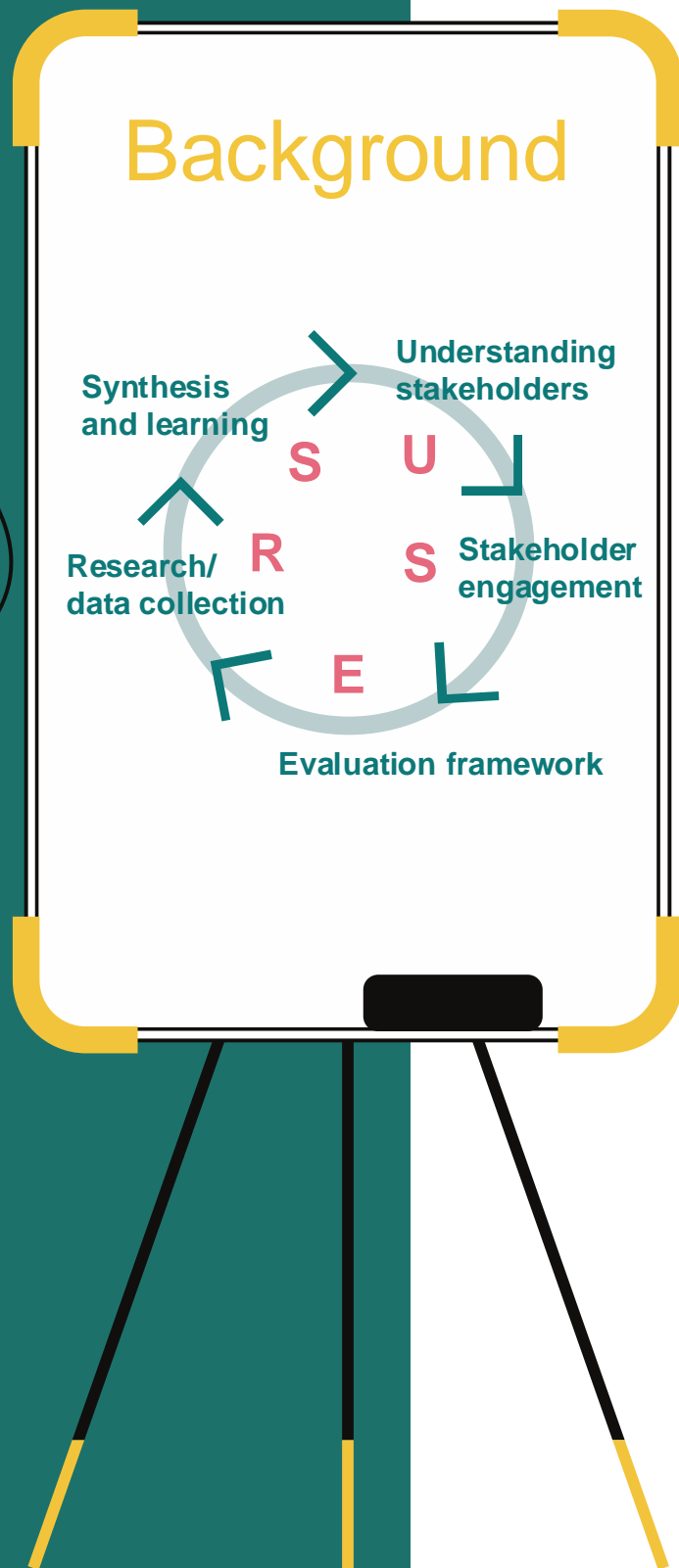


Impact In Practice

A guide that reimagines evaluation reporting and enhances the impact of your work

February 2025, TSIC





Since TSIC published [USERS](#), an equitable evaluation methodology, in 2019, we’ve been reflecting on how we can enable clients to create more impact and advance equity through evaluation. USERS provides practical guidance on co-producing monitoring, evaluation, and learning (MEL). Through co-production, commissioners reshape their processes and methodology to fundamentally change power dynamics among the stakeholders.

However, we’ve found the final stage of MEL the trickiest, where commissioners often expect *a report* as the end product of MEL. This isn’t a standalone MEL problem. Organisations like [IVAR](#) have been advocating for open and trusting reporting in the social impact sector. A report, in many situations, does not contribute to a greater impact but rather reinforces power dynamics.

We ask ourselves, “How might we reimagine evaluation reporting? What are the opportunities to enhance impact, learning and broader systems change throughout each stage of MEL?” **Impact in Practice** was born in this context, bringing "impact" back into the focus of evaluation, as an evolution of USERS.

We believe the ultimate goals of every evaluation should be:

- To enhance learning and embed learning as a practice amongst all stakeholders.
- To contribute to equity through evaluation design, delivery and findings.
- To inspire actions by tailoring communications to diverse audiences.

However, traditional evaluation often designs its methodology with a final report in mind. This under-challenged assumption often influences many aspects of evaluation, such as how the methodology is designed, what data is collected, and who gets to review and benefit from the final report.

Impact in Practice invites you to reimagine reporting. Instead of building an evaluation methodology that sits apart from the programme and its goals, we build an evaluation focused on enhancing and contributing to the impact you want to achieve to reach wider audiences and have a broader impact.

Impact in Practice aims to:

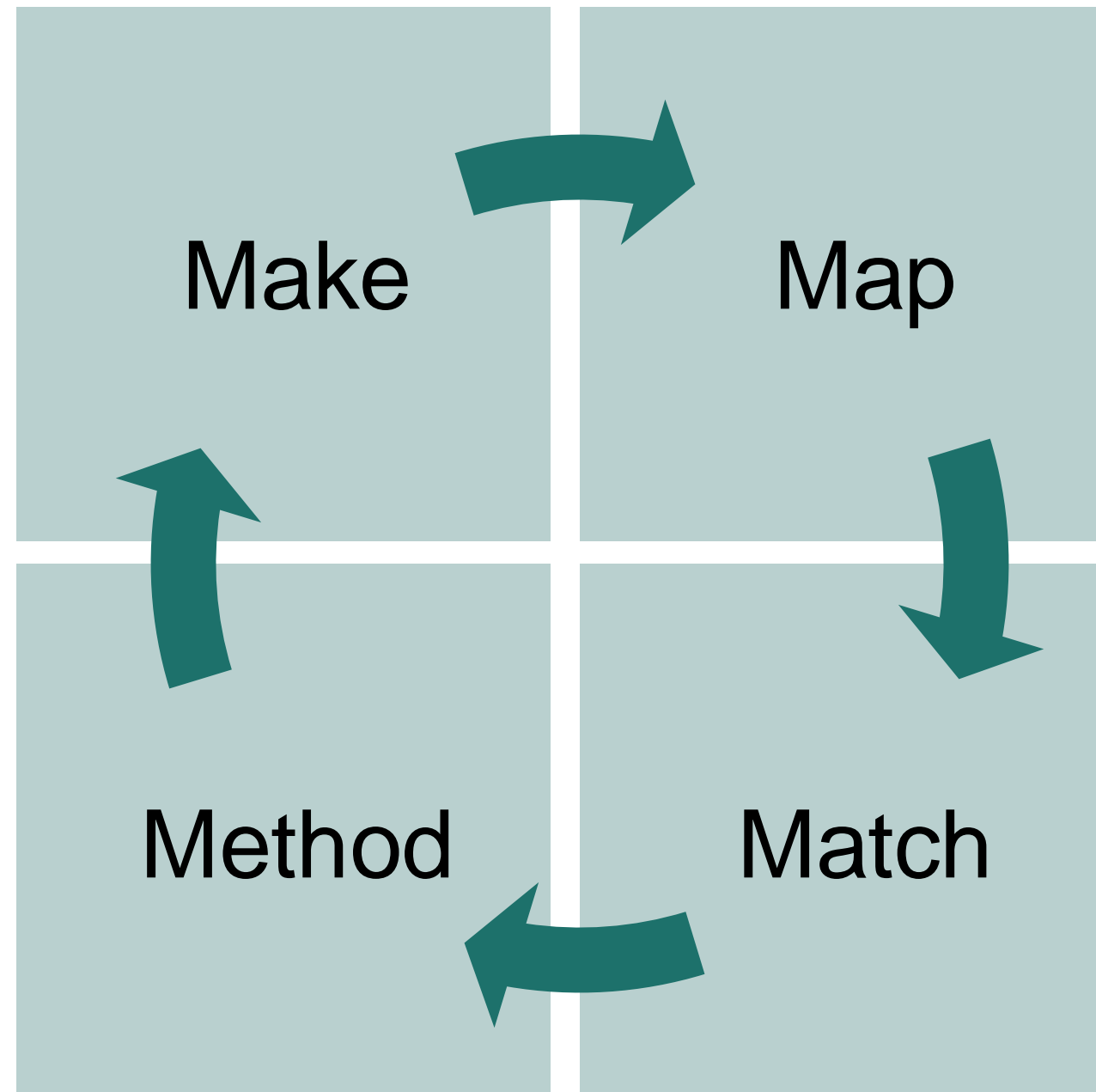
- Shift focus from traditional evaluations that prioritise reports.
- Centre people, not reporting products.
- Embed learning as an ongoing practice, not a one-off document.
- Enable points of connection and light bulb moments.
- Prioritise creativity and the possibility to change more hearts and minds.

“Impact in Practice”

Overview



Framework



Use **Impact in Practice** framework to support your evaluation methodology:

1. **Map** stakeholders to understand their use cases of evaluation.
2. **Match** the evaluation end products with stakeholders' needs.
3. **Method** design and delivery. Use methods that can both contribute to the anticipated evaluation end products and facilitate greater learning, impact and equity along the way.
4. **Make** evaluation end products.

Step 1: Map

Start by mapping all the stakeholders in an evaluation: Who might be interested in or influence the evaluation – both the process and the findings? Your evaluation stakeholders might include delivery teams, funders, volunteers, service users, board members, policy-makers, peer organisations, etc.

For each stakeholder, identify their evaluation **use cases** – “How will they ideally engage with the evaluation findings?”

Common use cases are:

- Facilitating learning
- Providing practical guidance
- Creating lightbulb moments
- Influencing norms and attitudes
- Making the cases and/or evidence-based decisions
- Enabling collective imagination

Consider doing this together with the commissioner and/or key influencers of the evaluation (e.g. community champions).



How does this link to **USERS**?

The first step of USERS is also “understanding stakeholders”, where an evaluator should understand stakeholders’ expectations of evaluation, acknowledge power dynamics and facilitate a collective vision for the evaluation.



Step 2: Match – Why?

The matching process identifies which tools and end products are a good match for the needs of the evaluation. Matching matters because it ensures that evaluation end products are aligned with stakeholder needs.

- It ensures that the evaluation findings are more likely to be understood and acted upon by stakeholders.
- It reduces the risk of evaluation insights being overlooked or underutilised.
- It makes the evaluation more equitable by addressing the differing ways people engage with information.



For example, for an evaluation where policy-makers and funders are high-priority stakeholders, matching might identify:

- **Animation** to visually present impact stories and data in an engaging, memorable format.
- **Policy brief** to distil findings into actionable recommendations aligned with policy goals.

These products would be prioritised as core deliverables, ensuring that the evaluation achieves its intended influence and utility.

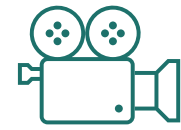


How does this link to USERS?

The second step of USERS also focuses on "Stakeholder Engagement", meaningfully involving stakeholders in a way that is most suitable for them to produce various aspects of an evaluation.

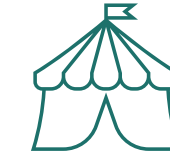
Step 2: Match – What?

TSIC has a toolbox of reporting products (non-exhaustive!). We use the matching process to identify the most effective end products for different stakeholders and their use cases.



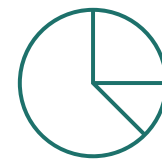
Multi-media

- Animation
- Film
- Podcast
- Theatre



Events

- Exhibition
- Campaign
- Conference talks
- Learning festival



Visuals

- Infographic
- Illustration
- Zine
- Journey map



Learning

- Action learning set
- Experiential learning
- Insight bank
- Coaching



Writing

- Poetry
- Letter
- Best practice guide
- Report









Comms

- Social media campaign
- Press releases
- Policy brief
- Webinars

Step 2: Match – How?

Consider producing different end products to serve the use cases of different audiences. In the table, we suggest some suitable products for common use cases of evaluation findings.

| | | Common use cases of evaluation findings | | | | | |
|---|--------------------------|---|----------------------------|--------------------------|-------------------------------|--------------------------|-------------------------------|
| Toolbox | | Facilitate learning | Provide practical guidance | Create lightbulb moments | Influence norms and attitudes | Evidence-based decisions | Enable collective imagination |
| Multi-media  | Animation, film, theatre | | | | | | |
| | Podcast | | | | | | |
| Visuals  | Infographic | | | | | | |
| | Service journey map | | | | | | |
| Writing  | Best practice guidance | | | | | | |
| | Report | | | | | | |
| Events  | Exhibition | | | | | | |
| | Conference talks | | | | | | |
| Learning  | Action Learning | | | | | | |
| | Workshops | | | | | | |
| Comms  | Policy brief | | | | | | |
| | Social media campaign | | | | | | |

Step 2: Match – How?

Use the table to map out stakeholders' use cases of evaluation and what end products might work. Below is an example.

| Stakeholders | Stakeholder's use case of evaluation | Stakeholder's level of interest in findings | Suitable end products that serve stakeholder's use case | The optimum end product for the most impact |
|----------------------------|--|---|---|---|
| Funder | To inform future funding programmes | High | Policy brief, animation, presentation | Presentation: An engaging slide deck for meetings and grant impact reviews |
| Programme delivery team | To enhance delivery and improve efficiency | High | Action learning set, service journey map, workshops | Action learning set that allows team members to reflect on findings and collaboratively develop strategies for improvement |
| Volunteers | To understand the difference their input makes | Medium | Infographic, animation | Animation: A short, engaging video explaining findings in an accessible way |
| People who use the service | To encourage transparency with the service | Medium | Community events, exhibition, animation | Animation: A short, engaging video explaining findings in an accessible way |
| | | | | |
| | | | | |

Step 3: Method design & delivery

This is where we reimagine data collection! We want to replace the traditional “data collection → analysis → report” model. Consider four design questions that can enable greater learning, impact and equity.



Begin with the end in mind

How can the data collection process directly contribute to the agreed end products in the match phase? For example, if we’ve decided that a podcast will make a great deliverable, it makes sense to collect audio data.



Influence decision making

What decisions can this evaluation inform? How are the decisions usually made? For example, we may facilitate a sense-making session with the senior leadership to validate findings and and co-create solutions.



Facilitate experiential learning

How can we test our learning during evaluation? When should we share emergent learnings with stakeholders? For example, check-ins with the programme team can provide data points and lightbulb moments beyond project updates.



Contribute to equity impact

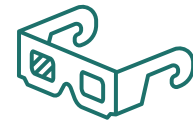
How can data and data collection process remove inequity and advance equity? For example, instead of interviews, we may identify that [mobile diaries](#) can help enhance research accessibility and amplify users’ voices.



Step 4: Make

At this stage, you will ideally have data that can easily serve stakeholders' user scenarios. Create anticipated evaluation end products, and use them to engage with stakeholders accordingly.

Consider using the quality criteria on the right to validate if you have created good deliverables for your evaluation.



Aligned: The deliverable matches the intended stakeholders' use cases. The format, narrative, and presentation also serve the overarching evaluation objectives effectively.



Accessible: The deliverable is designed to amplify underrepresented voices, challenge power imbalances, and ensure accessibility, avoiding unnecessary complexity or jargon.



Adaptive: The deliverable can encourage dialogue, feedback, and continuous learning, rather than being a static, one-time output. It can spark engagement and enable deeper reflection.



Actionable: The deliverable can directly contribute to decision-making, impact, and systems change, ensuring insights are practical and lead to meaningful outcomes.

Through **Impact in Practice**, your evaluation can turn into...

An animation, exhibition or illustration that showcases the impact of your work to service users, individual donors and the general public.

Community events or learning festivals that share best practices and enable collaborative learning among peer organisations and wider networks.

A policy brief, press release or podcast that summarises key findings, policy implications and recommendations for policy makers, funders, and advocacy groups.



How "Impact in Practice" Supports Equitable Evaluation



Centre Stakeholders

Like [USERS](#), it engages diverse voices and acknowledges power dynamics, ensuring multiple stakeholders can influence the evaluation process.



Inclusive Data Collection

It emphasises inclusive data collection methods to amplify underrepresented voices, reducing barriers to participation and ensuring meaningful contributions.



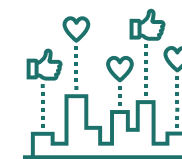
Focus on Learning

It champions learning as an ongoing practice, not a one-time report, encouraging collaboration and shared ownership of insights alongside evolving contexts.



Shift Power

It challenges traditional evaluations that prioritise commissioners' expectations, shifting away from having a polished report as the main evaluation deliverable.

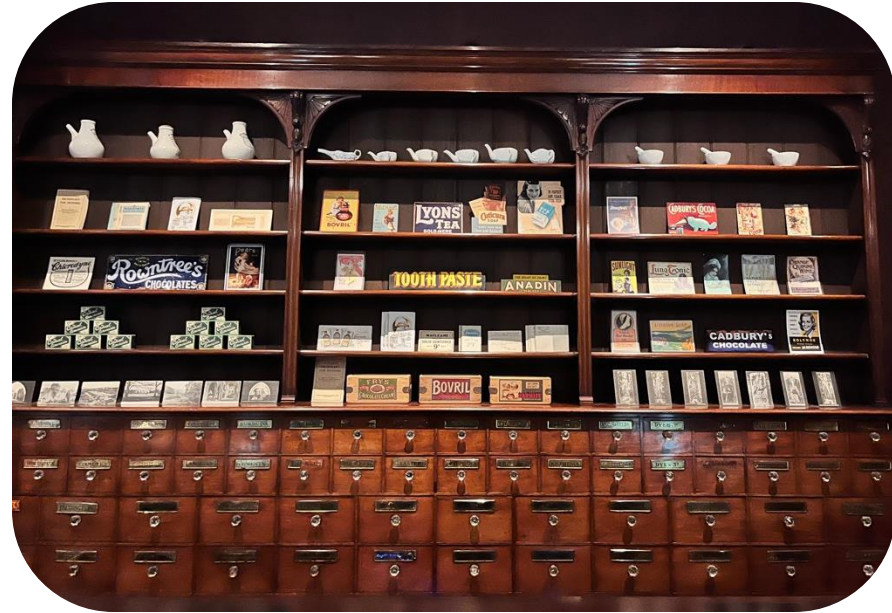


Widen Knowledge Sharing

It delivers audience-tailored products (e.g. policy briefs, exhibitions, and learning festivals), making findings understandable and actionable for more people, as well as bridging knowledge gaps between groups and enabling collective action.

TSIC Example

Science Museum's Medicine Galleries Evaluation



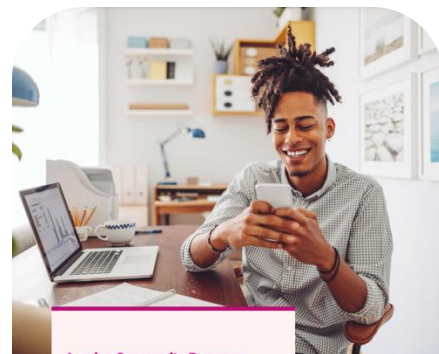
In 2022, TSIC evaluated [Medicine: the Wellcome Galleries](#) at the Science Museum in London. We applied equitable evaluation principles to offer new insights on audience research and the Galleries. We trained young people to use [photo voice](#), a participatory photography method, to audit the Galleries and interviewed them for deeper insights.

Key outputs include:

- **A full evaluation report** with findings and recommendations for the Museum's audience research team.
- **A film**, in collaboration with a film-maker and young people, to share learnings as an educational resource for the Museum's staff and partners. Pictures from the photo voice research process included in the film.
- **Conference talks** at the Visitor Studies Group Conference, UK Evaluation Society 2023 Conference, and National Centre for Research Methods 2023 e-Festival to share insights on equitable evaluation in museums and cultural organisations.

TSIC Example

London Funders' London Community Response Learning Partner



London Community Response
Learnings from the
London Community
Response's equity-centred
grantmaking during
Covid-19



London Funders, a membership network for London's civil society funders and investors, coordinated the London Community Response (LCR) in 2020. LCR distributed £57 million to civil society organisations in London for Covid-19 response and recovery. TSIC served as LCR's learning partner, focusing on the equity aspect of the LCR.

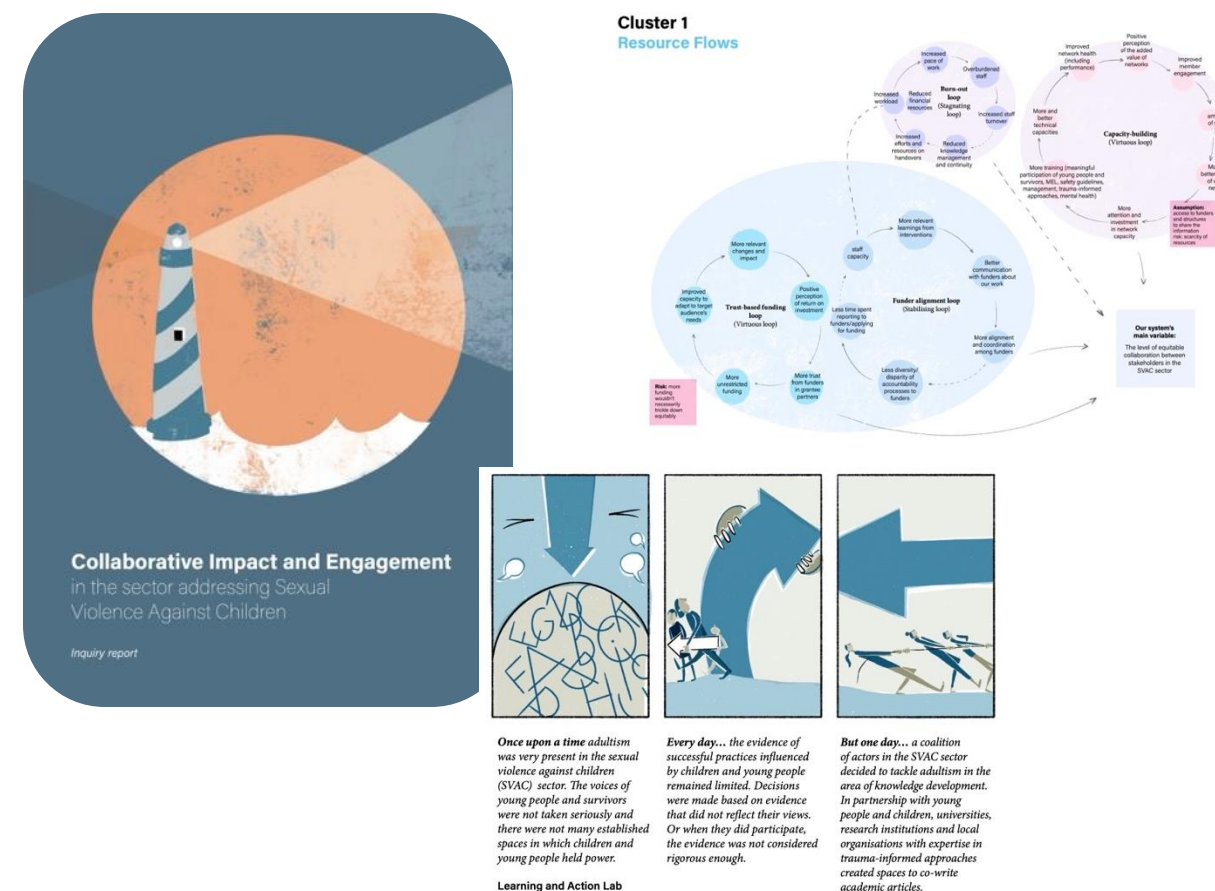
Through this learning partnership, we produced three key evaluation outputs:

- **A full report** ([here](#)) that details the learnings from the London Community Response's equity-centred grantmaking during Covid-19
- **Case studies** ([here](#)) on how an equity approach has influenced funders' decision-making processes. It focuses on the dynamics within the decision-making process, rather than the general grant-making process. It aims to help peer funders adopt equity in grantmaking
- **A webinar** convened by TSIC ([here](#)) during London Funders' Festival of Learning to socialise the findings with the wider sector

TSIC Example

Ignite Philanthropy's Strategic Networks Initiative Learning Partner

[Ignite Philanthropy](#) is a philanthropic fund supporting efforts to ensure every child lives a life free of violence. From 2021 to 2023 TSIC accompanied its Strategic Networks Cohort through a learning journey on impact measurement. Following extensive consultation on needs and priorities, the cohort launched the 'Collaborative Impact and Engagement Inquiry' in October 2022, aiming to identify ways to work more equitably and collaboratively as a sector and achieve broader systemic impact. Over nine months, participants collaborated to build a map of their system and identify potential areas of intervention. This process was complemented by validation interviews with various sector-wide stakeholders from, from field actors to funders and academics. The process and reflections resulted in:



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Our recommendations

RESOURCE FLOWS
On funder alignment

Where can we spark change?

- Organise spaces for funders to not only discuss and align but coordinate on their priorities, requirements and ways of working

POWER DYNAMICS
On youth/child/young person participation

Where can we spark change?

- Develop guidelines for meaningful participation of children and youth

POLICIES AND PRACTICES
On necessary coalition building

Where can we spark change?

- Uplifting organisations with existing expertise in trauma-informed approaches and working with survivors
- Investing in bottom-up coalition building
- Putting pressure on decision-makers through advocacy led by those with lived experience

An inquiry report ([here](#)) developed in collaboration with [The Rights Studio](#), seeking new approaches to translate our findings through images. It presents the systems map build through the journey, as well as visionary stories and recommendations for the system.

An online sense-making session with Strategic Network cohort members and some of their partners, to reflect on the way forward for the recommendations.

TSIC Example

British Council's Cultural Heritage for Inclusive Growth Impact and Process Evaluation

British Council's [Cultural Heritage for Inclusive Growth](#) (CH4IG) is an action research and cultural relations programme delivered in Colombia, Kenya and Viet Nam that aims to create inclusive and sustainable growth through valuing, learning, protecting and sharing local cultural heritage. TSIC to evaluate the programme as part of its pilot stage (2020-2022). Some key evaluation outputs are:

- **A full report** that covers the programme's impact and **a process guide** that conveys CH4IG typical programmatic approach synthesised from country-level findings. This can support the initiation of CH4IG in new countries.
- **Country-level case studies** that showcase the nuances in delivering CH4IG in different contexts.
- **A monitoring and evaluation paper** that provides recommendations for locally rooted and globally connected programmes, helping M&E team consider practical steps to re-design M&E for similar programmes.
- **Internal cross-functional reflective sessions** to discuss the evaluation implications and brainstorm for actions.



A talk and panel discussion convened by TSIC as part of the [Global Evaluation Week 2023](#) run by Global Evaluation Initiative, to share findings with wider audiences.



An in-person workshop in Nairobi, facilitated by TSIC for British Council and their grantee partners, to exchange M&E learnings and test the possibilities of implementing the recommendations for another British Council programme, [Cultural Protection Fund](#).

We'd love to work with you!

Do you have a programme you would like to evaluate?

If you are,

...Ready to [break up](#) with reports.

...Ready to shake up how impact is measured and shared.

...Excited to explore creative ways to connect your work with the people who matter most.

...Brave enough to step away from “The Report” and toward something more dynamic.

Feel free to reach out to us to discuss your needs!

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