

PRACTICAL METHODOLOGICAL GUIDE

APPENDIX VII. Pre-post evaluation, impact analysis,
and lessons learned



“UN SOLO PLANETA PARA TODAS LAS PERSONAS”



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The evaluation of the No Filter Climate project was designed using a mixed-methods approach, combining quantitative and qualitative tools with the goal of assessing both the evolution of the students' climate commitment and the learning and changes observed during the course of the intervention.

The quantitative evaluation was conducted by administering a Climate Commitment Scale before and after the intervention, which made it possible to measure changes in knowledge, attitudes, and willingness to take climate action. To ensure the comparability and validity of the results, the analysis was conducted exclusively on completed questionnaires—that is, those participants who fully answered all 12 items in both the pretest and the posttest. This methodological criterion allowed for a comparison of individual progress within the same sample and helped avoid biases resulting from incomplete responses. The results were interpreted according to the six levels of commitment established for the scale.

Interpretation of the Climate Engagement Scale for Children and Adolescents Aged 10–14

Scoring Instructions

The response scale reflects the 6 levels of climate engagement.

Add up the values of all responses. Then, divide the total score by the number of valid items (those answered with a single response). You will obtain a score between 1 and 6.

Calculate the individual and group averages (pretest and posttest) and place the results in the corresponding level in the table. Estimate the level of commitment based on the table below. Compare the difference between the two and calculate the percentage of children and adolescents who advanced at least one level.

Levels of engagement (correspond to the response scale)

Level	Scores	Meaning	Summary description	Practical interpretation
1	1.0 – 1.9	Lowest level of engagement	Little connection or interest	Disengaged audience / no environmental awareness
2	2.0 – 2.9	Initial awareness or informed observer	Recognizes the problem and has some awareness, but without ongoing involvement or action	Identifies the issue and partially understands it; requires guidance to move from observation to participation
3	3.0 – 3.9	Basic actions or ideas	Awareness and basic actions	“Supportive”: begins to take individual action
4	4.0 – 4.9	Active commitment	Active and reflective participation	“Committed”: participates and reflects on their impact
5	5.0 – 5.5	Influence or leadership	Motivates or guides others	“Multiplier”: shares and inspires climate action
6	5.6 – 6.0	Highest level / innovation	Proposes, creates, or leads new initiatives	“Innovator”: a role model or creator of local climate change initiatives

In addition, the qualitative evaluation drew on the facilitation reports prepared during the project's implementation, which documented each group's progress session by session, the level of participation, the challenges encountered, the skills developed, the proposals formulated, and the observations of the facilitators. These reports also documented evidence regarding intergenerational meetings, interactions with experts, and dialogue sessions held with municipal representatives.

Impact Analysis

The results show that the intervention had a positive impact on both the students' climate commitment and the development of skills related to critical thinking, media literacy, and civic engagement.

Individual analysis of the Climate Commitment Scale reveals that 35 of the 78 participants analyzed (44.9%) improved their average score following the intervention. Furthermore, 21 participants (26.9%) advanced at least one level on the climate commitment scale, representing a qualitative change in their level of engagement regarding climate knowledge, awareness, and action.

In addition, the qualitative evaluation drew on the progress reports prepared during the project's implementation.

Improvements were observed in all five participating municipalities, although to varying degrees. Casares recorded the highest percentage of students who advanced to the next level (40.0%), followed by Campillos (30.0%), the Northern District of Granada (27.3%), Carcabuey (22.2%), and Almodóvar del Río (14.3%). These results are particularly significant given that several groups already had relatively high levels of engagement to begin with, thereby reducing the margin for improvement detectable by the scale.

The quantitative results were supported by the evidence gathered during the workshop. In all municipalities, students showed gradual improvement in their ability to identify climate-related misinformation, analyze the reliability of different information sources, make arguments using scientific evidence, and participate in deliberative processes aimed at finding solutions for their local communities. The reports show how students gradually incorporated tools such as prebunking and fact-checking, although in some groups, additional guidance was needed to help them learn how to locate reliable sources and verify information.

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Similarly, the qualitative analysis reveals an increase in interest and motivation toward climate action. In municipalities such as Campillos and Secadero (Casares), students demonstrated a high level of engagement during intergenerational meetings and subsequently applied what they had learned to municipal forums, even incorporating new proposals that emerged from their dialogue with older adults. In Almodóvar del Río and Carcabuey, a growing understanding of the relationship between everyday actions, climate change, and the community's quality of life was observed, evolving from proposals focused exclusively on recycling toward broader solutions related to responsible consumption, sustainable mobility, waste management, and the improvement of public spaces. In Granada, despite the group facing greater challenges in terms of social interaction and participation, an improvement was also observed in the interest and engagement of the students who participated in the intergenerational meetings and the forum with the City Council.

Another of the most significant impacts was the strengthening of the students' sense of self-efficacy. The opportunity to present their proposals to municipal representatives allowed them to better understand how public institutions work and to experience firsthand that their opinions could contribute to improving their community. At the same time, the meetings with older adults fostered a two-way exchange of knowledge, in which the students shared tools for detecting climate misinformation while the older adults contributed their experience regarding climate trends and the changes they had observed in their surroundings.

Lessons Learned

The implementation of the project has yielded several lessons of interest for future interventions:

The combination of media literacy, critical thinking, and civic engagement is an effective strategy for addressing climate misinformation from an early age.

Analyzing real hoaxes is highly motivating and fosters the development of skills for verifying information and making scientifically grounded arguments.

Learning becomes more meaningful when it stems from issues relevant to the students and culminates in proposals directed at local government.

Intergenerational encounters enrich the educational process by fostering the exchange of knowledge, mutual recognition, and the collective development of solutions.

Direct engagement with municipal officials increases students' sense of influence and strengthens their active citizenship.

Furthermore, the activity reports also highlight the need to adapt certain activities to students' skill levels, particularly those related to searching for, selecting, and verifying digital information. Several groups experienced difficulties locating reliable information among the vast amount of content available on the Internet, distinguishing official sources from less rigorous ones, or correctly interpreting certain scientific data. Added to this, in some cases, were limitations stemming from computer equipment or connectivity issues, which slowed down the progress of certain activities and underscore the importance of providing appropriate methodological alternatives and technological resources for this type of session.

Another key lesson learned relates to the duration of the intervention. Although the methodological sequence allowed us to achieve the intended objectives, experience shows that having a greater number of sessions or longer sessions would allow for a more in-depth exploration of topics such as climate data analysis, information verification strategies, working with scientific sources, developing proposals, and producing awareness-raising materials. Similarly, having more time would allow for better consolidation of learning, facilitate more unhurried reflection, and strengthen the development of skills related to critical thinking and media literacy.

Furthermore, experience highlights the importance of adapting the duration and format of expert presentations to the students' learning pace, combining explanations with participatory activities, relatable examples, and opportunities for interaction that maintain a high level of attention and engagement.

Overall, the evaluation shows that No Filter Climate has helped strengthen students' commitment to climate action, improve their ability to identify, analyze, and challenge environmental misinformation, and promote more critical, informed, and co-responsible participation. The consistency between the results obtained through the pre-test/post-test evaluation and the evidence gathered in the activity reports confirms the soundness of the methodology developed and its potential to be adapted and transferred to other educational and community contexts, incorporating the improvements identified during its implementation to further increase its educational and social impact.



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