

## APPENDIX 2 EVALUATION TOOLS

**A2.1. Evaluation tools applied before, during and after the workshop: timing, sample size and questionnaire questions and items. Q = question/item in the Likert scale.**

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*Open evaluation –At the end of the workshop*

n= 71

5 open-ended questions

Participants were asked to share their individual appreciations of the experience and their reflections about the performative process, around the following dimensions:

1. Their felt experience and perceived value of the workshop
  2. What they learned about their social-ecological system
  3. Contributions of the theatrical tool to dialogue
  4. Best and worse workshop features
  5. Intentions of change after the workshop
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*Individual reflection cards –At the end of session 1 and 2*

n= 131 [G1= 42, G2= 58, G3= 41]

2 open-ended questions

Participants were asked to individually reflect about and share:

1. The activity or workshop moment they liked the most and why
  2. Something they found out or learned that day
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*Perception and attitudes questionnaire – Before and after the workshop*

n= 73 †

Five-point Likert Scale, 11 items

Participants were asked to self-rate their perceptions and attitudes towards:

1. Their creativity and self-expression capacity (Q1 and Q2)
  2. Their community and their environmental situation:
    - Feeling of belonging to the community (Q3)
    - Interest about their community (Q4)
    - Willingness to leave the MAB (Q5)
    - Perception of environmental degradation as a threat to the MAB (Q7)
    - Concern about the environmental situation of the MAB (Q9)
  3. Their motivation to act and their role as young people:
    - Motivation to act (Q6)
    - Perceived importance of the role of the youth (Q8)
    - Perception of future possibilities for the youth at the MAB (Q10)
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- Perceived capacity of action as young people (Q11)

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*Return questionnaire – Four months after the workshop*

n= 56 [G1= 14, G2= 26, G3= 26] †

Five-point Likert Scale questionnaire, 8 items and 5 open questions

Participants were asked to indicate to what extent the workshop helped them:

1. Feel more connected to other school mates
2. Feel more self-confident
3. Reflect about their community and relevant actors
4. Vision different community futures
5. Identify positive and negative aspects in such futures
6. Identify social-ecological challenges
7. Explore proposals of action
8. Share personal experiences, views and attitudes

For items 4 to 7 participants were asked to provide specific examples.

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† Sample sizes of data used here for analysis are slightly lower than the number of participants answering them, since not all participants completed both questionnaires.

‡ Researchers' access to the field during a high-school vacation period hindered access to participants from G1.

**A2.2. Summary of results and main insights from questionnaires completed before and after the workshops: Group 1, Group 2 and Group 3.**

**Group 1**

**n= 28**

<i>Q</i>	<i>Mean B</i>	<i>Std. Dev. B</i>	<i>Mean A</i>	<i>Std. Dev. A</i>	<i>Positive difference</i>	<i>Negative difference</i>	<i>Tides</i>	<i>Wilcoxon Test</i>
Q1	4,107	0,629	4,179	0,723	9	5	14	0,401
<b>Q2</b>	<b>3,464</b>	1,036	<b>4,143</b>	0,705	11	1	16	<b>0,003</b>
<b>Q3</b>	<b>4,500</b>	0,638	<b>4,214</b>	0,686	4	11	13	<b>0,064</b>
Q4	4,357	0,780	4,500	0,923	11	7	10	0,347
Q5	2,857	1,433	2,607	1,449	8	8	12	0,624
Q6	4,321	0,723	4,357	0,678	7	7	14	0,931
Q7	3,786	1,449	3,964	1,401	8	8	12	0,747
<b>Q8</b>	<b>3,821</b>	1,278	<b>4,250</b>	0,928	11	5	12	<b>0,086</b>
<b>Q9</b>	<b>4,643</b>	0,488	<b>4,321</b>	0,772	4	10	14	<b>0,091</b>
Q10	4,429	0,879	4,536	0,637	8	7	13	0,798
Q11								

**Group 2**

**n=23**

<i>Q</i>	<i>Mean B</i>	<i>St. Dev. B</i>	<i>Mean A</i>	<i>Std, Dev, A</i>	<i>Positive difference</i>	<i>Negative difference</i>	<i>Tides</i>	<i>Wilcoxon Test</i>
<b>Q1</b>	<b>3,478</b>	0,994	<b>3,870</b>	0,757	8	2	13	<b>0,060</b>
Q2	2,522	1,675	2,478	1,163	7	7	9	0,975
Q3	4,304	1,063	4,348	1,112	5	5	13	0,906
Q4	4,435	0,945	4,391	0,722	4	6	13	0,563
Q5	2,652	1,584	2,435	1,647	6	8	9	0,527
<b>Q6</b>	<b>3,826</b>	1,230	<b>4,304</b>	0,765	9	4	10	<b>0,118</b>
Q7	3,130	1,792	3,261	1,573	10	6	7	0,544
<b>Q8</b>	<b>4,043</b>	1,296	<b>4,652</b>	0,573	6	0	17	<b>0,015</b>
Q9	4,522	0,665	4,348	0,832	2	5	16	0,291
Q10	3,391	1,438	3,130	1,486	4	7	12	0,346
Q11	2,52	1,70	2,52	1,50	7	6	10	0,9236

**Group 3**

**n= 22**

<i>Q</i>	<i>Mean B</i>	<i>St. Dev. B</i>	<i>Mean A</i>	<i>Std, Dev, A</i>	<i>Positive difference</i>	<i>Negative difference</i>	<i>Tides</i>	<i>Wilcoxon Test</i>
Q1	3,91	1,02	4,05	0,72	8	6	8	0,6094
Q2	2,77	1,31	2,64	1,09	8	10	4	0,6325
Q3	4,32	0,95	4,14	1,17	5	6	11	0,6614
Q4	4,14	0,89	4,18	0,96	7	6	9	0,8644
Q5	2,36	1,56	2,27	1,20	8	10	4	0,8562

<b>Q6</b>	<b>3,14</b>	1,25	<b>4,09</b>	0,92	14	5	3	<b>0,0106</b>
Q7	2,86	1,36	2,59	1,01	8	9	5	0,5077
Q8	4,32	0,99	4,14	1,17	6	7	9	0,6718
Q9	4,00	0,76	4,23	0,87	7	3	12	0,2449
Q10	2,86	1,28	2,55	1,37	7	10	5	0,4104
<b>Q11</b>	<b>2,36</b>	1,09	<b>1,95</b>	1,05	5	13	4	<b>0,103</b>

### **Main analysis insights:**

#### ***Perceived creativity (Q1) and communicative skills (Q2)***

Participants' perceived creativity increased in G1 and G2 and remained the same in G3 (no significant changes however). Participants' perceptions of their communicative capacities significantly increased in G1, but remained low in G2 and G3.

#### ***Motivation to act (Q6) and perceived importance of the role of the youth (Q8)***

The motivation to act (Q6) significantly increased in G2 and G3. In the youngest group, G3, the average value for motivation increased from 3,14 to 4,09, the highest increment in the questionnaire. The perceived importance of the role of the youth (Q8) significantly increased in G1 and G2. In G2, the perceived importance of the role of young people got the highest questionnaire score after the workshop, with an average value of 4,6.

In the cases in which Q6 and Q8 did not change significantly (G1 and G3 respectively), their mean values were already high before the workshop and remained high.

#### ***Perceptions and attitudes towards their community and the environment (Q3, Q4, Q5, Q7, Q9)***

Response changes showed high values and no significant variation for these items, except for the item on environmental concern (Q9), which slightly decreased in G1. Despite the decrease, Q9 kept a very high score in the three groups, with mean values over 4.

#### ***Perception of future possibilities for the youth at the MAB (Q10) and perceived capacity of action as young people (Q11)***

No significant changes were found in participants' perception of future possibilities for the youth at the MAB (Q10), and no common pattern was followed in the three groups (while in G1 it remained very high; in G2 and G3, mean values remained around the middle position of the Likert scale). Participants' perceived capacity of action remained in a mean value (G2) or low (G3), showing a small but significant decrease in the youngest group, G3.