within ongoing training and monthly meetings.

Resources and knowledge-sharing

- ★ Make scholarship activism more explicit within the programme offer.
- ★ Develop a bursary or scholar-activism fund for Changemakers interested in gaining further experience in writing, publishing and presenting conference papers.

The Disillusion



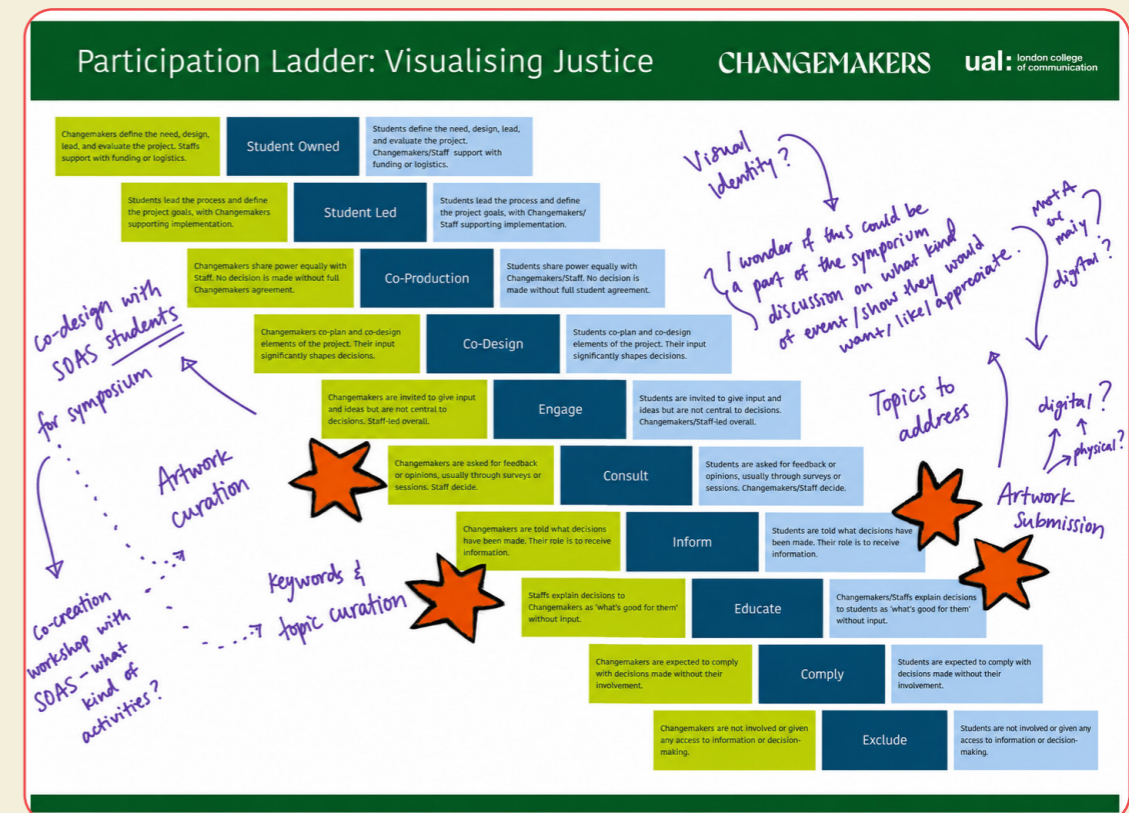
22nd Apr. 2026

I have been staying in the Safe Cave for some time now, and I have come to understand that some of us are in the open more often than others.

They have helped injured creatures they found on the way – even though they were not like us.

Together, they have managed to put out some fires and shared their maps so that now we all know a bit more about this maze.

Incredible, the friends you can make with a bit of care. I wonder how many other creatures can help us...



Collaboration, Power, and Agency

The sense of disillusionment was most clearly reflected in Changemakers' experience of **being onboarded onto the Visualising Justice project.**

During the Midway Check-in stage of the SEF, the misalignment between the Visualising Justice timeline and the Changemakers programme timeline raised concerns about ownership and tokenisation, particularly in the group discussion informed by the Participation Ladder activity. Participants questioned whether a project could genuinely be attributed to Changemakers when they were onboarded only after its launch. They were also confronted with the unexpected additional labour of having to advocate for their own role, agency and recognition within the project.

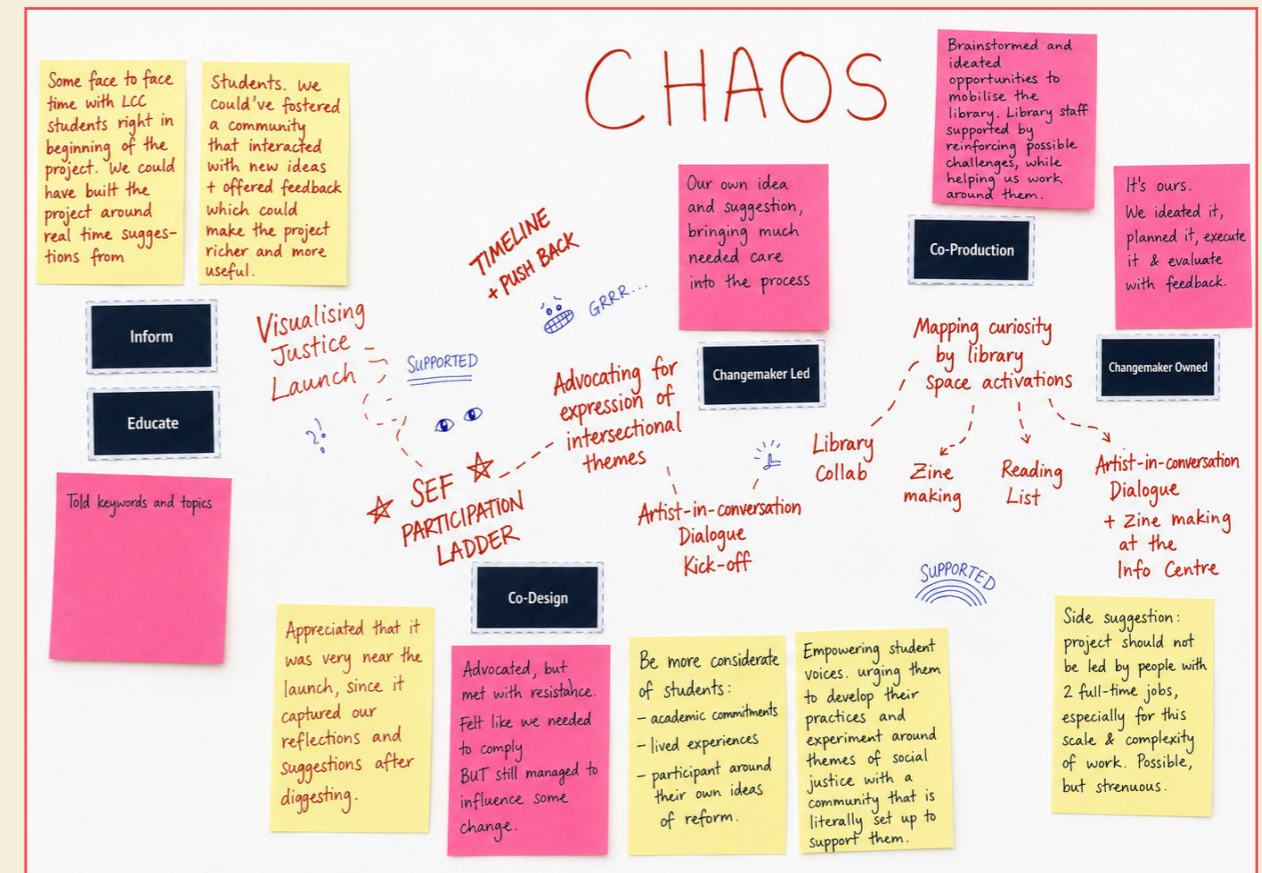
The journey-mapping activity also showed how the Visualising Justice project's misaligned timeline contributed to feelings of having to comply rather than co-create. The map shows how efforts to advocate for the wider student community were met with resistance, revealing how such situations can generate further labour for Changemakers.

“Changemakers involved with the project should be onboarded before the public launch of a project.”

“The launch day of Visual Glossary confused me even more so.”

“We still have some ownership to define.”

“It's hard when you're not rooted in the same intention.”



When collaborating within both courses and projects, **relationships with staff and senior decision-makers** often begin too late, leaving limited time to build trust, shared understanding and meaningful collaboration. As a result, collaboration can depend on individual relationships rather than clear programme structures.

Changemakers are also not always treated as collaborators with knowledge, expertise and decision-making agency. Hierarchies, tokenisation and patronising behaviour can limit their ability to shape the work they are invited to contribute to.

There is also insufficient collaboration between different **student-partner groups** and when participation of the **broader student community**, the connections are even more difficult to establish and sustain. Students may be absent, difficult to reach or involved too late to shape projects from the beginning.

Responsibility for building these relationships frequently falls on Changemakers, even when they lack time, funding, institutional access or established routes into student communities. Participation also asks students to contribute time, knowledge and emotional labour alongside their academic and personal commitments and this is not consistently recognised.

Recommendations



Situated Evaluation Framework

Collaboration and power

- ★ Introduce Changemakers to staff earlier.
- ★ Involve Programme Directors more directly and ensure they take Changemakers seriously.
- ★ Build regular connections with managers and senior-level staff.
- ★ Create more time with senior staff to enable meaningful collaboration and co-authorship.
- ★ Treat Changemakers as genuine collaborators; do not tokenise or patronise them.

Widen student engagement

- ★ Create face-to-face opportunities with the broader student community at the beginning of the programme, enabling real-time suggestions and ongoing community feedback.
- ★ Set up a community to intentionally support the broader student population to develop their practices and experiment with themes of social justice.
- ★ Use appropriate channels, such as Instagram, WhatsApp or Discord, to communicate with the broader student community.

Supervisor

Collaboration and power

- ★ Increase cross-collaboration across student-partner groups

Widen student engagement

- ★ Create time to problem-solve around structural challenges, including access to other students and the development of learning communities.

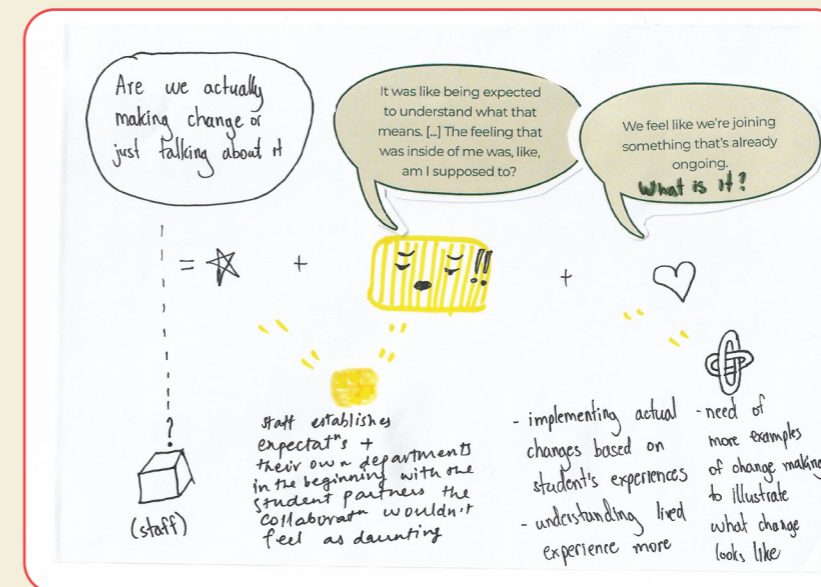
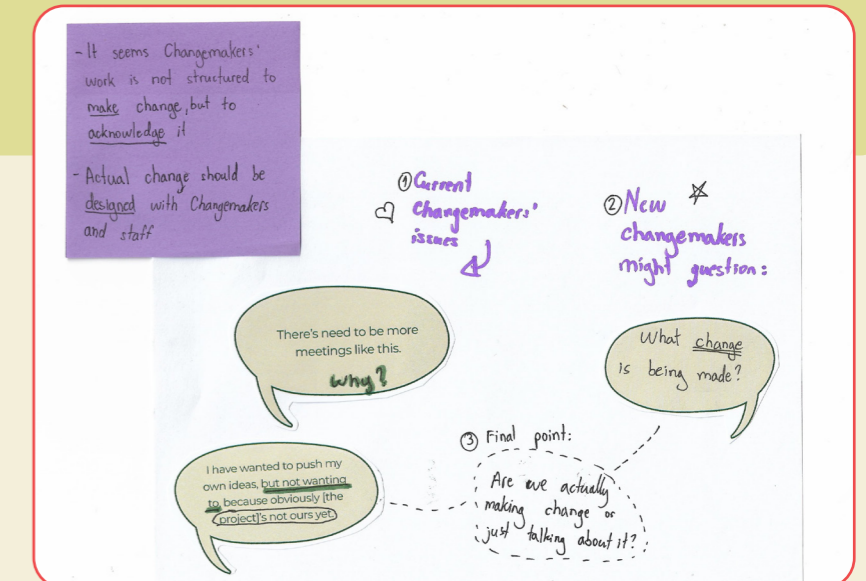
The Blocked Path



30th Jun. 2026

The heat is almost unbearable now. We might not be able to find the Keystone of Justice this time, but we have to leave the maze alive so that we can come back later, better equipped.

Next time we must arrive prepared, work hard and, above all, together.



Conclusion

Across the SEF activities, Changemakers showed a strong desire to contribute to social justice, support student communities, collaborate with staff and leave useful knowledge for future cohorts. What limited the work was not a lack of motivation, but the conditions around it.

The **Maze** metaphor makes visible a central tension in the programme. Changemakers are invited to make change, but they often enter structures where expectations, routes, resources, timelines and relationships are not clear enough to allow change to happen meaningfully. This can leave them navigating uncertainty, carrying additional labour and spending valuable time understanding the system before they can act within it.

The SEF also shows that spaces of care, reflection and collective sense-making are not secondary to changemaking. They are part of the infrastructure that makes changemaking possible. The **Safe Cave** became important because it allowed Changemakers to pause, recognise shared challenges, organise together and turn individual frustration into collective knowledge.

At the same time, the evaluation highlights that participation cannot be treated as meaningful simply because students are invited into a project. For Changemakers to have real agency, they need to be involved early, recognised as collaborators, given access to relevant people and resources, and supported to influence decisions rather than only respond to them.

The **Keystone of Justice** remains visible but not fully reachable. The work produced through the programme matters, but its impact depends on whether the institution is willing to build the conditions for continuity: clearer structures, longer timelines, shared ownership, accessible resources, stronger routes to implementation and better memory between cohorts.

The purpose of this report and the SEF Toolkit is therefore not only to document what happened, but to help the next cohort arrive better prepared. If the programme wants Changemakers to make change, it must also change around them.

Situated Evaluation Framework: Final Report 2025-2026

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University of the Arts London
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Text
Chiara Portinari

Design & layout
Fitri Arianti

Toolkit design
Chaitanya Tiwari

Illustrations and graphics
Tenley Tomlinson, Fitri Arianti

Photographs
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