IETI
Impact-oriented
Public Engagement

Impact:

Definitions,
How to manage it
A case study

Host:

Funding:

Collaborator:

MUSEUM FÜR
NATURKUNDE
BERLIN

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Our Impact definition

Broader or longer-term changes or effects resulting from a project's activities. These effects and changes can have different impact spheres (e.g. societal, social, environmental, political, health, economic, cultural)[1].

Logic Model

To plan, evaluate and manage impact, we use the logic model. The logic model is a representation of a project's impact through the relationship between a project's resources, activities and its intended changes or effects. Logic models illustrate this relationship through key components: inputs, outputs, outcomes, impacts.

Table 1 (page 2) provides a detailed explanation of the components of the logic model and additional information on the description and characteristics of each component.

Table 2 (page 4) shows the logic model of a selected case study as a concrete example of its components and how logic models can be used to manage the impact of a public engagement[2] initiative.

Indicators

To measure whether intended outcomes and impacts have been achieved, we use indicators. An indicator is a measurable sign (e.g. factor, variable) that shows whether expected outcomes or impacts have occurred or that progress is being made towards it[3]. There are two types of indicators: quantitative (which count numbers of things that happen) and qualitative (that assess people's perceptions and experiences)[4].

1 | Adapted from: your project and its outcomes, 2007. By Sally Cupitt with Jean Ellis for Charities Evaluation Services.

2 | Public Engagement (PE) describes a field in the German research landscape, the practice of exchange between researchers and the public, and stands for the attitude that research and society benefit from mutual interaction. Source: Public Engagement Principles, 2023. Joint publication between: Berlin School of Public Engagement and Open Science (Public Engagement & Impact Unit of the Museum für Naturkunde Berlin), Cyber Valley, and the German community.

3 | Adapted from: 1) Wissenschaft im Dialog Impact Unit; 2) your project and its outcomes, 2007. By Sally Cupitt with Jean Ellis for Charities Evaluation Services.

4 | Adapted from: 1) Wissenschaft im Dialog Impact Unit; 2) your project and its outcomes, 2007. By Sally Cupitt with Jean Ellis for Charities Evaluation Services.

Table 1. Logic model – component definitions and additional information.

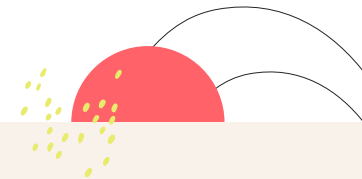|	*Inputs*	*Outputs*	*Outcomes*	*Impacts*
Definition	Inputs are all the resources one puts into a project to enable outputs delivery.	Outputs are tangible and intangible products and services delivered as part of project activities.	Outcomes are the changes, effects or other benefits that occur as a result of one's project activities.	Broader or longer-term changes or effects resulting from a project's activities. These effects and changes can have different impact spheres (e.g. societal, social, environmental, political, health, economic, cultural).
Descriptive and/or supplementary information	e.g. Financial, human and material resources.	**How to recognise Outputs:** — They are under the control of the people planning or delivering the project — They are usually immediate – during or after the project — They are a means to an end – they set the stage for further goals	**How to recognise Outcomes:** — Usually described from the perspective of the people or groups one works with (e.g. target groups) – the effects on them — Can sit on different temporal scales – short or medium term — One does not deliver outcomes – one contributes to achieving them	**How to recognise Impacts:** — They occur after a range of outcomes has been achieved — They often describe change in a wider user group than the original target — Many organisations may play a role in achieving impact
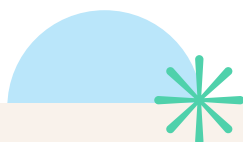
Case Study –
National Education Nature Park

National Education Nature Park and Climate Action Awards

The National Education Nature Park programme empowers children and young people to make a positive difference to both their own and nature's future, through connecting to nature, developing vital skills and boosting biodiversity. Young people are leading the way in enhancing their learning environments for both wildlife and people by creating a vast network of green spaces in schools, colleges and nurseries across England.

It provides educators with the resources, support and guidance needed to put nature at the heart of education. Embedding nature across everyday teaching and learning will give every child and young person in England the opportunity to develop a meaningful connection to nature, contribute to nature recovery across the country and build resilience for a changing world. Visit the programme website (*here*) to find out more.

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With
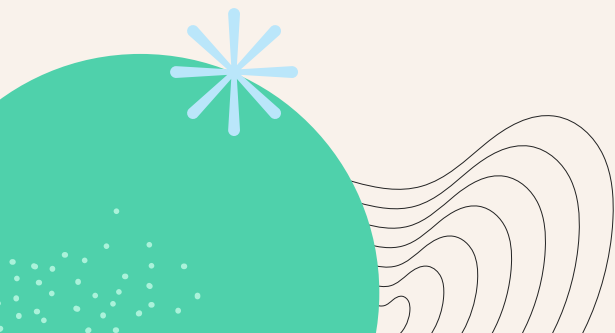RHS

Working with
esri UK
THE SCIENCE OF WHERE

Commissioned by
Department for Education

Partners
Learning through Landscapes

Manchester Metropolitan University

NBN Trust
Making data work for nature

Royal Geographical Society
with IBG
Advancing geography and geographical learning

UK Centre for Ecology & Hydrology

THE ROYAL SOCIETY

Table 2. Logic model – National Education Nature Park.

	Inputs	Outputs	Outcomes	Impacts
National Education Nature Park (a few examples per component)	Funding from Department or Education. Expertise including citizen/community science, outdoor learning, biodiversity, horticulture, education, wellbeing and Geographic Information System (GIS). Regional support building meaningful engagement in each region.	A free programme for all schools, colleges and nurseries in England accessed through a new website. Growing online library of free, quality-assured, curriculum-linked new and curated resources across key stages and subjects. Digital tools and detailed guidance for mapping habitats on school sites, conducting biodiversity monitoring surveys and recording improvements made for nature over time.	**Children and young people will:** — Develop important green skills for their futures (e.g. identification and ecology, interpreting data, creative thinking and decision making, environmental stewardship) — Develop connection to nature, understand the threats its facing, and feel empowered to take positive action **Teachers and other staff will:** — Feel confident in delivering climate and nature education in their subject areas — Build confidence and skills in delivering outdoor learning	Improved wellbeing, skillset and pro-environmental behaviour in the next generation of children and young people. Transformed nature and climate education – embedded across the national curriculum. Biodiversity gain across England.

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