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ASC!

A Research Project on Art for Social Change in Canada

Report on the Questionnaire Survey Conducted among Social Circus Participants at the “Rassemblement” Event, Quebec, May, 2014:

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Report on Questionnaire Survey Conducted in Quebec of Participants in Social Circus Event, May, 2014

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Executive Summary

Introduction and purpose:

Art for Social Change: A Research Partnership in Teaching, Evaluation and Capacity-Building (ASC!), involves researchers, community members, students and others from a wide variety of sectors and aims to explore how the arts are used to engage people and encourage positive change. A study of social circus is being led by Dr. Jennifer Spiegel of Concordia University as part of this five-year research program in art-for-social change. Dr. Spiegel's research on social circus mainly uses ethnographic and other qualitative techniques; the purpose of this report is to provide some quantitative data about social circus in Quebec to contribute to Dr. Spiegel's study as well as to contribute to the ASC research objective of developing various tools for researching ASC projects as well as for operational evaluations if and when appropriate.. One of the specific objectives of this report is to identify strengths and limitations of the approach used in this questionnaire survey.

Methods

The development of the questionnaire was led by the ASC! "evaluation pod" in collaboration with other ASC! academic and community-based team members involved in this project. The questionnaire aims to contribute information on the extent to which social circus influences participants' personal growth, social inclusion and social engagement, and to gather information related to perceptions of social circus and how the program has been perceived to alter lifestyles in keeping with participants' own goals. A retrospective post-then-pre design was used—in other words, participants were asked to think back on how they would have answered the questions before they started social circus compared to how they feel now about these same issues. This design is easy to implement and is considered an accurate reflection of change, as the participants use the same "frame of reference" to answer questions that pertain to their past (before the intervention) and current (after the intervention) experiences. The questionnaire was distributed to social circus participants who attended a gathering that took place in Quebec City in May 2014. The responses were analyzed by comparing the score given for "before" and "after" participation in social circus for each question (item) as well as each construct or "scale" (personal growth, social inclusion, social engagement).

Results

An estimated 90% (56 participants) of those eligible to participate did so. Participants' responses were anonymous. Participants were from 7 social circus programs across the province of Quebec; all participants chose to complete the questionnaire in French. Participants obtained significantly higher scores on all three scales "after" participating in social circus, suggesting that social circus indeed has a beneficial impact on personal growth, social inclusion and social engagement. For example, participants scored 27.6% higher in the question related to "*trying things outside of your comfort zone*" after involvement in social circus compared to before ; 22.2% higher for the question pertaining to "*feeling self-confident*", and 21.8% higher related to "*feeling proud of your achievements*". Participants also scored 26.6% higher on the question related to "*feeling like you belong to a community, or are an important part of a group*" after social circus. When considering all indicators, participants reported significant increase in personal growth (16.6%), social inclusion (16%), and social engagement (18.8%) after social circus.

Participants' feelings about their education, work, income, use of substance, and fitness, also changed significantly through participating in social circus. For example, after participation in social circus, there was a 19.6% increase in the number of participants "*happy with their job*", a 16.0% increase in the number of people interested in going back to school; 16.1% more participants stated they had a "*fair income*" and, quite notably, 27.6% more participants reported not using substances. Participants' attitudes about fitness changed considerably. For example, while 85.7% of participants reported being content with doing little exercise before social circus, only 14.2% of them reported the same answer after social circus, a 71.5% decrease.

The results pointed to gender differences, with women reporting greater benefits. A dose-response relationship was observed – in other words those who had participated in social circus for a longer time period reported deriving greater benefits than those who more recently joined social circus programs.

Participants were given the opportunity to write comments regarding their experience in social circus. Comments included: « Merci beaucoup vous avez su changer ma vie! (thank you very much, you have changed my life)» and « Sa rendu [sic] ma vie meilleure. Je me sens fier de moi, je peux m'exprimé [sic] et montré [sic] de koi [sic] je suis capable librement » (this has made my life better; I am proud of myself; I can express myself better and I feel free to do what I

can do). These comments support our quantitative results in suggesting that social circus participants reap profound benefits.

Discussion and conclusions

This study provided useful insights about social circus and also identified several limitations of this approach to evaluation and the survey tool itself. First, the survey tool uses scales that have not yet been validated for this population or this type of program. As such, the wording and/or design may not have been optimal to capture participants' experience. Second, "recall bias" may have been present, where participants' recollection of how they felt years ago before participating in social circus may not have been accurate. Third, there may have been some "reporting bias" – with participants reporting what they thought the researchers wanted to see. Fourth, as the questionnaire was conducted only on people who attended this celebratory event, there is likely some "survival bias"- namely people who were not benefitting from social circus may have dropped out and not attended this event. Fifth, "volunteer bias" may have been present (those who did not have a good experience may have elected not to complete the questionnaire)- although the high response rate makes this less likely. Other limitations were also identified. For example, several of the respondents seemed to answer the question based only on "since starting social circus", because of some confusion in the headings of the section. This would have biased the results in the direction of making the numbers reported actually an underestimate of the true value of social circus. In identifying these weaknesses, this study served as a very useful pilot study for future development and use of questionnaires of this nature, and indeed our plans for the next phase will be implementing changes to address many of the limitations identified.

Importantly, despite the limitations, the quantitative results strongly suggest that indeed social circus can result in substantial benefit in terms of personal growth, social inclusion and social engagement as well as contributing in other positive ways. It is noteworthy that the quantitative analysis is consistent with the open-ended responses and is congruent with previous qualitative and anecdotal reports of the benefits that accrue from social circus participation. Finally, we stress that interpretation of the results must await theory-informed qualitative analysis being conducted by Dr. Spiegel. Critical qualitative analysis is always needed to give meaning and depth to the quantitative results in such situations; this is no exception.

Résumé

Introduction and but de l'étude

L'Art pour le Changement Social : Un partenariat de recherche dans l'enseignement, l'évaluation, et le renforcement des capacités (ASC !) rassemble des chercheurs, des membres de la communauté, des étudiants et d'autres collaborateurs qui viennent d'une grande variété de secteurs et qui vise à explorer l'utilisation de l'Art pour mobiliser les gens et encourager un changement positif. Dans le cadre de ce programme de recherche, Dr. Jennifer Spiegel de l'Université Concordia mène une étude de cirque social. La recherche menée par Dr. Spiegel utilise principalement des techniques ethnographiques ainsi que d'autres techniques qualitatives; le but de ce rapport est de fournir des données quantitatives sur le cirque social au Québec pour ainsi contribuer à l'étude de Dr. Spiegel, ainsi que de contribuer à l'objectif de recherche d'ASC! d'élaborer divers outils de recherche pour les projets ASC ainsi que pour des évaluations opérationnelles si approprié. L'un des objectifs spécifiques de ce rapport est d'identifier les forces et les limites de l'approche utilisée ici, soit un questionnaire quantitatif.

Méthodes

Le développement du questionnaire a été mené par le « pod d'évaluation », en collaboration avec d'autres membres de l'équipe ASC! basés autant en milieu universitaire qu'en milieu communautaire. Le questionnaire vise à fournir des informations sur la mesure selon laquelle le cirque social influence les participants au niveau de leur croissance personnelle, leur inclusion sociale, et leur engagement social. Notre questionnaire cherche aussi à recueillir des informations relatives à la perception des participants sur le cirque social, et comment ce dernier pourrait avoir modifié le mode de vie des participants, et ce, selon leur propres buts et désirs. Le questionnaire a adopté un model « rétrospectif après/avant ». En d'autres mots, le questionnaire a demandé aux participants d'essayer de se souvenir comment ils auraient répondu aux questions avant de commencer le cirque social, par rapport à la façon dont ils se sentent maintenant sur ces mêmes questions. Cette conception est facile à mettre en application et est considérée une réflexion précise du changement, car les participants emploient les mêmes « points de référence» pour répondre aux questions de réponse qui concerne leurs expériences passées (après l'intervention) et courantes (avant l'intervention). Le questionnaire a été distribué aux participants

de cirque social qui ont participé à un Rassemblement qui a eu lieu à Québec en mai 2014. Les réponses ont été analysées en comparant le score «avant» et «après» la participation au cirque social pour chaque question (article) ainsi que chaque pour chaque «échelle» (croissance personnelle, inclusion sociale, et engagement social).

Résultats

Environ 90% (56 participants) de ceux admissibles ont participé. Toutes réponses étaient données de façon anonyme. Les participants venaient de 7 programmes de cirque social à travers la province de Québec. Tous les participants ont choisi de remplir le questionnaire en français. Les participants ont obtenu des scores significativement plus élevés sur les trois échelles « après » la participation au cirque social, ce qui suggère que le cirque social a en effet un impact bénéfique sur la croissance personnelle, l'inclusion sociale et l'engagement social. Par exemple, les participants ont obtenu un score 27.6% plus élevé pour la question « *j'essaie des choses qui sont hors de ma zone de confort* » après avoir participé au cirque social; ils ont obtenu un score 22.2% plus élevé pour la question « *j'ai confiance en moi* », et un score 21.8% plus élevé pour la question « *je suis fier(ère) de mes accomplissements personnels* ». Les participants ont aussi obtenu un score 26.6% plus élevé pour la question « *j'appartiens à une communauté ou à un groupe* » après le cirque social.

Au niveau des totaux de tous les indicateurs pour chaque échelle, les participants ont obtenu un score 16.6% plus élevé sur l'échelle « croissance personnelle », 16.0% plus élevé sur l'échelle « inclusion sociale », et 18.8% plus élevé pour l'échelle « inclusion sociale », et ce, après la participation au cirque social.

Les participants ont déclaré que leurs sentiments au sujet de leur éducation, leur travail, leur revenu, leur consommation de substance, et leur remise en forme ont changé de manière significative grâce à la participation au cirque social. Par exemple, après le cirque social, 19.6% plus de participants étaient « *heureux avec leur travail* »; 16.0% plus de participants étaient intéressés à retourner aux études; 16.1% plus de participants ont déclaré qu'ils ont eu « *un revenu moyen, et c'est assez* » et particulièrement, 27.6% plus de participants ont rapporté ne pas consommer. Le niveau de forme physique des participants a changé considérablement. Par exemple, alors que 85.7 % des participants ont déclaré faire peu d'exercice avant le cirque social

et que ça leur convient, seulement 14.2 % d'entre eux ont répondu la même chose après le cirque social, soit une réduction de 71.5 % !

De plus, les résultats montrent des différences entre les sexes, où les femmes sembleraient recevoir un plus grand bénéfice. Une relation dose-réponse a été observée - en d'autres mots, ceux qui ont participé au cirque social pour une période de temps plus longue ont rapporté tirer plus de bénéfices que ceux qui ont joint le cirque social plus récemment.

Les participants avaient l'opportunité d'écrire des commentaires qualitatifs concernant leur expérience dans le cirque social. Commentaires comme : « Merci beaucoup vous avez su changer ma vie! » and « Sa rendu [sic] ma vie meilleure. Je me sens fier de moi, je peux m'exprimé [sic] et montré [sic] de koi [sic] je suis capable librement » supportent nos résultats quantitatifs affirmant que les participants de cirque social en tirent des avantages profonds .

Discussion et conclusion

Cette étude a fourni des indications utiles sur le cirque social, et a également identifié plusieurs limites de cette approche évaluative et du questionnaire utilisé. Tout d'abord, en ce qui concerne le questionnaire lui-même, l'outil de sondage utilise des échelles qui ne sont pas encore validées pour cette population ou ce type de programme. En tant que tel, le texte et /ou le model n'étaient peut-être pas optimaux pour capturer l'expérience des participants. Deuxièmement, il pourrait y avoir eu un « biais de rappel », où le rappel des participants à propos de ce qu'ils ressentaient il y a quelques années, soit avant leur participation avec le cirque social, n'est pas exact. Troisièmement, il pourrait y avoir eu une certaine «partialité des rapports »- où quelques participants auraient rapporté ce qu'ils pensaient que les chercheurs voulaient savoir. Quatrièmement, comme le questionnaire a été mené uniquement auprès de personnes qui ont assisté à cet événement festif (le Rassemblement), il pourrait y avoir eu un «biais de survie », où ceux qui n'ont pas bénéficié du cirque social auraient abandonné donc n'auraient pas assisté à cet événement. Cinquièmement, un «biais de bénévolat» a pu être présent (ceux qui n'ont pas eu une bonne expérience ont choisi de ne pas remplir le questionnaire)- quoique le grand nombres de participants qui ont rempli le questionnaire rends ce biais moins probable. D'autres limitations ont été identifiées. Par exemple, plusieurs des répondants ont semblé répondre à quelques questions basé seulement sur « depuis commencer le cirque social », en raison d'une certaine confusion dans les titres de cette section. Ceci aurait biaisé les résultats et sous-estimé la valeur

du cirque social. L'identification de ces faiblesses est très utile pour le développement et l'utilisation de questionnaires de cette nature pour des projets futurs. Nos plans pour la phase suivante de cette étude sera d'adresser plusieurs des limitations identifiées.

Malgré les limitations, nous soulignons que les résultats quantitatifs suggèrent fortement que le cirque social peut entraîner des avantages substantiels en termes de croissance personnelle, d'inclusion sociale, et d'engagement social. Nous notons que notre analyse quantitative préliminaire est conforme à ce qui a été rapporté dans les questions ouvertes, et est aussi conforme à des rapports qualitatifs et anecdotiques existant déjà qui soutiennent que la participation dans le cirque social présente de grands avantages pour les participants. Bien que nos résultats fournissent un aperçu optimiste de l'impact de cirque social, l'interprétation des résultats sera éclairée par une analyse qualitative qui sera menée par Dr Spiegel. Des analyses qualitatives critiques sont souvent nécessaires pour donner de la profondeur aux résultats quantitatifs, et cette étude ne fait pas exception.

Report on Questionnaire Survey Conducted in Quebec of Participants in Social Circus Event, May, 2014

Introduction

A study of social circus is being conducted by the lead author of this report, Dr. Jennifer Spiegel, of Concordia University as part of a five-year research program in art-for-social change (ASC). ASC refers to the broad spectrum of ways in which the arts are used to engage people and encourage positive change. Funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) through its Partnership Program, *Art for Social Change: A Research Partnership in Teaching, Evaluation and Capacity-Building (ASC!)*, involves researchers, community members, students, and others from a wide variety of sectors, including the health and justice systems, civil society, environmental, intercultural, elder and youth-focused organizations, and professionals working in the fields of social innovation, social enterprise and public policy.

ASC! is based at Simon Fraser University (SFU) in British Columbia, under the direction of Judith Marcuse, head of the International Centre for Arts for Social Change, and involves numerous researchers from six universities across British Columbia, Alberta, Ontario and Quebec. ASC! seeks to provide benefits to community organizations and the constituencies they serve by putting organizations in touch with like-minded groups that can serve as mutual supports across the arts-for-social change community in Canada. ASC! is creating and providing pedagogical tools as well as guidance on different partnership models and is assisting with capacity-building. ASC! also aims to provide an arsenal of mixed-method evaluative techniques from which to choose. Such tools are intended for use by community organizations operating arts-based programs internally, to improve these programs in line with their own objectives, and externally, to seek funding and support from other organizations, in addition to informing world knowledge about such endeavours.

The team of researchers within ASC! that is focused on evaluation is led by co-author of this report, Dr. Annalee Yassi at the University of British Columbia (UBC), aided by the other co-authors of this report, graduate student, Stephanie Parent, and Research Manager, Karen Lockhart. Another co-author, graduate student, Shira Taylor, from the Knowledge Translation (Sharing Our Understanding and Learning [SOUL]) ASC! group based at the University of Toronto, is also working with the evaluation team in developing the quantitative analytic tools. Other team members also contribute to evaluation activities. The evaluation pod's goals include synthesizing and critically analyzing the various approaches to assessment of arts-for-social-change projects, identifying ethical issues, and developing a variety of mixed-method approaches, including validated evidence-based tools for use in evaluation of arts projects

There are multiple challenges associated with evaluation of community arts-based projects and many evaluation methods, epistemologies (ways of knowing) and arts-based techniques have been used to assess the social impacts of arts-based programs. Questions remain regarding the reliability and validity of some of these methods and the strength and weaknesses of each approach. The evaluation team's work will involve analyzing world literature, as well as working closely with ASC field projects. It is in this context that the current report is being prepared.

We stress that both qualitative and quantitative approaches to evaluation have advantages and disadvantages; one approach is not superior to the other – rather they address different objectives. For ASC organizations interested in conducting quantitative assessments, the researchers with whom the organizers work need to ensure that questionnaires used actually measure what they want to measure. For example, a researcher interested in measuring self-esteem needs to ensure the questions asked are indeed indicators of self-esteem and not of some other attribute, such as extroversion. A questionnaire measuring what it is intended to measure is termed “valid”. Another aspect of questionnaire development pertains to “reliability,” meaning that the answers to the questions are consistent, i.e. all questions meant to measure one construct give approximately the same score. Additionally, the questions must be adapted to the populations that will answer them. For example, a questionnaire about the impacts of an arts-based intervention designed for corporate executives will contain different questions than one for

street youth, even when measuring the same construct. Researchers have developed methods of designing questionnaires to maximize validity, reliability, and appropriateness for the target population. Some of these have not yet been used in this “pilot” study, but may be employed in a later phase of the study, once the experience with this questionnaire is synthesized.

Dr. Spiegel’s research on social circus combines several research approaches, with particular focus on using ethnographic and other qualitative techniques. She has conducted extensive interviews and has been engaged in a participant-observer role within social circus for many months. The purpose of this report is to contribute a quantitative perspective, both to Dr. Spiegel’s study on social circus, as well as to the overall objectives of the ASC! initiative. This report synthesizes the first stage of the quantitative work, which is a collaborative effort in which the evaluation team has been working with Dr. Spiegel, and through her, with her social circus partners.

Objectives

Following from the above, there are four overall purposes of this report. We aim to:

1. Provide some feedback to local program organizers about their programs;
2. Add to world knowledge about possible impacts of social circus;
3. Contribute to developing a validated questionnaire to use where appropriate as an adjunct to evaluation in social circus or more generally, in arts-for-social change programs; and
4. Identify and discuss the strengths and limitations of surveys of this nature.

The purpose of this report is primarily to address the first and last objectives.

The survey was designed to try to answer the following questions:

- Who participates in the social circus programs in Quebec (age, gender, language, socioeconomic profile, etc.)?
- To what extent does participation in social circus impact personal growth, social inclusion, and social engagement of participants?
- To what extent does participation in social circus influence participants’ feeling about social circus? To what extent does participation in social circus influence participants’ feeling about their own housing, education, work, income, use of substances, and fitness?
- Does gender matter with respect to these indicators?

- Is longer and more intensive participation in social circus associated with greater positive benefits (i.e. is there a dose-response relationship)?

Methods

Deciding on constructs to study:

According to social circus proponents, social circus presents tremendous beneficial impacts for participants. Social circus projects have claimed to reduce teen smoking, drug addiction, and anti-social behaviour. Social circus and has been called a transformative intervention, particularly with respect to empowering its participants with the strategies they need to deal with the burdens of displacement and loss, building self-esteem and develop skills that result in healthier communities. With its combination of physicality, humour, artistic expression and teamwork, proponents claim that circus arts help people express their creativity while demanding perseverance and discipline that can have beneficial effects on their own wellbeing and that of their communities.

From preliminary qualitative research undertaken by Dr. Spiegel of the Montreal and Ecuador social circus programs, we highlighted three constructs that social circus is purported to impact: personal growth, social inclusion, and social engagement. These may not be the *most* important impacts of social circus, but they are amenable to quantitative analysis and the literature also suggested that these constructs would likely be influenced by participation in social circus. Some existing scales already measure these particular constructs, although none have been rigorously tested for validity and reliability when used in the social circus context. As such, we felt that such an instrument may be a useful tool, as social circus programs are expanding rapidly. Our team decided to develop a reliable and valid questionnaire, useful for quantitatively measuring the impact of social circus on participants' personal growth, social inclusion, and social engagement for populations such as street-involved youth and other marginalized communities interested in social circus. A summary of the literature that led to the decision to focus on these constructs is presented in Box 1.

Box 1 – Definitions of main constructs studied

Social inclusion:

Social inclusion has been defined as having the means, material or otherwise, to participate in social, economic, political, and cultural life (Huxley et al., 2012). Anecdotal evidence suggests that participation in social circus promote participants' social inclusion (Spiegel et al., 2014; Kinnunen and Lidman 2013). While this is often claimed, there is little quantitative evidence to support this observation. The current project aims to validate a questionnaire with a scale for measuring the impact social circus on social inclusion.

Personal Growth

Personal growth is defined as the desire or capacity to change and develop one's self to become a better human being (Robitschek, 1998), including skill acquisition, the subjective feeling of being a better person, and self-esteem. Participants in social circus are said to experience personal growth (Trotman, 2012). We included a scale to quantitatively measure personal growth in social circus participants.

Social Engagement

Social engagement is defined as performance of meaningful social roles for either leisure or productive activity (Glass, De Leon, Bassuk, and Berkman, 2006). Indicators were gleaned from in-depth interviews conducted by Dr. Spiegel with ten social circus participants and matched with those discussed in the literature (Huxley et al., 2012; Saczynski et al., 2005).

Questionnaire design and development

From the literature review, we selected questionnaires used by others interested in measuring the same constructs. Table 1 presents the source questionnaires. We then extracted and adapted the questions from these existing questionnaires based on the preliminary site-specific qualitative research conducted by Dr. Spiegel, and developed the first draft, in English.

Table 1: Questionnaires from which we sourced our questions

| Questionnaire | Source | Validated? |
|--|---|--|
| Social and Community Opportunities Profile (SCOPE) short version | Huxley et al., 2012 | Yes, for the general population and people with mental health issues |
| Arts and Social Inclusion Participant Questionnaire | Jermyn, 2004 | No |
| Social Impact of Participation in the Arts Participants Questionnaire | Matarasso, 1997 | No |
| A Guide to Study the Effects of Social Circus Participants Questionnaire | Kinnunen, Lidman, Kakko; Veikkolainen, 2013 | No |
| Personal Growth Initiative Scale | Robitschek (1998) | Yes, for the general population |

We tried to gather as much information as possible while keeping the length short enough to be completed in a reasonable time frame. Community-based partners in the research, particularly David Simard from Cirque du Soleil, and Isabelle Massé, coordinator of Cirque Hors Piste, provided important input to the questionnaire development, working closely with Jen Spiegel, and in turn with the “evaluation pod” members (Annalee Yassi and Stephanie Parent), and Shira Taylor from the “knowledge mobilization pod”. We used a retrospective post-then-pre design in which the participants are asked at the same time how they felt “now” and how they remember feeling “before” the intervention (in this case, the intervention is involvement in social circus).

The study design of asking about before-versus-now at the same time (now) is easy to implement as only one administration of the questionnaire is necessary. This is an important consideration given that many participants in social circus are nomadic, with no fixed address, and participation in circus activities for many is sporadic. It is also considered to be a more accurate reflection of change, as the participants use the same “frame of reference” to answer questions that pertain to their past (before the intervention) and current (after the intervention) experiences. For example, take the hypothetical situation of a participant in a dance class who considered himself as being an excellent dancer before he signed up for the program. In a questionnaire survey being conducted at that time, he would have rated his dancing skills as “excellent”. Hypothetically, after participating in dance classes, he realized that he was not as good a dancer as he originally thought. In this case, a shift in the participant’s understanding (or frame of reference) occurred because of the intervention (dance classes). If the participant rates himself an excellent dancer after the intervention (now that he realizes he was actually a “fair” dancer before the dance classes), the change would not be reflected since both the “before” and “after” would have been rated as excellent. This bias is termed “response shift bias”, and the “retrospective post-then-pre design” we used in this social circus questionnaire in Quebec decreases the likelihood of this bias occurring.

Our questionnaire’s retrospective post-then-pre design also reduced what is called “pretest sensitivity”. For example, a participant filling out a survey about eating habits before the intervention would know that the study would be measuring change in eating habits. By knowing this, she may (consciously or not) make an extra effort to improve her eating habits. Thus, the participant would get a high score for eating habit after the intervention, not necessarily because the intervention helped but because she knew that eating habits would be measured so specifically worked on improving her eating habits. This is akin to the Hawthorne effect, where people behave uncharacteristically because they know that they are being studied. Additionally, it would be needlessly onerous for many ASC projects to rely on having to conduct surveys before the start of their programs in order to assess differences possibly attributable to the program. This is another reason why our current design was superior.

Importantly, the retrospective post-then-pre design is not only less burdensome for program administrators, researchers and for participants who only have to complete the survey once, but is also especially useful with intensive short-term interventions. It was thus deemed most appropriate for this questionnaire study.

In order to quantitatively assess participants' personal growth, social inclusion, and social engagement "before" and "after" the program, we used a 5-point ("Likert") scale. For each item related to the personal growth and social inclusion scales, participants rated whether they "strongly disagreed", "disagreed", "neither agreed nor disagreed", "agreed", or "strongly agreed". A score from 1-5, respectively, was associated with each answer. For each item related to social engagement, participants rated the likelihood of engaging in each item, from "very likely" to "likely", "maybe", "unlikely", and "definitely not". As before, a score from 1-5, respectively, was associated with each answer. For each scale, we compared the total score "before" and "after" participation in social circus and determined whether the difference in score was statistically significant.

Community partners were consulted to ensure ease of understanding, appropriateness and acceptability of the questionnaire. A second draft was developed based on the research team and community partners' feedback. The second draft was translated into French, and the French version was distributed at the Rassemblement. (See Appendix 1 for the English and French versions).

Questionnaire administration

Ethics approval was granted at the University of Concordia, home of the lead researcher for this study; appropriate approval had also been provided by SFU and UBC.

Questionnaires were distributed at the Rassemblement, a gathering of all Quebec's social circus programs (Montreal, Quebec, Manawan, Wemotaci, Sherbrooke, Drummondville, Victoriaville, and Baie-St-Paul). The Rassemblement was held in Quebec City in May 2014. Onsite research team members estimate that upwards of 90% of those eligible to complete the survey did so.

The questionnaire was self-administered, anonymous and voluntary. Participants in social circus programs answered the questionnaire by hand on the spot and returned it to the investigator immediately after. Many social circus instructors are past participants, and their insights on social circus are meaningful for this study. During the Rassemblement, three instructors also completed the questionnaire and their results are included in the overall analysis.

Questionnaire analysis

Data were analyzed using SPSS version 22.0. Descriptive statistics (counts, frequencies) and mean comparisons were performed. For each scale, we compared the total score “before” and “after” participation in social circus and determined whether the difference in score was statistically significant (e.g., in order to ascertain if changes reported between “now” and “before” were chance findings). Paired t-tests were performed to determine statistical significance of differences. The “p” values listed refer to the probability that the findings were “chance” findings. Generally, if there is less than a 5% chance that the finding occurred randomly (i.e. $p < .05$), the differences reported are considered “statistically significant” by researchers.

Results

1. Who participated in this survey?

The majority of participants were between 18 and 23 years of age (53.7%). Note that as only people 18 years old and over were invited to answer the questions, these numbers do not represent the full spectrum of enrolment in these programs. Age distribution by program is shown in Table 2. Participants were mainly from Quebec (23.2 %), Montreal (17.9%) and Sherbrooke (25.0%). No Manawan program participants answered the questionnaire, as this program was targeted for younger people. Most respondents (48) spoke French as a first language (85.7%), with 3 (5.4%) listing English as their first language, 3 (5.4%) listing Spanish, 2 (3.6%) listing Atikamekw, and 1 other (1.8%). (Note, as one respondent listed two languages, the 57 responses represented 101.8%)

The majority of respondents (31) were male (55.4%), with 18 (32.1%) female, 2 transgender (3.6%) and 5 who left out this question. The gender distribution by program is shown in Table 3.

Table 2: Age distribution of participants who self-identified as 18 or over, by program

| Program | Age: Count (%) | | | | | | Total |
|-----------------------|------------------|----------------|------------------|-----------------|----------------|----------------|-----------------|
| | Under 18 | 18-20 | 21-23 | 24-26 | 27-29 | 30+ | |
| Quebec | 2 (3.6) | 5 (8.9) | 3 (5.3) | 1 (1.8) | 0 | 2 (3.6) | 13 (23.2) |
| Montreal (Hors Piste) | 0 | 0 | 3 (5.3) | 4 (7.1) | 1 (1.8) | 1 (1.8) | 9 (16.1) |
| Wemotaci | 1 (1.8) | 1 (1.8) | 0 | 0 | 0 | 0 | 2 (3.6) |
| Sherbrooke | 1 (1.8) | 6 (10.7) | 5 (8.9) | 0 | 1 (1.8) | 0 | 13 (23.2) |
| Drummondville | 5 (8.9) | 1 (1.8) | 0 | 0 | 1 (1.8) | 0 | 7 (12.5) |
| Victoriaville | 0 | 1 (1.8) | 4 (7.1) | 0 | 0 | 1 (1.8) | 6 (10.7) |
| Baie St-Paul | 3 (5.4) | 0 | 0 | 1 (1.8) | 0 | 0 | 4 (7.1) |
| Missing | | | | | | | 2 (3.6) |
| Total | 12 (21.4) | 14 (25) | 15 (26.8) | 6 (10.7) | 3 (5.4) | 4 (7.1) | 56 (100) |

Table 3 – Gender distribution of social circus respondents by program

| Program | Gender: Count (%) | | | Total |
|---------------|-------------------|------------------|-------------------|-----------------|
| | Male | Female | Transgender/Other | |
| Quebec | 7 (12.5) | 6 (10.7) | 0 | 13 (23.2) |
| Montreal | 4 (7.1) | 5 (8.9) | 0 | 9 (16) |
| Wemotaci | 1 (1.8) | 1 (1.8) | 0 | 2 (3.6) |
| Sherbrooke | 7 (12.5) | 3 (5.4) | 1 (1.8) | 11 (19.6) |
| Drummondville | 4 (7.1) | 1 (1.8) | 1 (1.8) | 6 (10.7) |
| Victoriaville | 4 (7.1) | 2 (3.6) | 0 | 6 (10.7) |
| Baie St-Paul | 4 (7.1) | 0 | 0 | 4 (7.1) |
| Missing | | | | 5 (8.9) |
| Total | 31 (55.4) | 18 (32.1) | 2 (3.6) | 56 (100) |

Length of involvement with the social circus: The greatest proportion of participants (48.2%) had had more than twenty sessions. The greatest proportion of participants (46.4%) were involved for less than one year.

Table 4: Length of time participants were involved in social circus

| Program | How many years: Count (%) | | | Total |
|---------------|---------------------------|-------------------|-------------------|-----------|
| | Less than one year | Between 1-3 years | More than 3 years | |
| Quebec | 4 (7.1) | 2 (3.6) | 7 (12.5) | 13 (23.2) |
| Montreal | 7 (12.5) | 1 (1.8) | 2 (3.6) | 10 (17.9) |
| Wemotaci | 1 (1.8) | 1 (1.8) | 0 | 2 (3.4) |
| Sherbrooke | 7 (12.5) | 4 (7.1) | 3 (5.4) | 14 (25) |
| Drummondville | 4 (7.1) | 1 (1.8) | 1 (1.8) | 6 (10.7) |
| Victoriaville | 0 | 3 (5.4) | 2 (3.4) | 5 (8.9) |
| Baie St-Paul | 3 (5.4) | 0 | 1 (1.8) | 4 (7.1) |
| Missing | | | | 2 (3.4) |
| Total | 26 (46.4) | 12 (21.4) | 16 (28.6) | 54 |

Table 5: Number of sessions by program

| Program | How many sessions: Count (%) | | | Total |
|---------------|------------------------------|------------------------------|--------------|-----------|
| | Less than 5 | More than 5 but less than 20 | More than 20 | |
| Quebec | 1 (1.8) | 1 (1.8) | 11 (19.6) | 13 (23.2) |
| Montreal | 0 | 4 (7.1) | 6 (10.7) | 10 (17.9) |
| Wemotaci | 1 (1.8) | 0 | 1 (1.8) | 2 (3.4) |
| Sherbrooke | 5 (8.9) | 5 (8.9) | 2 (3.6) | 12 (21.4) |
| Drummondville | 2 (3.6) | 2 (3.6) | 3 (5.4) | 7 (12.5) |
| Victoriaville | 2 (3.6) | 1 (1.8) | 3 (5.4) | 6 (10.7) |
| Baie St-Paul | 0 | 3 (5.4) | 1 (1.8) | 4 (7.1) |
| Missing | | | | 2 (3.4) |
| Total | 11 (19.6) | 16 (28.6) | 27 (48.2) | 56 (100) |

2-To what extent does participation in social circus impact personal growth, social inclusion, and social engagement of participants?

2.1 Personal growth

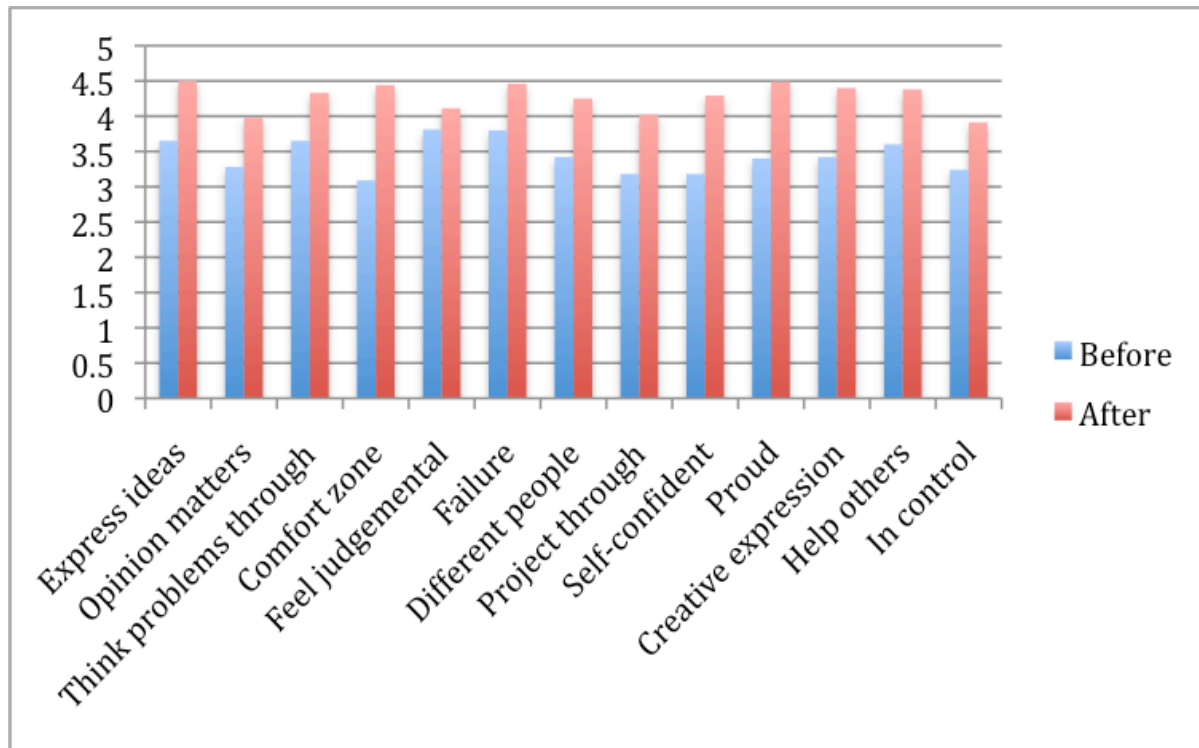
We asked the participants to answer questions derived from scales purported to measure personal growth. We asked them to indicate the extent to which they strongly disagree (1) to strongly agree (5). Participants rated each of the indicators higher after participation in social circus. Higher scores suggest that participants felt better about their own personal growth. The “n” in the first column indicates how many participants answered the question; the “mean pre” column is the average score based on the responses of all the participants who answered the question as to how they felt before the social circus program; and the “mean post” column refers to the average rating for how they feel now about the statement. The P values refer to the likelihood that the difference is a chance finding. A P value of less than .001 means that the probability that the difference between the pre and post scores occurred by chance is less than one in a thousand. The percent change is shown in the final column.

Table 6: Mean personal growth scores pre and post starting social circus

| Personal Growth. | n | Mean Pre | Mean Post | P value | % Change |
|--|----------|-----------------|------------------|----------------|-----------------|
| Do you: | | | | | |
| Feel able to express your thoughts, opinions, or ideas? | 54 | 3.63 | 4.50 | <.001 | 17 |
| Feel like your opinion matters to others? | 53 | 3.25 | 3.96 | <.001 | 14 |
| Able to think problems through and come p with your own solution? | 55 | 3.65 | 4.33 | <.001 | 13.6 |
| Try things that are outside your comfort zone? | 54 | 3.06 | 4.44 | <.001 | 27 |
| Feel judgmental (negative) towards people who tink differently from you? | 53 | 3.83 | 4.11 | .05 | 6 |
| Often feel like a failure? | 55 | 3.80 | 4.46 | .001 | 13.2 |
| Comfortable interacting with people who are different from you? | 55 | 3.42 | 4.25 | <.001 | 16.6 |
| See projects through to the end? | 55 | 3.18 | 4.02 | <.001 | 16.8 |
| Feel self-confident? | 55 | 3.18 | 4.29 | <.001 | 22.2 |
| Are proud of your personal achievements? | 55 | 3.40 | 4.49 | <.001 | 21.8 |
| Feel comfortable expressing yourself creatively? | 55 | 3.42 | 4.40 | <.001 | 19.6 |
| Go out of my way to help others? | 55 | 3.60 | 4.38 | <.001 | 15.6 |
| Feel like I’m in control of my life and destiny? | 55 | 3.24 | 3.91 | <.001 | 13.4 |

The above results are shown graphically in Figure 1:

Figure 1: Mean personal growth score for each indicators before/after



Significant differences between before and after were observed for all indicators, suggesting that social circus indeed has a significant impact on personal growth. The overall change in personal growth was 16.6%. The largest differences noted were in the questions related to “*trying things outside of your comfort zone*”, where participants scored 27.6% higher after social circus, “*feeling self-confident*” where participants scored 22.2% higher after social circus, and “*feeling proud of your achievements*” where participants scored 21.8% higher after social circus.

2.2 Social Inclusion

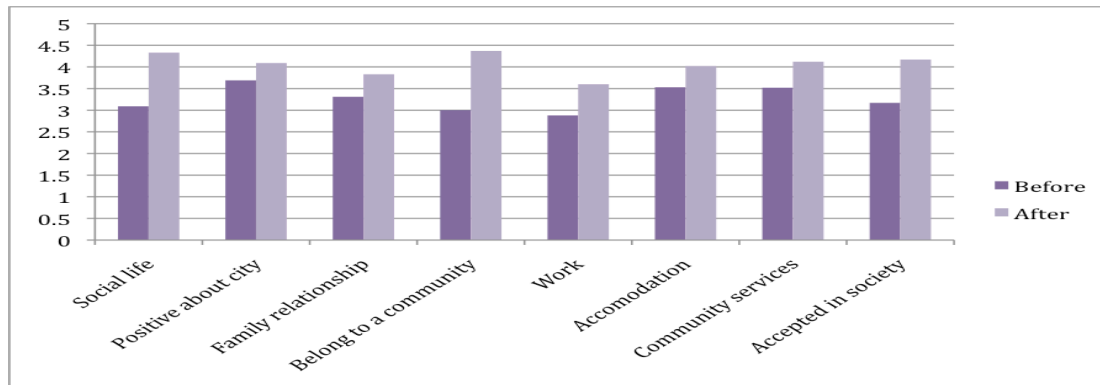
We asked the participants to answer questions from the social inclusion scale, again rated from 1 (strongly disagree) to 5 (strongly agree). Participants indicated higher scores on social inclusion indicators after participation in social circus. A higher score means that participants felt better about their own social inclusion.

Table 7: Mean social inclusion scores pre and post starting social circus

| Social Inclusion | n | Mean Pre | Mean Post | P value | % change |
|--|----|----------|-----------|---------|----------|
| Do you: | | | | | |
| Feel satisfied with the quality of your social life? | 54 | 3.09 | 4.33 | <.001 | 24.8 |
| Feel positive about the place where you live? | 54 | 3.69 | 4.09 | .007 | 8 |
| Satisfied with your relationship with your family? | 54 | 3.31 | 3.83 | .001 | 10.4 |
| Feel you belong to a community or are an important part of a group? | 51 | 3.04 | 4.37 | <.001 | 27.4 |
| Satisfied with the opportunity to find suitable work if you want to? | 52 | 2.88 | 3.60 | <.001 | 14.4 |
| Satisfied with the opportunity to get suitable accommodation? | 51 | 3.53 | 4.02 | <.001 | 9.8 |
| Satisfied with your opportunity to access community services if you need to? (healthcare, legal advice, social services, etc.) | 52 | 3.52 | 4.12 | <.001 | 12 |
| Feel accepted in society | 54 | 3.17 | 4.17 | <.001 | 20 |

These results are shown graphically here:

Figure 2: Mean social inclusion score for each indicators before/after



Again, all results were statistically significant in indicating the value of social circus. The overall change in social inclusion was social inclusion (16%), It is noteworthy that: “*Feel you belong to a community or are an important part of a group?*” showed a particularly marked change: participants scored 26.6% higher on this indicator after social circus.

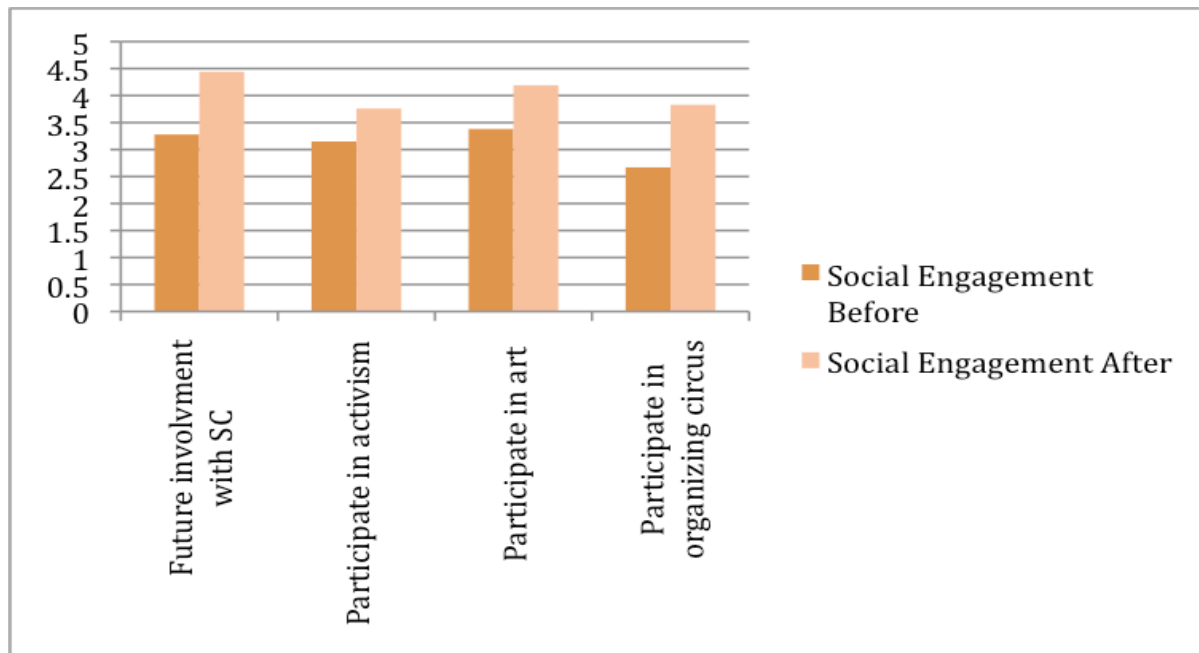
2.3 Social engagement

For this question, we asked how likely participants were to engage in various social activities. Participants reported higher scores on all social engagement indicators after participation in social circus.

Table 8: Mean social engagement scores pre and post starting social circus

| Variable | n | Mean Pre | Mean Post | P value | Change in % |
|---|----|----------|-----------|---------|-------------|
| Social Engagement Would you: | | | | | |
| Consider future involvement with social circus? | 54 | 3.28 | 4.44 | <.001 | 23.2 |
| Participate in organizations, community projects, or social activism? | 54 | 3.15 | 3.76 | .001 | 12.2 |
| Participate in artistic projects (other than circus) | 53 | 3.38 | 4.19 | <.001 | 16.2 |
| Participate in organizing/offering social or community circus projects (examples: advisory board; organizing an event; become an instructor)? | 52 | 2.67 | 3.83 | <.001 | 23.2 |

Figure 3: Mean social engagement score for each indicators before/after



Significant change from before social circus involvement was observed for all indicators, both with respect to engagement in circus activities and other arts or activist engagement. The overall change in social engagement was engagement 18.8%. Notably, participants scored 23.2% higher on the questions “*would you consider future involvement with social circus*” and “*would you participate in organizing/offering social or community circus projects*”. This is in keeping with interviews and historical analysis suggesting that many participants find and fortify

relationships with people with whom they undertake artistic and social initiatives, including collectives for social and artistic engagement, the creation of small circus troupes and launching of community-oriented arts events.

3-To what extent does participation in social circus influence participants' views about their own housing, education, work, income, use of substances, and fitness?

The questionnaire asked participants about their circumstances, including housing, education and work. We note that, unlike the above section which reported the results of three scales which had been validated for other populations in other contexts, this section was designed to ask questions specific to the populations served by the community partners, who provide community workers to the various social circus sites. For instance, the Montreal site is housed within the organization Cactus Montreal, providing addiction services and functioning in partnership with several other organizations serving street youth and sex workers. It is important to note that frequenting the other services provided by the partner organizations is *not* a prerequisite for participating in social circus. Since social circus sites typically maintain open door policies, the demographic profile of participants varies from session to session. These questions thus both help establish the baseline of current participants, which may or may not resemble that of the 'target population' served by community partners, as well as reported changes in factors of potential interest to these partners. Most partners work on a 'harm reduction' model, where the goal is not necessarily to change the lifestyle of others but to provide the support sought by those served.

3.1 Housing:

Note that 5.4% of “before” answers were missing and 10.7% of “now” answers were missing. Notably, 7.1% of participants reported living in shelter “before” social circus, while no participants reported living in shelter after social circus. Of those who answered this question, most reported “*living mostly with family*” or “*having their own place*”. The changes in the percent of people who indicated each the answers in this indicator (housing), along with the other questions in this section (regarding participant’s view of their own education, job, income, substance use and fitness) are presented in Appendix 2.

Figure 4: Participants’ housing before and after starting social circus

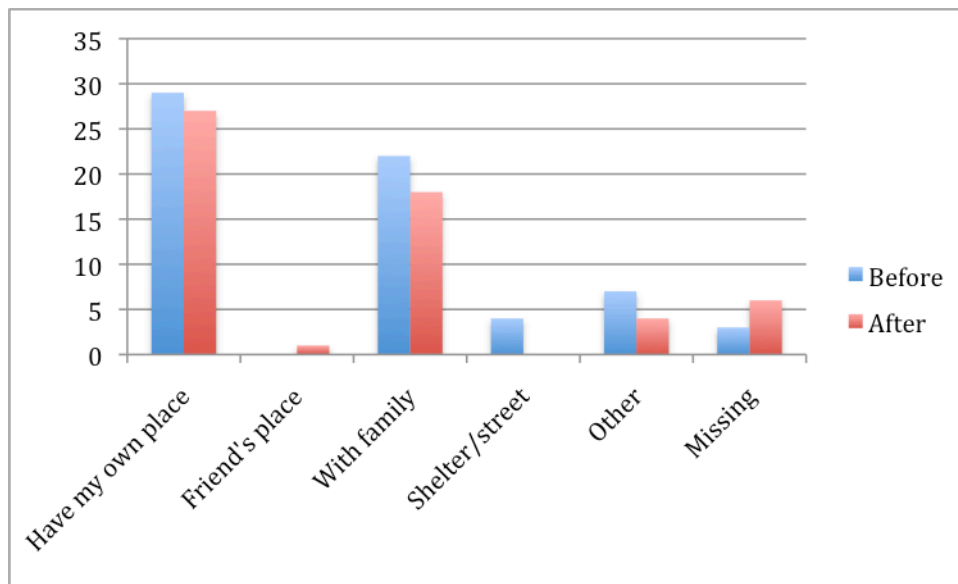


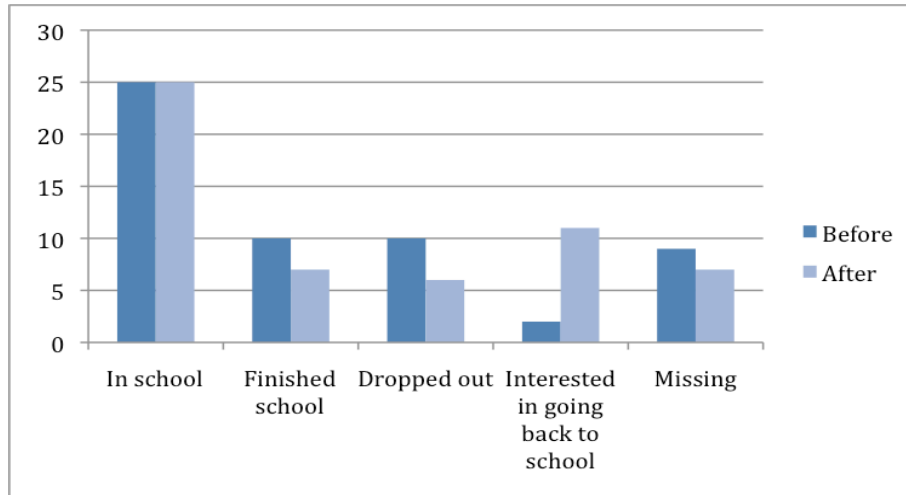
Table 9: Participants’ “other” housing

| Before | After |
|--------------------------|--------------------------|
| Auberge du Coeur | Centre jeunesse |
| Centre jeunesse (2) | Famille d'accueil |
| Famille d'accueil | Foyer de groupe d'escale |
| Foyer de groupe d'escale | Je pars en backpack |
| Résidence | Résidence |
| Squat | |
| Squatter chez des amis | |

3.2 Education:

Note that 16.1% of “before” and 12.5% of “after” responses were missing. For those who answered, there was a 16% increase in the number of people interested in going back to school “after” participation in the program.

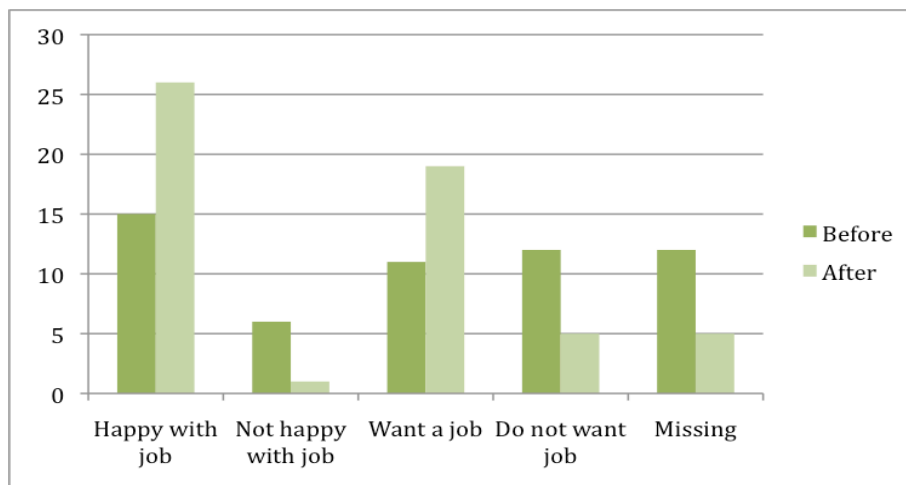
Figure 5: Participants’ view on their education before and after starting social circus



3.3 Job:

21.4% of “before” answers and 8.9% of “after” responses were missing. After participation in social circus, there was a 19.6% increase in the number of participants “*happy with their job*”, and a 14.3% increase in the number of participants who “*do not have a job but would like one*”. There was a 8.9% decrease in participants who “*had a job but do not like it.*”

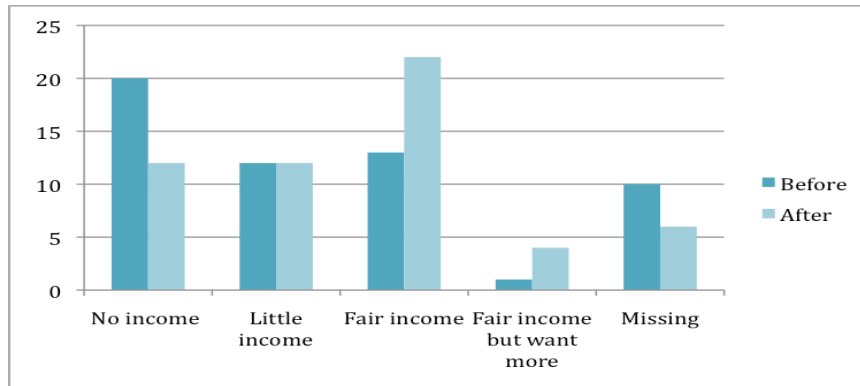
Figure 6: Participants’ view on working before and after social circus



3.4 Income

After social circus, there was a 16.1% increase in participants who stated that they had a “fair income” and a 14.3% decrease in participants reporting “no income”. Note that 17.9% of “before” and 10.7% of “after” answers were missing.

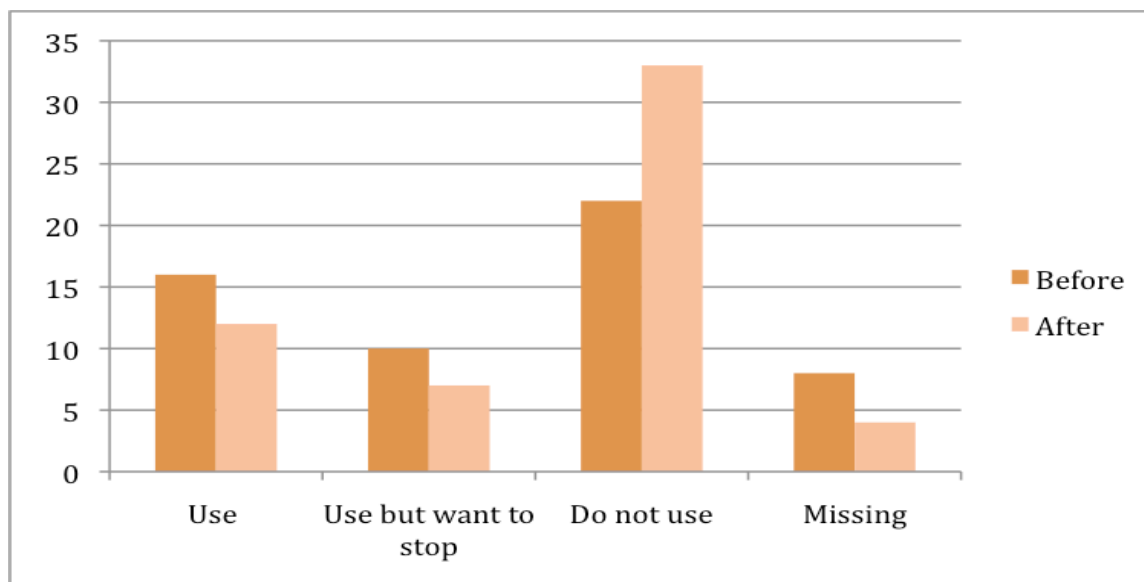
Figure 7: Participants’ view on their income before and after social circus



3.5 Substance Use

Participants’ views on their use of substance also changed considerably. For example, after social circus, 27.6% more participants reported not using substances, (although 14.3% of “before” answers and 7.1% of “after” answers were missing).

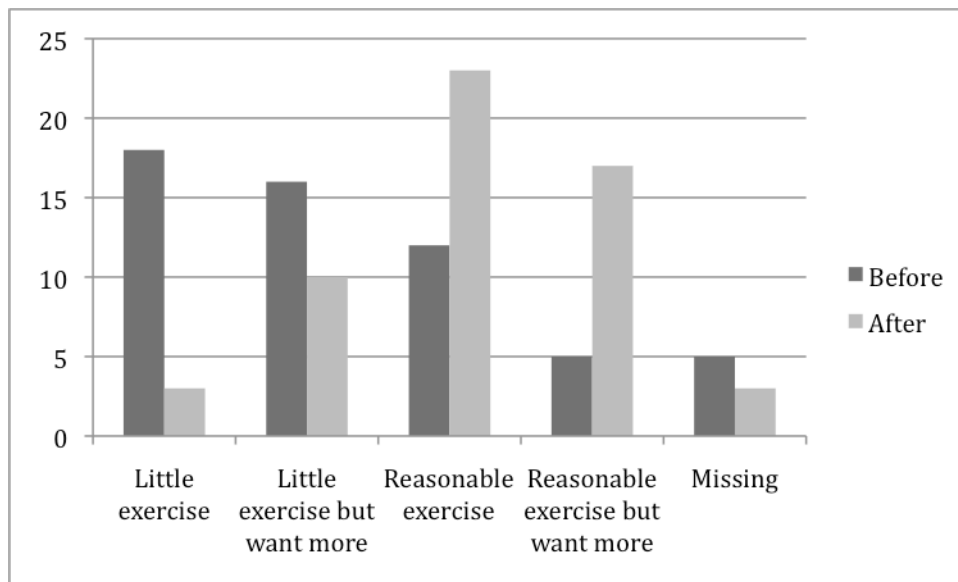
Figure 8: Participants’ view on substances use before and after social circus



3.6 Fitness:

Participants' attitudes about fitness changed considerably. For example, while 85.7% of participants reported being content with doing little exercise before social circus, only 14.2% of them reported the same answer after social circus, a 71.5% decrease. In the same vein, participants reporting doing "reasonable exercise" (whether "being content with it" or "wanting to feel more fit") increased by 19.6% and 21.4% respectively.

Figure 9: Participants' view on their fitness before and after social circus



The results show marked changes in perceived fitness and extent of exercise. Social circus is well-known to play a potentially very important role in providing an opportunity for enjoyable physical exercise.

4- Does gender matter with respect to these indicators?

We compared the answers reported by male, female, and transgender and those who left the question about gender unanswered.

4.1 Personal growth

Males and females had similar mean scores, although females reported greater improvements. For example, for the question “*I feel self-confident*” females reported that they felt 26.8% more self confident after social circus, while male showed 11.8% improvement of the same question. The results for the transgender/missing group were equivocal, perhaps due to the small sample size for this group (n=7).

Figure 10a and b: Participants personal growth score by gender

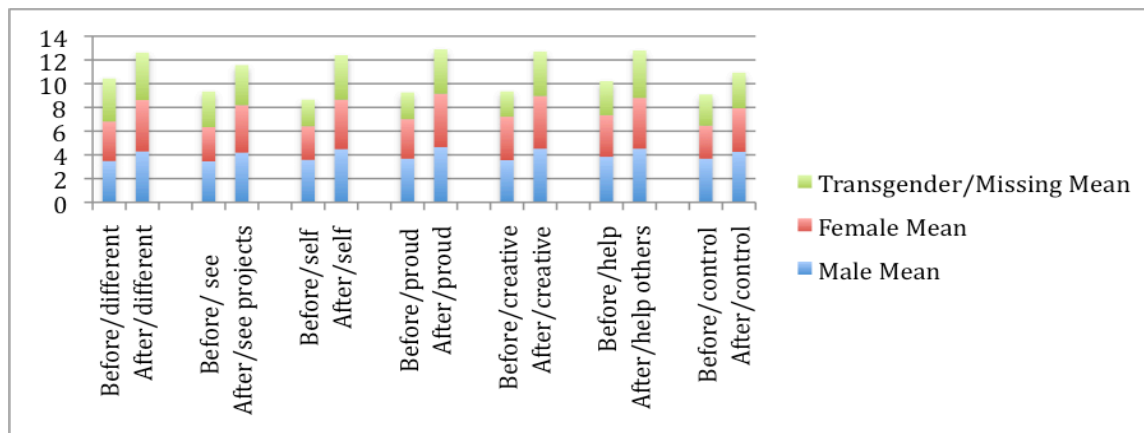
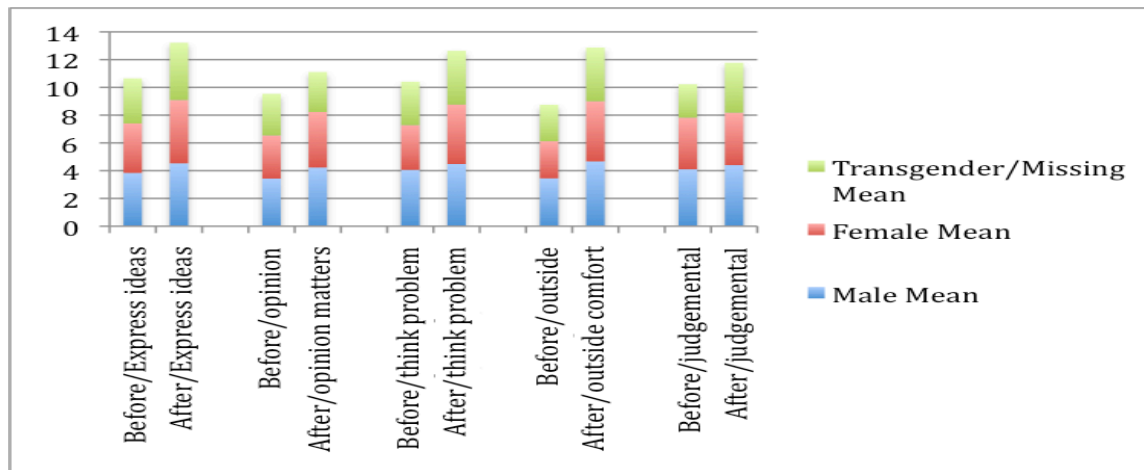


Table 10: Mean difference within group (pre versus post) and % change for personal growth

| Personal Growth | Male (change in %) | Female (change in %) | Other or not specified (change in %) |
|---|--------------------------|----------------------------|---|
| Feel able to express your thoughts, opinions, or ideas? | 0.69 (13.8) | 1 (20) | 0.88 (17.6) |
| Feel like your opinion matters to others? | 0.8 (16) | 0.89 (17.8) | -0.12 (-2.4) |
| Able to think problems through and come up with your own solution? | 0.42 (8.4) | 1.06 (21.2) | 0.75 (15) |
| Try things that are outside your comfort zone? | 1.22 (24.4) | 1.66 (33.2) | 1.24 (24.8) |
| Feel judgmental (negative) towards people who think differently from you? | 0.3 (6) | 0.06 (1.2) | 1.18 (23.6) |
| Often feel like a failure? | 0.27 (5.4) | 1.34 (26.8) | 0.63 (12.6) |
| Comfortable interacting with people who are different from you? | 0.81 (16.2) | 1 (20) | 0.37 (7.4) |
| See projects through to the end? | 0.74 (14.8) | 1.11 (22.2) | 0.38 (7.6) |
| Feel self-confident? | 0.9 (18) | 1.34 (26.8) | 1.5 (30) |
| Are proud of your personal achievements? | 0.97 (19.4) | 1.17 (23.4) | 1.5 (30) |
| Feel comfortable expressing yourself creatively? | 0.97 (19.4) | 0.77 (15.4) | 1.62 (32.4) |
| Go out of my way to help others? | 0.68 (13.6) | 0.78 (15.6) | 1.12 (22.4) |
| Feel like I'm in control of my life and destiny? | 0.58 (11.6) | 0.89 (17.8) | 0.37 (7.4) |

4.2 Social Inclusion

Females reported more improvements than males on all indicators of social inclusion. For example, for the question “Do you feel satisfied with the quality of your social life”, women reported a 35.6% change. The results for the transgender/missing group were equivocal, perhaps due to the small sample size for this group (n=7).

Figure 11: Participants’ social inclusion score by gender

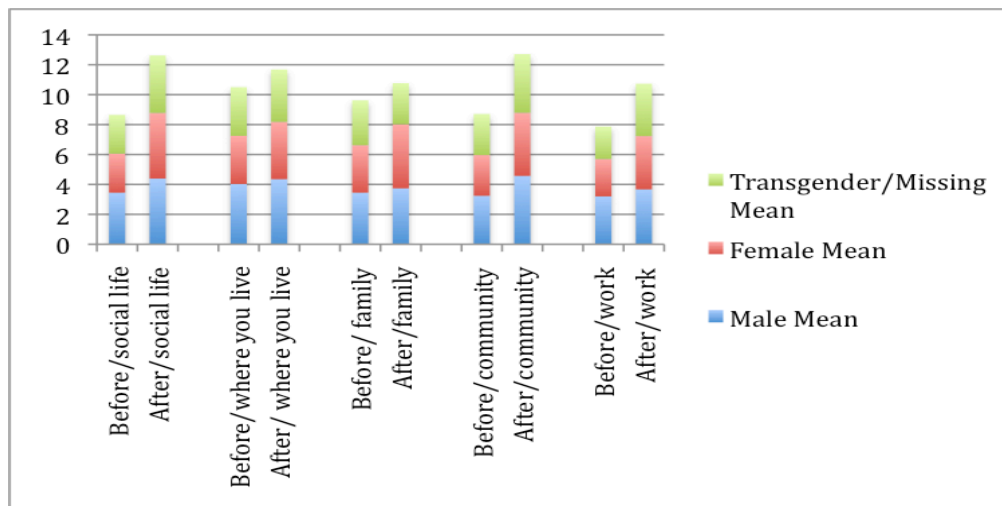


Table 11: Mean difference within group and percent change for social inclusion

| Social Inclusion Do you: | Male (change in %) | Female (change in %) | Other or not-specified (change in %) |
|---|--------------------|----------------------|--------------------------------------|
| Feel satisfied with the quality of your social life? | 0.94 (18.8) | 1.78 (35.6) | 1.25 (25) |
| Feel positive about the place where you live? | 0.32 (6.4) | 0.61 (12.2) | 0.25 (5) |
| Satisfied with your relationship with your family? | 0.29 (5.8) | 1.11 (22.2) | -0.25 (-5) |
| Feel you belong to a community or are an important part of a group? | 1.33 (26.6) | 1.5 (30) | 1.17 (23.4) |
| Satisfied with the opportunity to find suitable work if you want to? | 0.47 (9.4) | 1.06 (21.2) | 1.33 (26.6) |
| Satisfied with the opportunity to get suitable accommodation? | 0.39 (7.8) | 0.61 (12.2) | 0.67 (13.4) |
| Satisfied with your opportunity to access community services if you need to? (example: healthcare, legal advice, social services, etc.) | 0.56 (11.2) | 0.67 (13.4) | 1.00 (20) |
| Feel accepted in society | 0.77 (15.4) | 1.33 (26.6) | 1.17 (23.4) |

4.3 Social Engagement:

Females showed a slightly higher improvement in score for the “social circus involvement” indicator. However, they were less likely to participate in artistic projects “after” the program than “before”. “Transgender/not specified” showed less difference in social engagement score than males and females. In other words, social circus may not have affected the social engagement of transgender individuals and those who did not specified their gender as much as it affected social engagement for males and females.

Figure 12: Participants’ social engagement score by gender

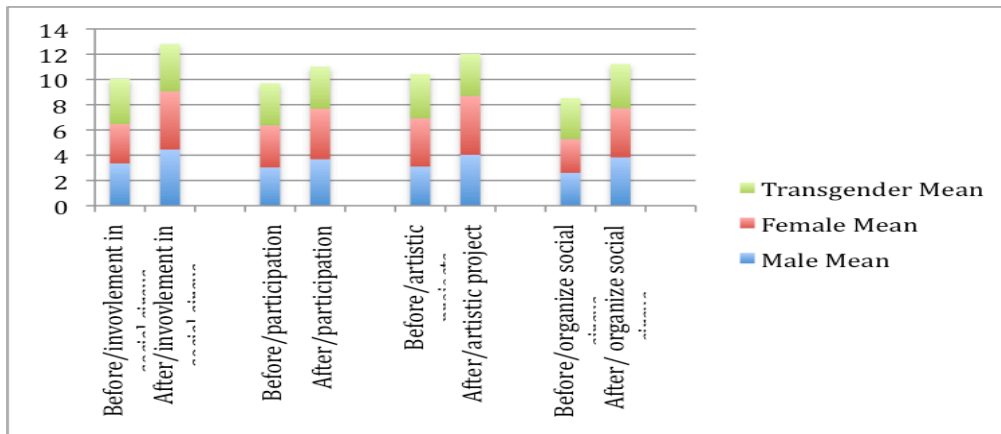


Table 12: Mean difference within group and percent change for social engagement

| Social Engagement Would you: | Male (% change) | Female (% change) | Other or not- specified (% change) |
|---|--------------------|-------------------------|--|
| Consider future involvement with social circus? | 1.1 (22) | 1.5 (30) | 0.16 (3.2) |
| Participate in organizations, community projects, or social activism? | 0.65 (13) | 0.67 (13.4) | 0 (0) |
| Participate in artistic projects (other than circus) | 0.93 (18.6) | -0.17 (-3.4) | -0.16 (-3.2) |
| Participate in organizing/offering social or community circus projects (examples: advisory board; organizing an event; become an instructor)? | 1.23 (24.6) | 1.22 (24.4) | 0.25 (5) |

The results suggest that social circus may have impacted people of different genders differently. This will be discussed further in the Discussion section.

5- Is longer and more intensive participation in social circus associated with greater positive benefits? (i.e. is there a dose-response relationship?)

Participants who had been in the program longer had a higher average score for personal growth, social inclusion, and social engagement indicators. This can suggest that the longer someone is in social circus, the greater their personal growth, social inclusion and social engagement will become.

Figure 13: Participants’ scores by length of involvement in social circus

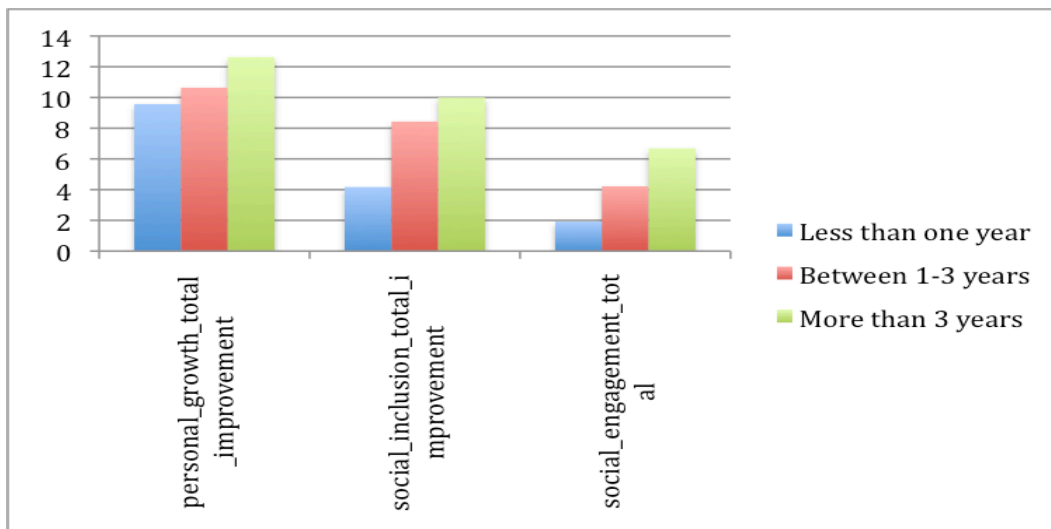
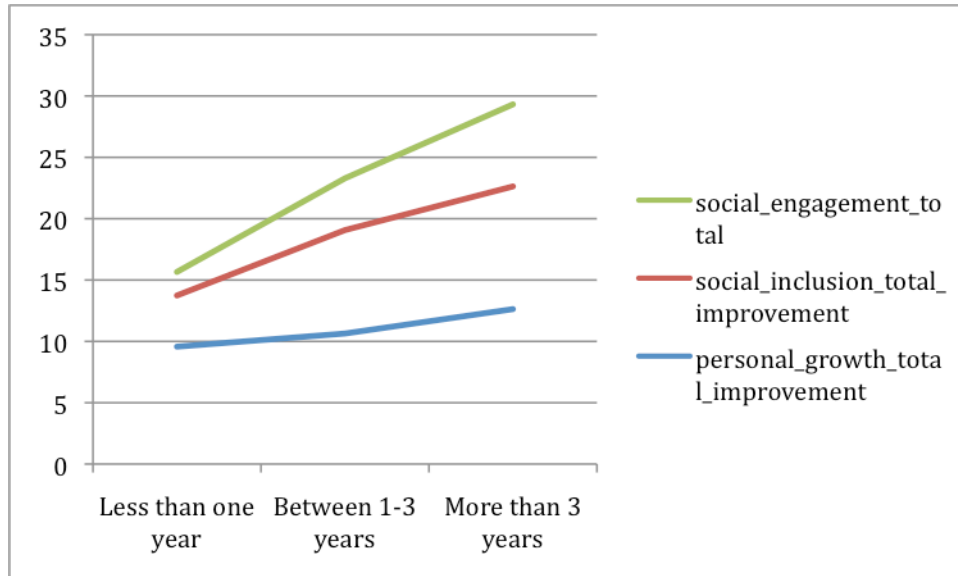


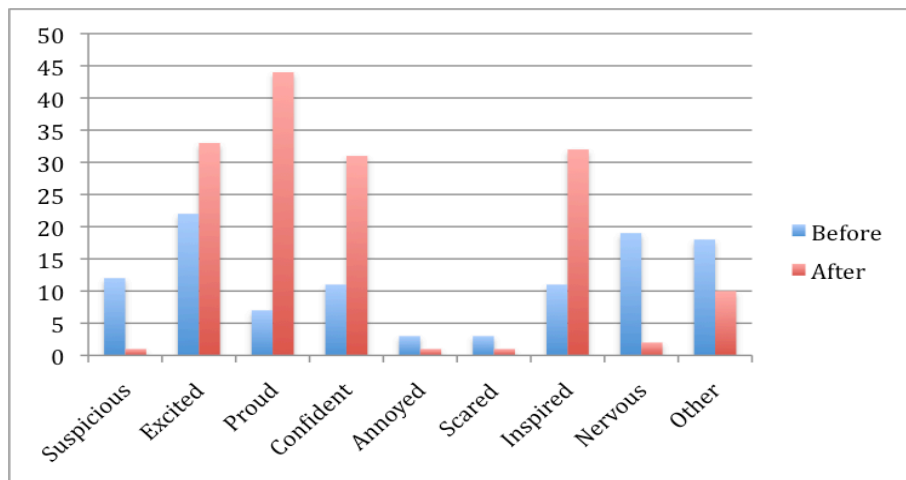
Figure 14: Participants' scores by length of involvement in social circus



6- Participants' view on social circus

Participants' perceptions of social circus reportedly changed considerably from "before" to "after" engaging in the program. For example, 12.5% of participants reported "feeling proud about social circus" before social circus, as compared to 78.6% after, a 66.1% increase. 19.6% of participants reported "feeling confident about social circus" before social circus as compared to 55.4% after, a 35.8% increase. 19.6% of participants also reported feeling "inspired about social circus" before compared to 57.1% after, a 37.5% increase.

Figure 15: Participants opinion of social circus before and after participation



Participants who answered “other” qualitatively wrote the following:

Table 13: Participants “other” opinion before and after social circus

| Before social circus | After social circus |
|-------------------------------------|--------------------------|
| Aucun (1) | Ambitieuse (1) |
| Contente d’enfin y aller (1) | Accomplie (1) |
| Curieux/euse (4) | Bonne forme physique (1) |
| Fatigué (1) | Comblée (1) |
| Ininformé (1) | Complètement folle (1) |
| Inculte (1) | Emerveillée (1) |
| Intrigué (2) | Heureux (1) |
| Je ne connaissais pas le cirque (4) | Intéressé (1) |
| Mauvaise forme physique (1) | Plus d’énergie (1) |
| Rêveuse (1) | Rêveuse (1) |
| Woo hoo! (1) | Sociable (1) |
| | WHOO HOO! (1) |

Discussion

Limitations:

Before drawing conclusions from these preliminary results, we must again note that this was a pilot study, conducted to explore how to improve a survey such as this for possible future use. As such we must stress the limitations of the current study. First, the questionnaire has not yet been tested for *validity* and *reliability* (this will be performed as the next stage of our study, if deemed appropriate). This means that there is no guarantee that the questionnaire is measuring what it is intended to measure (e.g. personal growth, social inclusion and social engagement). (Also, in reporting the “grand mean” in these scales - in other words, the average of the mean of all indicators [questions] of one construct - it is worth noting that this type of calculation is highly susceptible to outliers, meaning that if a number is much higher or much lower than the others [the “outlier”], this number will skew the grand mean. We did not find obvious outliers, so this concern was not particularly problematic in this particular study, but is a caution that should be kept in mind.)

Since it is the first time that we have given this questionnaire to people with this specific set of life experiences (current participants in social circus), we cannot be sure that the wording of questions was the best way to capture participants' experience. Also, it is likely that those living in an urban centre like Montreal would interpret questions very differently from those living in a small northern indigenous community, as their life experiences differ considerably. While participants were asked to indicate the social circus site in which they participated, the results reported above group all sites together. The qualitative data currently being analyzed from other study methods will cast further light on this issue – though to date, in depth qualitative data has only been collected from the Montreal site.

Secondly, some participants may not have understood the concept, or the questionnaire may have been unclear. For example, the section where we asked about living situation, work, income, substance use, fitness, etc. had a high level of non-response. The reasons why the participants chose to not respond to this section are still unclear, and may have been due to the way the questionnaire was designed (see Appendix 1 Part 4). Additionally, the quantitative responses of some participants indicated that they experienced no change before and after the program, but the qualitative comments (included as Appendix 3) indicated that participants experienced significant change. In fact, if the questionnaires from the people who reported transformative changes qualitatively but not quantitatively would be excluded from the data, the magnitude of the differences from before social circus began would be even larger.

A third issue is that the questionnaire was a retrospective post-then-pre design (the respondents had to answer a question from the perspective of how they remember feeling before participating in social circus, as well as now). While there is literature to support the validity of this approach, as noted in the discussion of methodology above, there may have been what is called "*recall bias*," with some participants not correctly remembering how they felt.

Fourthly, many potential biases may explain the results obtained. "*Survival bias*" is a term describing the situation when the people who stay in a program are the people who are benefiting from it, while others who did not enjoy it left. This "survival bias" may explain the "dose-response" relationship. However, while it may be that people who stayed the longest in the

program are those that most gained from it, an alternate explanation is that those who stayed are those who most needed it, which would suggest a bias in the opposite direction. Longitudinal analysis (i.e., following people over time) would be necessary to provide information in this regard.

A fifth bias may be what is called a “*reporting bias*”, where respondents selectively revealed (or concealed) information. This is especially likely since many questions were sensitive in nature. We attempted to mitigate this concern by ensuring that there were no personal identifiers on the questionnaires and guaranteeing anonymity (as well as confidentiality for rare situations where identification might inadvertently be surmised), but respondents may still prefer that certain information not become known even on a group basis and even if their own individual identity is hidden.

Sixthly “*volunteer bias*” may have occurred, meaning that only those who gained from the program choose to participate in the study, making the program seem more beneficial. For the current study, it appears that the majority of those eligible to participate did, but since we do not know how many people did not answer the questionnaire, “*volunteer bias*” may have been present. Additionally, it is possible that social circus participants at the Rassemblement differ from the typical social circus participant.

Yet a seventh bias that needs to be considered is that most participants reported a change on most measures. However, this change is not necessarily influenced by participation in social circus. Extraneous factors that are not accounted for may have “caused” the change. For example, some participants were quite young “before” they started social circus years ago, and are now in their late twenties or thirties. It is thus expected that their circumstances would change, whether they participated in social circus or not. A comparison group would have been needed to provide more information in this regard.

Also, because of the relatively small sample size, we made no attempt to adjust results in away that took into account the age or length of involvement in circus which may have been

important for some questions, for example those related to changes in indicators related to housing, income, lifestyle, etc.

Triangulation with critical qualitative analysis is needed to shed light on these issues. (Triangulation is the term used to mean that data gathered in different ways should be brought together to inform the complete picture.)

Most importantly, perhaps, as noted by Dr. Spiegel in her preliminary research, people come to social circus not necessarily to improve their level of self-confidence or personal growth, or any of the other indicators noted above, but simply *because it is “circus”*. The evaluation of any arts-based program needs to always take this into account, and quantitative surveys may not be the best way to ascertain the “value” of participating in the arts. Similarly, some participants may participate because of their interest in cultural expression and in honing their abilities to work together to express their own, or their community’s, unique perspective on the world. Thus the value of social circus for promoting social change may be not only (or possibly not at all) as a vehicle of personal transformation but of social action via cultural transformation.

We can conclude that this study was highly successful as a pilot study not only in identifying important trends that support what proponents of social circus have been stating (as discussed next), but also in its value in facilitating the identification and discussion of important methodological issues,

What does the questionnaire tell us about social circus?

Despite the limitations noted above, some insights can be gleaned from these preliminary results:

Participants indicated higher scores on the items within all three constructs studied (personal growth, social inclusion, social engagement) after participating in social circus compared to before. A higher score suggests that participants felt better about their own personal growth, social inclusion, and social engagement following their participation in social circus. For the personal growth scale, the average grand mean before participation in social circus was

3.44 (out of 5) and the average grand mean after participation was 4.27 (out of 5). In other words, and with all the caveats in mind - most of which would suggest that the numbers represent *underestimates* of the true value of social circus - there would be support for concluding that participants in this study indicated (at least) a 16.6% increase in personal growth after participating in social circus. Similarly, for the social inclusion scale, average grand mean before participation was 3.27, and increased to 4.07 after participation. Participants thus reported a 16.0% increase in social inclusion scores after social circus. For the social engagement scale, the average grand mean score increased from 3.12 before participation to 4.06 after participation, a 18.8% increase.

While the numbers *per se* should be interpreted with caution, and we cannot state with certainty that participants significantly “improved” on these 3 constructs “because of” social circus participation until validation and triangulation analyses are completed, these results present a highly positive trend. We note that our preliminary quantitative analysis is in accordance with previous qualitative and anecdotal reports that social circus participation presents great benefits for participants, and our results provide some optimistic insights on the impact of social circus on street-involved youth.

In addition to significant improvements in personal growth, social inclusion and social engagement, significant differences were seen in participants’ feeling about their education, work, income, use of substances, and fitness “before “compared to “after” social circus. For example, more participants were content not only with the level of exercise they were getting compared to before they started social circus, but there was a 19.6% increase in the number of participants “happy with their job”. Notably, there was also a 16.0% increase in the number of people interested in going back to school; and there was more than a 27% increase in the number of participants who reported “no drug or alcohol use” after social circus compared to before they started. Participants’ view of their housing did not notably change, but again, this may be related to age-effects. Further quantitative analyses would be needed to determine how much of the change in these measures is due to social circus participation, and how much is due to the fact that participants are getting older.

Interestingly, females experienced more change than males. For example, for the question “*I often feel like a failure*”, females reported that they “*felt like a failure*” to a greater extent before than after the program, while males experienced little change: most males did not feel like a failure before nor after social circus. In quantitative terms, females had an initial “before” score of 2.94 (out of 5) while males scored 4.33; these changed to 4.28 for females and 4.6 for males, for an overall much greater personal growth improvement for female participants, totaling 26.8%. Similarly, for the question “*I feel self-confident*”, females indicated that they also felt 26.8% more self-confident after participation in social circus than before, while males felt very self-confident before and after the program. Expressed in numbers, females had an initial low “*feeling self-confident*” score of 2.83 while males scored 3.89; and these changed to 4.17 and 4.48, respectively. This difference between males and females could be due to males being less likely to admit to weaknesses. It is also possible the female had lower baselines due to well-established gender discrimination that affects these indicators. Alternatively, female respondents may have tried harder to provide the researchers with the answers they thought the researchers wanted. Again, qualitative analysis is needed to clarify the likely explanation for this potentially important finding.

A dose-response relationship existed, meaning that participants who had participated in the circus longest showed the greatest “improvement”. Thus, encouragement to remain in social circus activities may prove useful for at-risk youth. On the other hand, and as discussed in the limitation section above, some of the changes in participants who have participated in circus for over 3 years may be due to normal development. Indeed, some people had been in the circus for 8 years, so it is to be expected that their life would be much different now, especially for questions pertaining to education, housing, jobs, income, and substance use.

Future directions

Once the team completes the obtaining of feedback from the community partners as well as the full co-investigator team of ASC!, further analyses may be undertaken to address specific questions raised. The next quantitative phase of the analysis may be to combine the results from this questionnaire with results from another offering of the questionnaire in an ASC! project to ascertain “validity” of the scales we are using for programs of this nature.

A qualitative thematic analysis of participants' comments will be performed in order to glean greater insights of the participants experience in their own words. This analysis will be undertaken in the context of Dr. Spiegel's overall analysis from her interviews and observations, and will undoubtedly give more meaning to the quantitative results obtained from the survey.

After receiving input from community partners, this report will be written as an academic article and submitted for peer-review in order to improve the quality of the work and inform world knowledge

We also plan to use an adapted version of this questionnaire to study the social circus program in Ecuador. The questionnaire developed for that purpose benefitted considerably from the results of this pilot study, and, importantly, that study will be a longitudinal study of a full cohort of social circus participants (who entered programs since 2011) so will not be subject to the "survivor" bias reported here. The possibility of launching a similar longitudinal cohort study to research social circus in Quebec will also be explored.

APPENDIX 1: Social Circus Questionnaire-English

PART 1: YOUR SOCIAL CIRCUS EXPERIENCE:

1a. Which Social Circus Program is yours?

| PROGRAM | Mark <input type="checkbox"/> <i>one</i> |
|-----------------------|---|
| Québec | <input type="checkbox"/> |
| Montréal (Hors piste) | <input type="checkbox"/> |
| Manawan | <input type="checkbox"/> |
| Wemotaci | <input type="checkbox"/> |
| Sherbrooke | <input type="checkbox"/> |
| Drummondville | <input type="checkbox"/> |
| Victoriaville | <input type="checkbox"/> |
| Baie St-Paul | <input type="checkbox"/> |

2. Which activities do you enjoy most?

| ACTIVITIES | Mark <input type="checkbox"/> <i>all that apply</i> |
|--------------------|--|
| juggling | <input type="checkbox"/> |
| acrobatics | <input type="checkbox"/> |
| partner acrobatics | <input type="checkbox"/> |
| clowning | <input type="checkbox"/> |
| aerials | <input type="checkbox"/> |
| Other: _____ | <input type="checkbox"/> |

3. How many sessions have you done with your current social circus course? *Mark one*

| | |
|---|--------------------------|
| Less than 5 sessions | <input type="checkbox"/> |
| More than 5 but less than 20 | <input type="checkbox"/> |
| More than 20 sessions (<i>example: more than 2 semesters or intensives</i>) | <input type="checkbox"/> |

4. For how long have you been doing social circus? *Mark one*

| | |
|--------------------|--------------------------|
| Less than one year | <input type="checkbox"/> |
| Between 1-3 years | <input type="checkbox"/> |
| More than 3 years | <input type="checkbox"/> |

5. How did you feel about Social Circus BEFORE you started social circus? - *Mark all that apply*

| | | | |
|-----------------------|--------------------------|----------|--------------------------|
| Suspicious | <input type="checkbox"/> | Annoyed | <input type="checkbox"/> |
| Excited | <input type="checkbox"/> | Scared | <input type="checkbox"/> |
| Proud | <input type="checkbox"/> | Inspired | <input type="checkbox"/> |
| Confident | <input type="checkbox"/> | Nervous | <input type="checkbox"/> |
| Other (explain) _____ | | | <input type="checkbox"/> |

6. How did you feel about Social Circus NOW - *Mark all that apply*

| | | | |
|-----------------------|--------------------------|----------|--------------------------|
| Suspicious | <input type="checkbox"/> | Annoyed | <input type="checkbox"/> |
| Excited | <input type="checkbox"/> | Scared | <input type="checkbox"/> |
| Proud | <input type="checkbox"/> | Inspired | <input type="checkbox"/> |
| Confident | <input type="checkbox"/> | Nervous | <input type="checkbox"/> |
| Other (explain) _____ | | | <input type="checkbox"/> |

PART 2: YOUR PERSONAL GROWTH SINCE YOU STARTED SOCIAL CIRCUS

| <i>For each statement, tell us how you remember feeling BEFORE you started social circus, and how you feel NOW by circling how much you agree with the statement.</i> | | Strongly DISAGREE ⊖ | disagree ⊖ | Neither agree nor disagree ⊕ | Agree ⊕ | Strongly AGREE ⊕ |
|---|---|-------------------------------|----------------------|--|-------------------|-------------------------|
| a) Feel able to express your thoughts, opinions, or ideas | | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 | |
| NOW? | 1 | 2 | 3 | 4 | 5 | |
| b) Feel like your opinion matters to others | | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 | |
| NOW? | 1 | 2 | 3 | 4 | 5 | |
| c) Able to think problems through and come up with your own solution | | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 | |
| NOW? | 1 | 2 | 3 | 4 | 5 | |
| d) Try things that are outside your comfort zone | | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 | |
| NOW? | 1 | 2 | 3 | 4 | 5 | |
| e) Feel judgmental (negative) towards people who think differently from you? | | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 | |
| NOW? | 1 | 2 | 3 | 4 | 5 | |
| f) Often feel like a failure | | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 | |
| NOW? | 1 | 2 | 3 | 4 | 5 | |
| g) Comfortable interacting with people who are different from you? | | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 | |
| NOW? | 1 | 2 | 3 | 4 | 5 | |
| h) See projects through to the end | | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 | |
| NOW? | 1 | 2 | 3 | 4 | 5 | |
| i) Feel self-confident | | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 | |
| NOW? | 1 | 2 | 3 | 4 | 5 | |
| j) Are proud of your personal achievements | | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 | |
| NOW? | 1 | 2 | 3 | 4 | 5 | |
| k) Feel comfortable expressing yourself creatively | | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 | |
| NOW? | 1 | 2 | 3 | 4 | 5 | |

| <i>PART 2: - continued -</i> YOUR PERSONAL GROWTH SINCE YOU STARTED SOCIAL CIRCUS | Strongly DISAGREE [⊖] | disagree [⊖] | Neither agree nor disagree [⊕] | Agree [⊕] | Strongly AGREE [⊕] |
|---|-----------------------------------|-----------------------|---|--------------------|--------------------------------|
| l) Go out of my way to help others BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |
| m) Feel like I'm in control of my life and destiny BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |

PART 3:

HOW YOU FEEL ABOUT YOUR RELATIONSHIP TO SOCIETY/YOUR COMMUNITY SINCE STARTING SOCIAL CIRCUS

| <i>For each statement, tell us how you remember feeling BEFORE you started social circus, and how you feel NOW by circling how much you agree with the statement.</i> | Strongly DISAGREE [⊖] | disagree [⊖] | Neither agree nor disagree [⊕] | Agree [⊕] | Strongly AGREE [⊕] |
|---|-----------------------------------|-----------------------|---|--------------------|--------------------------------|
| a) Satisfied with quality of your social life BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |
| b) Feel positive about the place where you live BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |
| c) Satisfied with your relationship to your family BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |
| d) Feel you belong to a community or are an important part of a group BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |
| e) Satisfied with the opportunity to find suitable work if you want to? BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |
| f) Satisfied with your opportunity to get suitable accommodation BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |
| g) Satisfied with your opportunity to access community services if you need to? (example: healthcare, legal advice, social services, etc.) BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |
| j) Feel accepted in society BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |

PART 4: ABOUT YOU AND HOW YOU FEEL ABOUT YOUR EDUCATION, JOB, HOUSING, LIFESTYLE

a) Your gender

| | | |
|-------------------------------|---------------------------------|--|
| Male <input type="checkbox"/> | Female <input type="checkbox"/> | Transgender/Other <input type="checkbox"/> |
|-------------------------------|---------------------------------|--|

b) Your age

| | | | | | |
|----------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|------------------------------|
| Under18 <input type="checkbox"/> | 18-20 <input type="checkbox"/> | 21-23 <input type="checkbox"/> | 24-26 <input type="checkbox"/> | 27-29 <input type="checkbox"/> | 30+ <input type="checkbox"/> |
|----------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|------------------------------|

c) Your first language

| | | | | |
|---------------------------------|----------------------------------|------------------------------------|----------------------------------|---------------------------------------|
| French <input type="checkbox"/> | English <input type="checkbox"/> | Atikamekw <input type="checkbox"/> | Spanish <input type="checkbox"/> | Other: _____ <input type="checkbox"/> |
|---------------------------------|----------------------------------|------------------------------------|----------------------------------|---------------------------------------|

For the following questions, mark an X in ONE box for BEFORE and ONE box for NOW

a) Your housing before you started social circus and now

| | Before | NOW |
|---|--------------------------|--------------------------|
| Have my own place (with or without roommates) | <input type="checkbox"/> | <input type="checkbox"/> |
| Sleep at a friend's place | <input type="checkbox"/> | <input type="checkbox"/> |
| Live with own parents/family | <input type="checkbox"/> | <input type="checkbox"/> |
| Sleep in shelters or on the street | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (please state) _____ | <input type="checkbox"/> | <input type="checkbox"/> |

b) Your education and how you felt before you started social circus and now

| | | |
|---|--------------------------|--------------------------|
| In school, or taking courses of some kind | <input type="checkbox"/> | <input type="checkbox"/> |
| Finished school with no desire to seek further education | <input type="checkbox"/> | <input type="checkbox"/> |
| Dropped out of school with no desire to seek further education | <input type="checkbox"/> | <input type="checkbox"/> |
| Dropped out of school and interested to go back and/or seek other professional training | <input type="checkbox"/> | <input type="checkbox"/> |

c) Your job and how you felt about it before you started social circus and now

| | | |
|--|--------------------------|--------------------------|
| Have a job, and am content (the hours I work and the type of work) | <input type="checkbox"/> | <input type="checkbox"/> |
| Have a job but do not like it (would like more hours or a different job) | <input type="checkbox"/> | <input type="checkbox"/> |
| Do not have a job, but would like to have one | <input type="checkbox"/> | <input type="checkbox"/> |
| Do not have a job, and do not want/ can't have one | <input type="checkbox"/> | <input type="checkbox"/> |

d) Your income and how you felt before you started social circus and now

| | | |
|---|--------------------------|--------------------------|
| Little to no income and it is fine by me | <input type="checkbox"/> | <input type="checkbox"/> |
| Little income and would like to have more | <input type="checkbox"/> | <input type="checkbox"/> |
| Fair income and content with the amount | <input type="checkbox"/> | <input type="checkbox"/> |
| Fair income but would like to have more | <input type="checkbox"/> | <input type="checkbox"/> |

e) Your use of substances and how you felt before and now

| | | |
|---|--------------------------|--------------------------|
| Use drugs or alcohol and content with the amount | <input type="checkbox"/> | <input type="checkbox"/> |
| Use drugs or alcohol and would like to reduce or quit | <input type="checkbox"/> | <input type="checkbox"/> |
| Do not use drugs or alcohol | <input type="checkbox"/> | <input type="checkbox"/> |

f) Your fitness and how you felt before you started social circus and now

| | | |
|---|--------------------------|--------------------------|
| Little exercise and fine by me | <input type="checkbox"/> | <input type="checkbox"/> |
| Little exercise and would like to feel more fit | <input type="checkbox"/> | <input type="checkbox"/> |
| Reasonable exercise and content with my fitness | <input type="checkbox"/> | <input type="checkbox"/> |
| Reasonable exercise and would like to be more fit | <input type="checkbox"/> | <input type="checkbox"/> |

PART 5: YOUR ENGAGEMENT IN SOCIETY SINCE STARTING SOCIAL CIRCUS

| <i>Think back to when you started social circus.</i> | | | | | |
|---|------------------|-------------|------------|---------------|---------------------|
| BEFORE you started social circus, how likely were you to have these social engagements; and how likely you feel these are for you NOW | | | | | |
| | Very likely ⊖ | Likely ⊖ | Maybe ⊕ | Unlikely Ⓞ | Definitely not Ⓟ |
| a) Consider future involvement with social circus? | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |
| b) Participate in organizations, community projects, or social activism (examples: human/civil/animal rights groups, anti-racist organizing, community radio etc.)? | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |
| c) Participate in artistic projects (other than circus)? | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |
| d) Participate in organizing/offering social or community circus project (examples: advisory board; organizing an event; become an instructor)? | | | | | |
| BEFORE? | 1 | 2 | 3 | 4 | 5 |
| NOW? | 1 | 2 | 3 | 4 | 5 |

Is there anything else you want to tell us about your experience in social circus or the objectives you have that social circus could help you with?

(you can use this space and the back of the page)

Thank you for taking the time to fill out this questionnaire! Your opinions and experience are extremely valuable!!! If you have any questions or concerns please feel free to email jenniferbspiegel@gmail.com.

APPENDIX 1 cont'd: Questionnaire Cirque Social -French

1^{ère} partie : TON EXPÉRIENCE AVEC LE CIRQUE SOCIAL:

1. PROGRAMME

| Dans quel programme de cirque social participes-tu? | Coche une seule case |
|---|--------------------------|
| Québec | <input type="checkbox"/> |
| Montréal (<i>Hors piste</i>) | <input type="checkbox"/> |
| Manawan | <input type="checkbox"/> |
| Wemotaci | <input type="checkbox"/> |
| Sherbrooke | <input type="checkbox"/> |
| Drummondville | <input type="checkbox"/> |
| Victoriaville | <input type="checkbox"/> |
| Baie St-Paul | <input type="checkbox"/> |

2. ACTIVITÉS

| Quelles activités préfères-tu ? | Coche les cases correspondantes |
|---------------------------------|---------------------------------|
| La jonglerie | <input type="checkbox"/> |
| L'acrobatie | <input type="checkbox"/> |
| Le main à main | <input type="checkbox"/> |
| Le jeu clownesque | <input type="checkbox"/> |
| Les disciplines aériennes | <input type="checkbox"/> |
| Autre: _____ | <input type="checkbox"/> |

3. Combien d'ateliers as-tu complétés?

Coche 1 case

| | |
|---|--------------------------|
| Moins de 5 ateliers | <input type="checkbox"/> |
| Entre 5 et 20 ateliers | <input type="checkbox"/> |
| Plus que 20 ateliers (<i>par exemple: plus de 2 semestres ou intensifs</i>) | <input type="checkbox"/> |

4. Depuis combien de temps fais-tu du cirque social? Coche 1 case

| | |
|------------------|--------------------------|
| Moins d'un an | <input type="checkbox"/> |
| Entre 1 et 3 ans | <input type="checkbox"/> |
| Plus de 3 ans | <input type="checkbox"/> |

5. AVANT de m'initier au cirque social, j'étais à son propos (coche les cases correspondantes):

| | | | |
|------------------------|--------------------------|---------------|--------------------------|
| Méfiant(e) | <input type="checkbox"/> | Irrité(e) | <input type="checkbox"/> |
| Excité(e) | <input type="checkbox"/> | Effrayé(e) | <input type="checkbox"/> |
| Fier(ère) | <input type="checkbox"/> | Inspiré(e) | <input type="checkbox"/> |
| Confiant(e) | <input type="checkbox"/> | Nerveux(euse) | <input type="checkbox"/> |
| Autre (explique) _____ | | | <input type="checkbox"/> |

6. MAINTENANT, à propos du cirque social, je suis (coche les cases correspondantes)

| | | | |
|-----------------------|--------------------------|---------------|--------------------------|
| Méfiant(e) | <input type="checkbox"/> | Irrité(e) | <input type="checkbox"/> |
| Excité(e) | <input type="checkbox"/> | Effrayé(e) | <input type="checkbox"/> |
| Fier(ère) | <input type="checkbox"/> | Inspiré(e) | <input type="checkbox"/> |
| Confiant(e) | <input type="checkbox"/> | Nerveux(euse) | <input type="checkbox"/> |
| Autre(explique) _____ | | | <input type="checkbox"/> |

2^e partie : TON DÉVELOPPEMENT PERSONNEL DEPUIS QUE TU T'ES INITIÉ AU CIRQUE SOCIAL

Pour chaque énoncé, dis-nous comment tu te sentais

AVANT de t'initier au cirque social, et comment tu te sens

MAINTENANT

en encerclant le chiffre approprié à ta réponse :

| | Pas du tout d'accord | Pas d'accord | Ni en accord ni en désaccord | En accord | Tout à fait d'accord |
|---|----------------------------|-----------------|---------------------------------------|--------------|----------------------------|
| a) Je suis en mesure d'exprimer mes pensées, opinions, ou idées | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |
| b) Je pense que les autres considèrent mon opinion importante | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |
| c) Je me sens capable de faire face à un problème et de le résoudre de mes propres moyens | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |
| d) J'essaie des choses qui sont hors de ma zone de confort | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |
| e) Je suis rapide à juger (négativement) ceux qui pensent différemment | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |
| f) J'ai l'impression que ma vie est un échec | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |
| g) J'interagis facilement avec ceux qui sont différents de moi | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |
| h) Quand je commence un projet, je le termine | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |
| i) J'ai confiance en moi | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |
| j) Je suis fier(ère) de mes accomplissements personnels | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |
| k) Je suis confortable à m'exprimer artistiquement | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |

| <i>2^e partie: - suite - Ton développement personnel depuis que tu t'es initié au cirque social</i> | | Pas du tout d'accord | Pas d'accord | Ni en accord ni en désaccord | En accord | Tout à fait d'accord |
|---|---|-----------------------------|---------------------|-------------------------------------|------------------|-----------------------------|
| l) Je fais des efforts pour aider les autres | | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 | |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 | |
| m) Je me sens en contrôle de ma vie et de mon destin | | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 | |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 | |

3^{ème} partie: COMMENT TE SENS-TU PAR RAPPORT À LA SOCIÉTÉ, OU À TA COMMUNAUTÉ, DEPUIS QUE TU T'ES INITIÉ AU CIRQUE SOCIAL

| <i>Pour chaque énoncé, dis-nous comment tu te sentais AVANT d'avoir commencé le cirque social, and comment tu te sens MAINTENANT en encerclant le chiffre approprié à ta réponse :</i> | | Pas du tout d'accord | Pas d'accord | Ni en accord ni en désaccord | En accord | Tout à fait d'accord |
|--|---|-----------------------------|---------------------|-------------------------------------|------------------|-----------------------------|
| a) Je suis satisfait(e) de ma vie sociale | | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 | |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 | |
| b) Je me sens positif(ve) vis-à-vis l'endroit où j'habite | | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 | |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 | |
| c) Je suis satisfait(e) des relations avec ma famille | | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 | |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 | |
| d) J'appartiens à une communauté ou à un groupe | | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 | |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 | |
| e) Je suis satisfait(e) des opportunités d'emploi offertes dans mon milieu | | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 | |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 | |
| f) Je suis satisfait(e) des hébergements offerts dans mon milieu | | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 | |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 | |
| g) Je suis satisfait(e) des services communautaires offerts dans mon milieu (<i>par exemple: soins de santé, conseils juridiques, services sociaux, etc.</i>) | | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 | |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 | |
| j) Je me sens accepté(e) dans la société | | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 | |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 | |

4^{ème} PARTIE: COMMENT TE SENS-TU PAR RAPPORT À TON ÉDUCATION, TON TRAVAIL, TON HÉBERGEMENT, ET TON MODE DE VIE

d) Ton genre

| | | |
|--------------------------------|--------------------------------|---|
| Homme <input type="checkbox"/> | Femme <input type="checkbox"/> | Transgenre/Autre <input type="checkbox"/> |
|--------------------------------|--------------------------------|---|

e) Ton âge

| | | | | | |
|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|------------------------------|
| Moins de 18 ans <input type="checkbox"/> | 18-20 <input type="checkbox"/> | 21-23 <input type="checkbox"/> | 24-26 <input type="checkbox"/> | 27-29 <input type="checkbox"/> | 30+ <input type="checkbox"/> |
|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|------------------------------|

f) Ta langue maternelle

| | | | | |
|-----------------------------------|----------------------------------|------------------------------------|-----------------------------------|---------------------------------------|
| Français <input type="checkbox"/> | Anglais <input type="checkbox"/> | Atikamekw <input type="checkbox"/> | Espagnol <input type="checkbox"/> | Autre: _____ <input type="checkbox"/> |
|-----------------------------------|----------------------------------|------------------------------------|-----------------------------------|---------------------------------------|

Pour les questions suivantes, inscrire un X dans une seule case pour AVANT et une seule case pour MAINTENANT

g) Parmi les énoncées ci-dessous, lequel représente le mieux, sur le plan de l'hébergement, ta situation AVANT ton initiation au cirque social et lequel la représente le mieux MAINTENANT

| | Avant | Maintenant |
|---|--------------------------|--------------------------|
| J'ai mon propre logement (avec ou sans coloc) | <input type="checkbox"/> | <input type="checkbox"/> |
| J'habite chez un(e) ami(e) | <input type="checkbox"/> | <input type="checkbox"/> |
| J'habite avec mes parents/ma famille | <input type="checkbox"/> | <input type="checkbox"/> |
| Je dors dans un abri ou dans la rue | <input type="checkbox"/> | <input type="checkbox"/> |
| Autre (indique lequel) _____ | <input type="checkbox"/> | <input type="checkbox"/> |

h) Parmi les énoncées ci-dessous, lequel représente le mieux ton parcours scolaire AVANT ton initiation au cirque social et lequel le représente le mieux MAINTENANT

| | | |
|--|--------------------------|--------------------------|
| Je suis à l'école ou je prends des cours | <input type="checkbox"/> | <input type="checkbox"/> |
| J'ai fini l'école et je ne désire pas poursuivre mes études | <input type="checkbox"/> | <input type="checkbox"/> |
| J'ai lâché l'école, et je ne désire pas poursuivre mes études | <input type="checkbox"/> | <input type="checkbox"/> |
| J'ai lâché l'école, et je serais intéressé(e) à y retourner ou à faire une autre formation professionnelle | <input type="checkbox"/> | <input type="checkbox"/> |

i) Parmi les énoncées ci-dessous, lequel représente le mieux ta situation professionnelle AVANT ton initiation au cirque social et lequel la représente le mieux MAINTENANT

| | | |
|---|--------------------------|--------------------------|
| J'ai un emploi et je suis satisfait avec mes heures de travail et le type d'emploi | <input type="checkbox"/> | <input type="checkbox"/> |
| J'ai un emploi, mais je ne l'aime pas (j'aimerais des heures de travail différentes ou un emploi différent) | <input type="checkbox"/> | <input type="checkbox"/> |
| Je n'ai pas d'emploi, mais j'aimerais travailler | <input type="checkbox"/> | <input type="checkbox"/> |
| Je n'ai pas d'emploi, et je n'en veux pas | <input type="checkbox"/> | <input type="checkbox"/> |

j) Parmi les énoncées ci-dessous, lequel représente le mieux ta situation financière AVANT ton initiation au cirque social et lequel la représente le mieux MAINTENANT

| | | |
|--|--------------------------|--------------------------|
| Je ne pas ou peu d'argent, et ça me convient | <input type="checkbox"/> | <input type="checkbox"/> |
| J'ai peu d'argent et j'en voudrais plus | <input type="checkbox"/> | <input type="checkbox"/> |
| Mon revenu est moyen, et c'est assez pour moi | <input type="checkbox"/> | <input type="checkbox"/> |
| Mon revenu est moyen, et je voudrais plus d'argent | <input type="checkbox"/> | <input type="checkbox"/> |

k) Parmi les énoncées ci-dessous, lequel représente le mieux ta consommation de drogue et d'alcool AVANT ton initiation au cirque social et lequel la représente le mieux MAINTENANT

| | | |
|---|--------------------------|--------------------------|
| Je consomme de la drogue ou de l'alcool, et ça me convient | <input type="checkbox"/> | <input type="checkbox"/> |
| Je consomme de la drogue ou de l'alcool et j'aimerais réduire ou cesser ma consommation | <input type="checkbox"/> | <input type="checkbox"/> |
| Je ne consomme pas de drogue ou d'alcool | <input type="checkbox"/> | <input type="checkbox"/> |

l) Parmi les énoncées ci-dessous, lequel représente le mieux ta forme physique AVANT ton initiation au cirque social et lequel la représente le mieux MAINTENANT

| | | |
|--|--------------------------|--------------------------|
| Je fais peu d'exercice et ça me convient | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|

| | | |
|--|--------------------------|--------------------------|
| Je fais peu d'exercice, mais j'aimerais être en meilleure forme | <input type="checkbox"/> | <input type="checkbox"/> |
| Je fais assez d'exercice et je me sens en forme | <input type="checkbox"/> | <input type="checkbox"/> |
| Je fais beaucoup d'exercice, mais j'aimerais être en meilleure forme | <input type="checkbox"/> | <input type="checkbox"/> |

5^{ème} partie: TA PARTICIPATION SOCIALE DEPUIS QUE TU T'ES INITIÉ AU CIRQUE SOCIAL

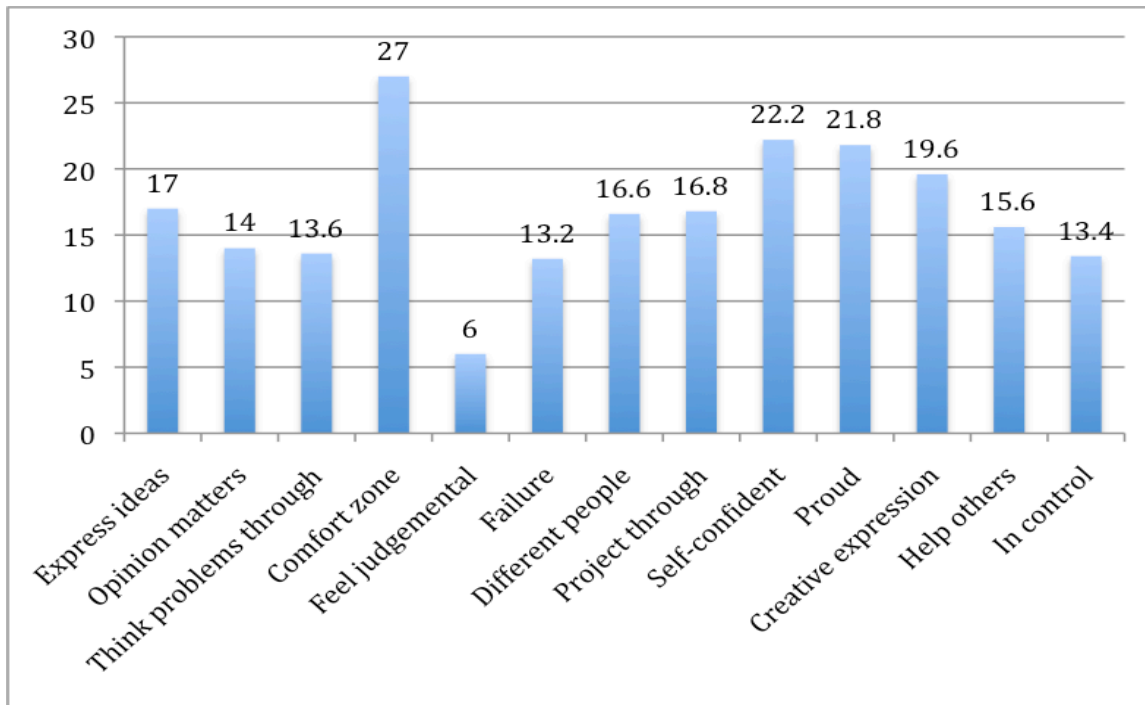
| <i>AVANT</i> de t'initier au cirque social, quelle était la probabilité que tu participes aux activités nommées ci-dessous ; et <i>MAINTENANT</i> , quelle est la probabilité que tu participes à ces mêmes activités? | Très probable | Probable | Peut-être | Peu probable | Improbable |
|---|---------------|----------|-----------|--------------|------------|
| a) Participer, dans un futur proche, à un projet de cirque social | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |
| b) Participer dans des projets communautaires, ou dans des groupe engagés politiquement ou socialement (par exemple, des groupes de défense des droits humains, de défense des animaux, de lutte contre le racisme, ou au sein d'une une radio communautaire) | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |
| c) Participer dans un projet artistique (autre que le cirque social) | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |
| d) Participer dans l'organisation de projets de cirque social ou cirque communautaire (par exemple, en tant qu'instructeur ou organisateur) | | | | | |
| AVANT? | 1 | 2 | 3 | 4 | 5 |
| MAINTENANT? | 1 | 2 | 3 | 4 | 5 |

Y a-t-il autre chose que tu veux nous dire à propos de ton expérience avec le cirque social, ou encore à propos des impacts que le cirque a eu dans ta vie ?

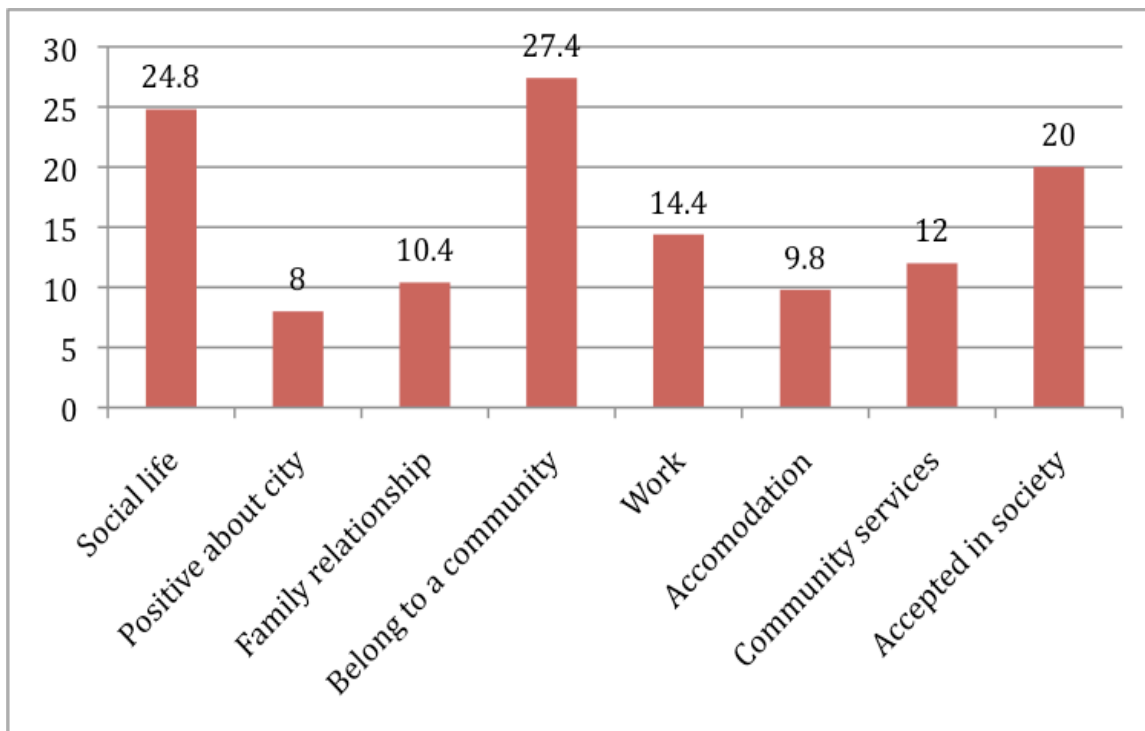
(écrire dans ce carré et à l'endos de la page)

APPENDIX 2: Change in percentage for each question

Personal growth

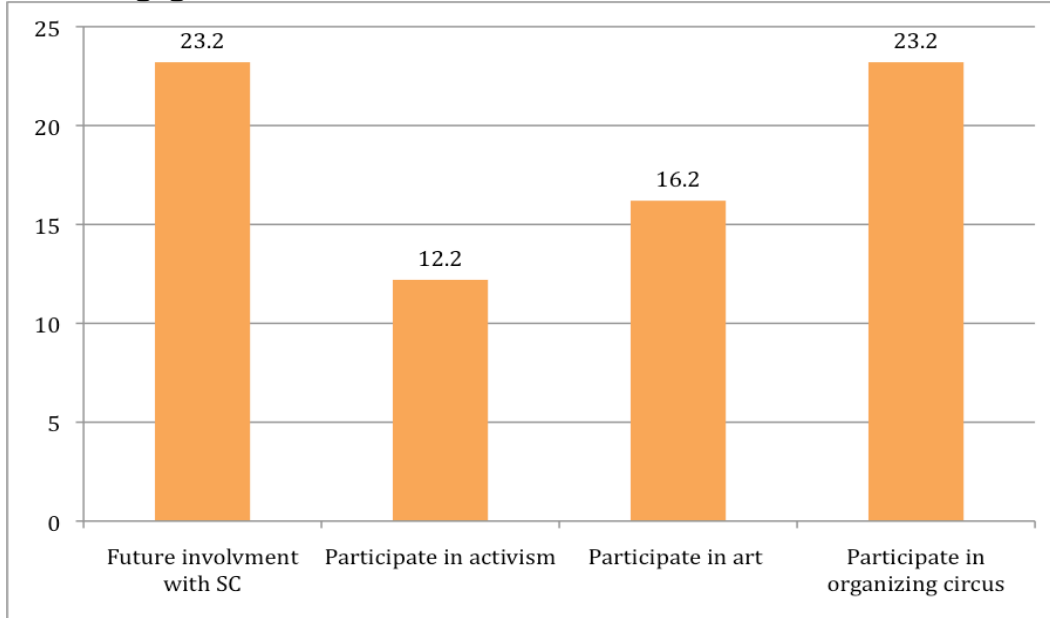


Social Inclusion



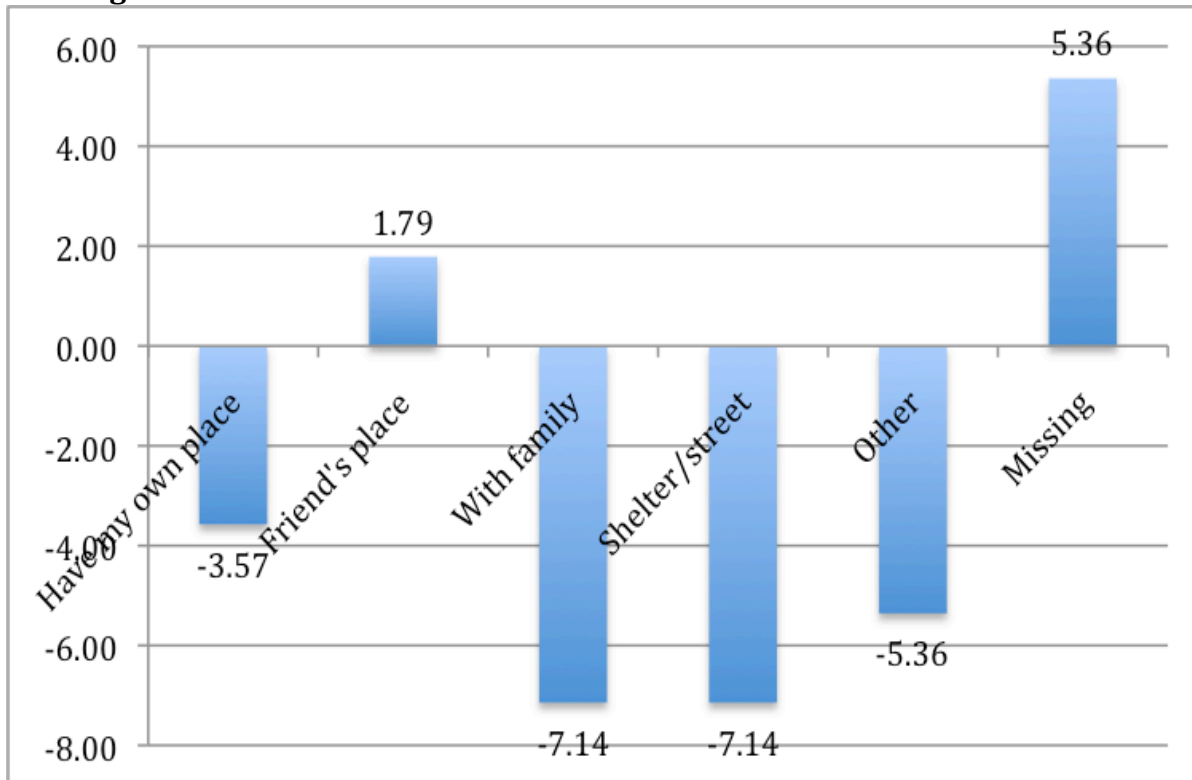
Appendix 2 (cont'd)

Social engagement

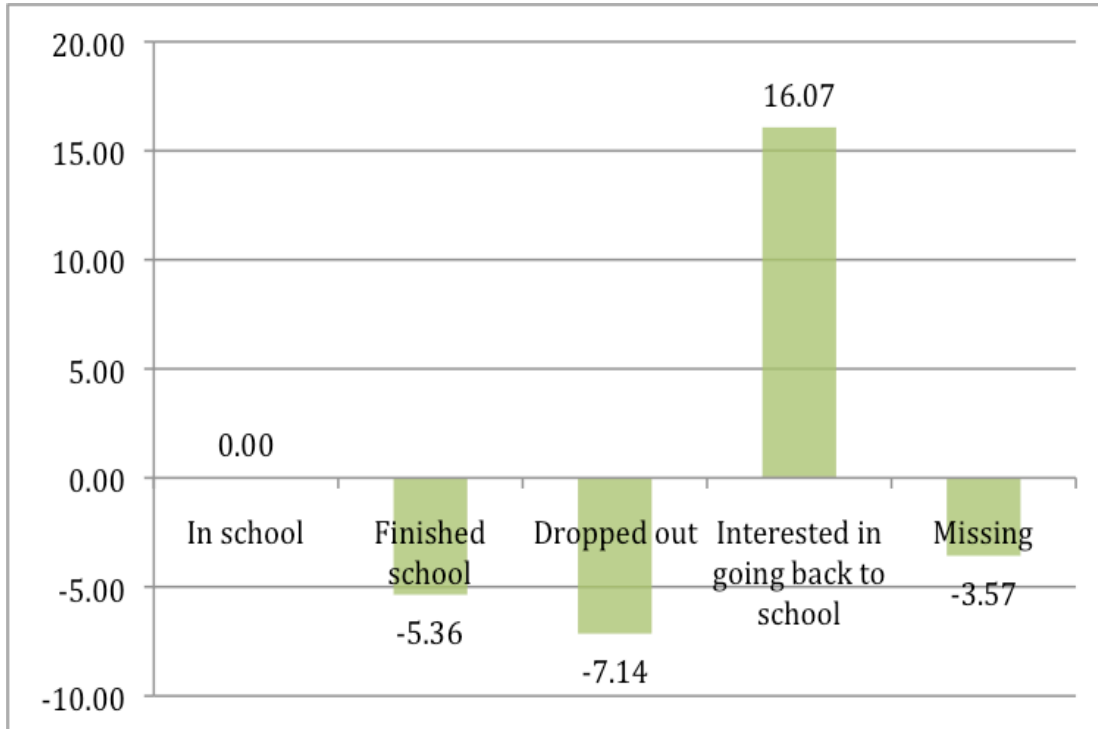


Percent change for each choice regarding participant views of their own Housing, Education, Job, Income, Substance Use and Fitness

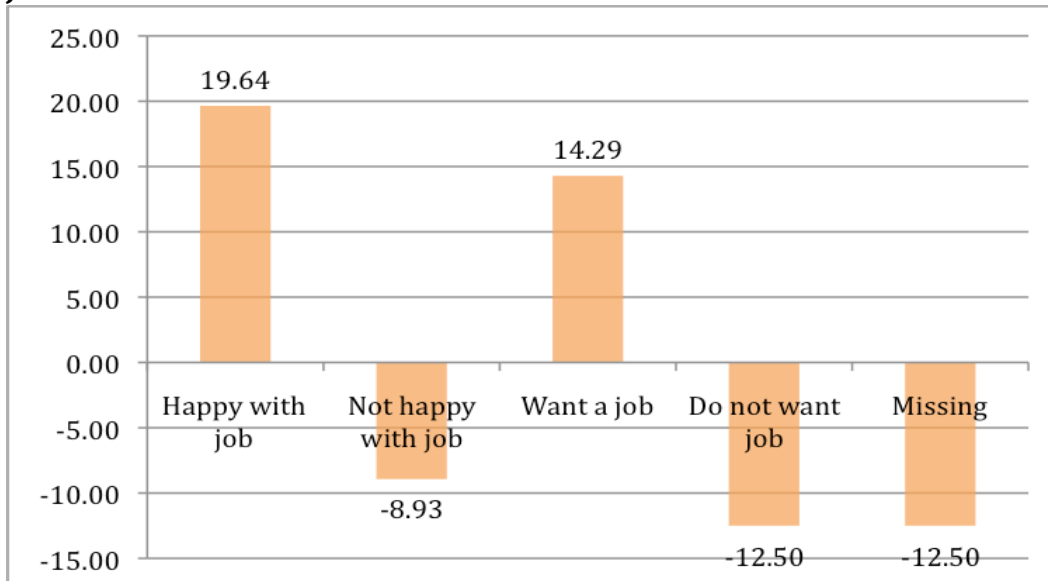
Housing



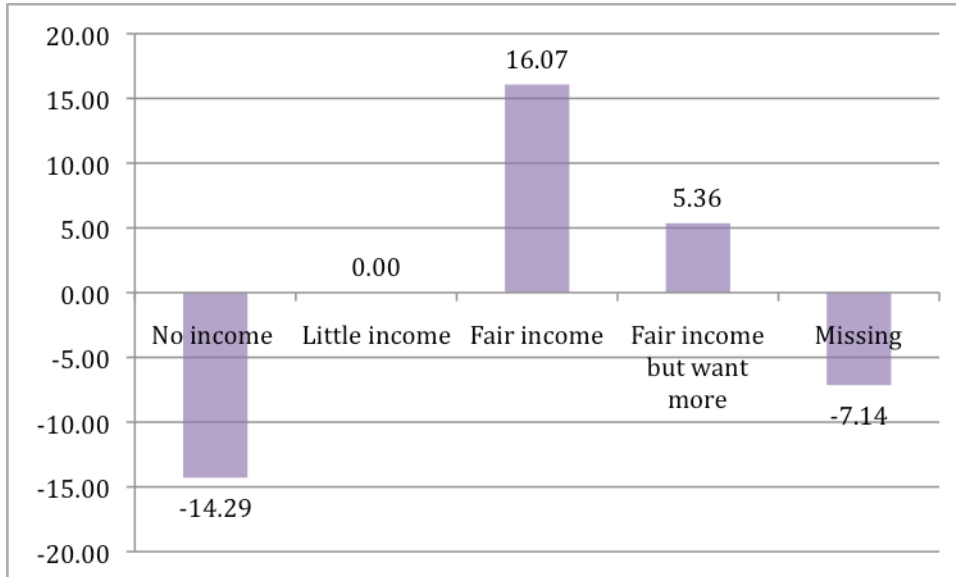
Education



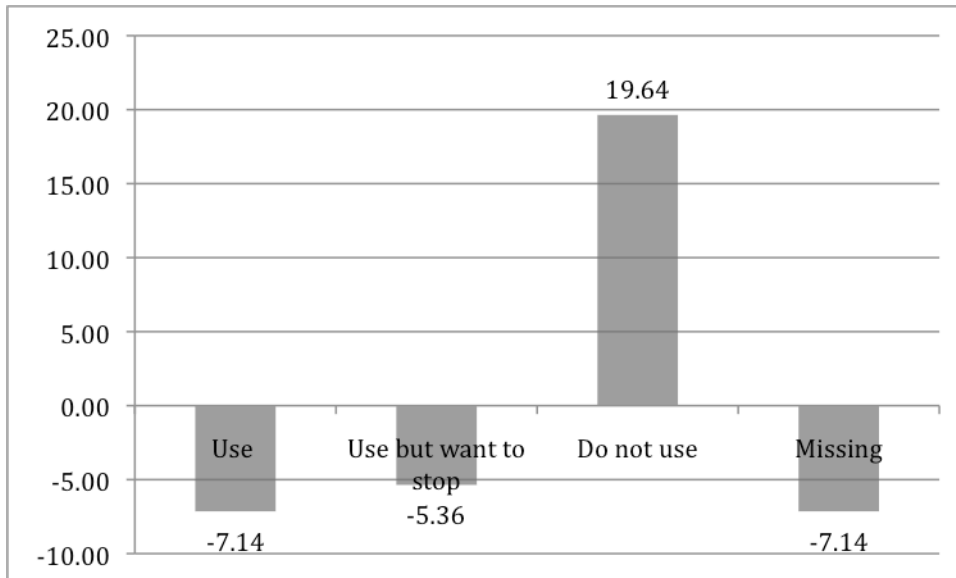
Job



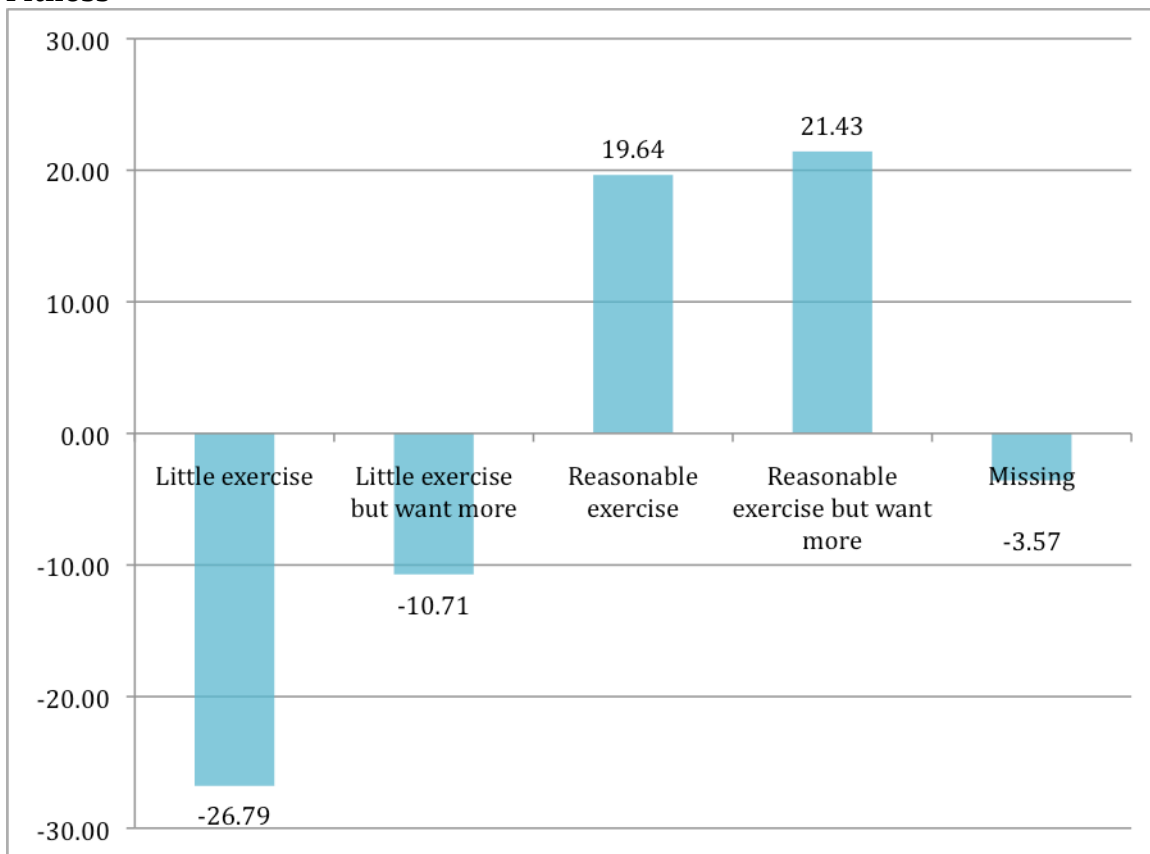
Income



Use of substances

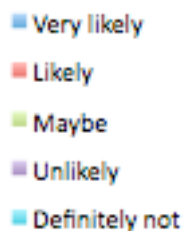
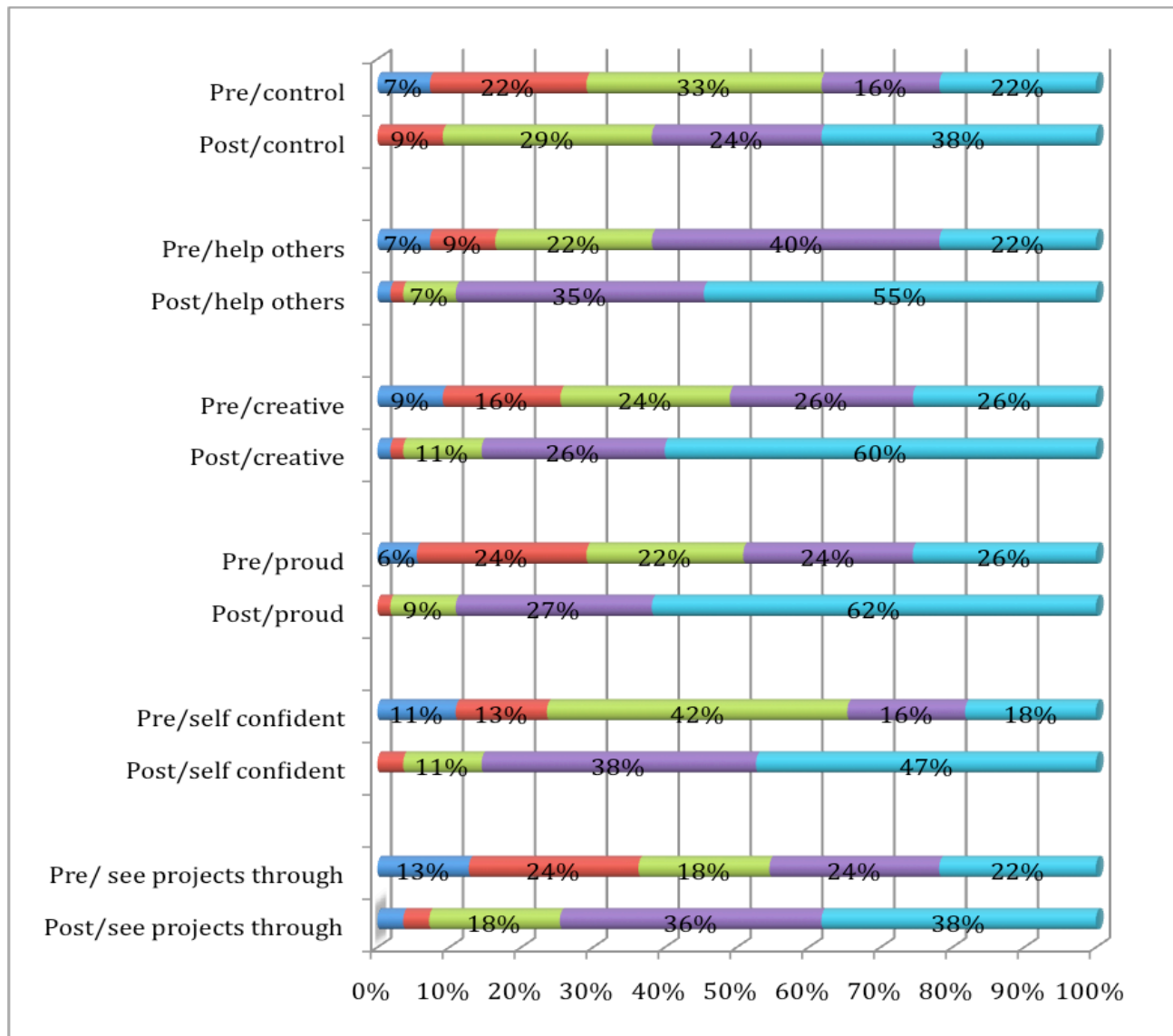


Fitness

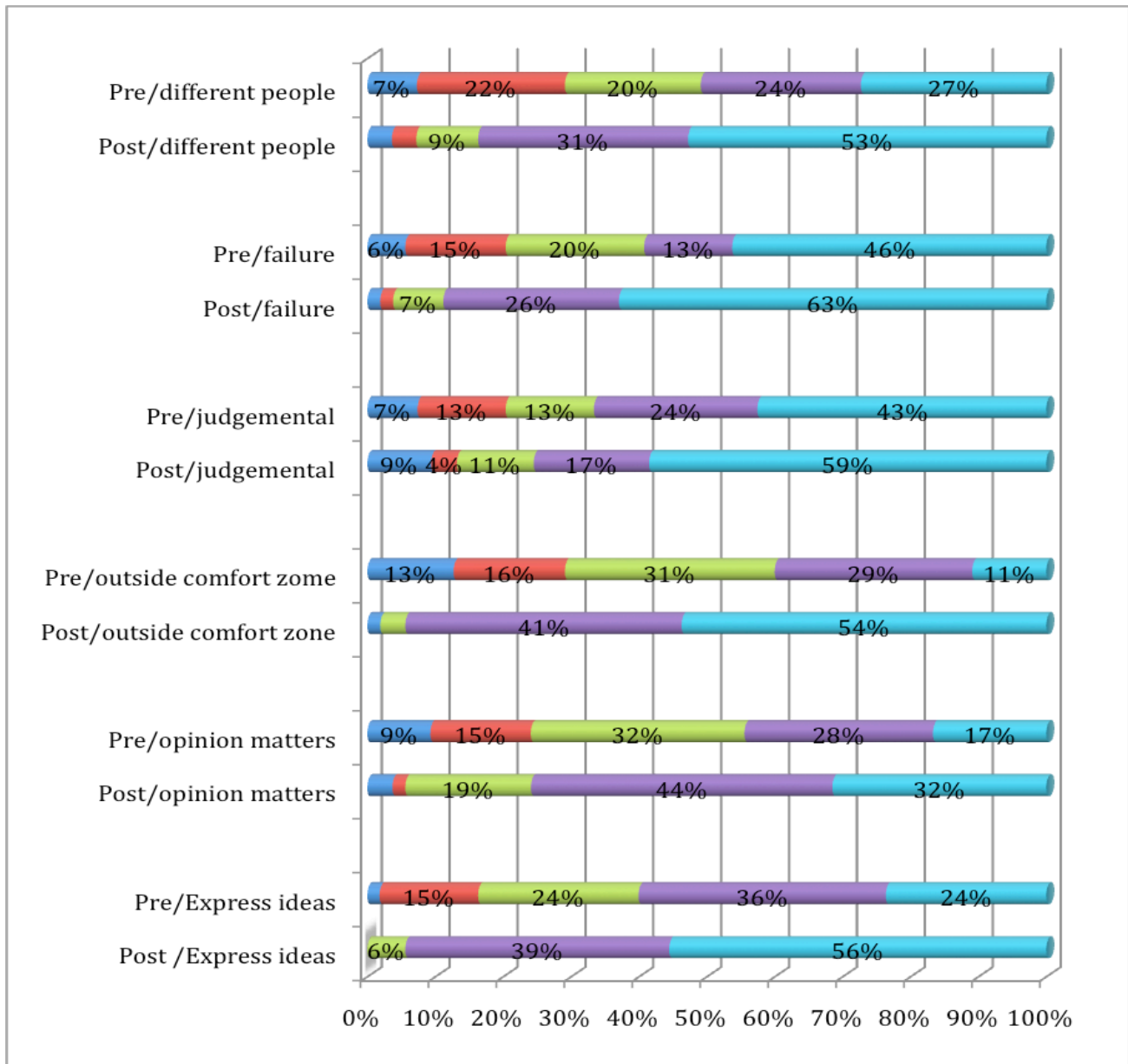


APPENDIX 3: Detailed “before” and “after” indicators in personal growth, social inclusion, and social engagement questions

Personal growth: % of participants (% < 5% not specified)

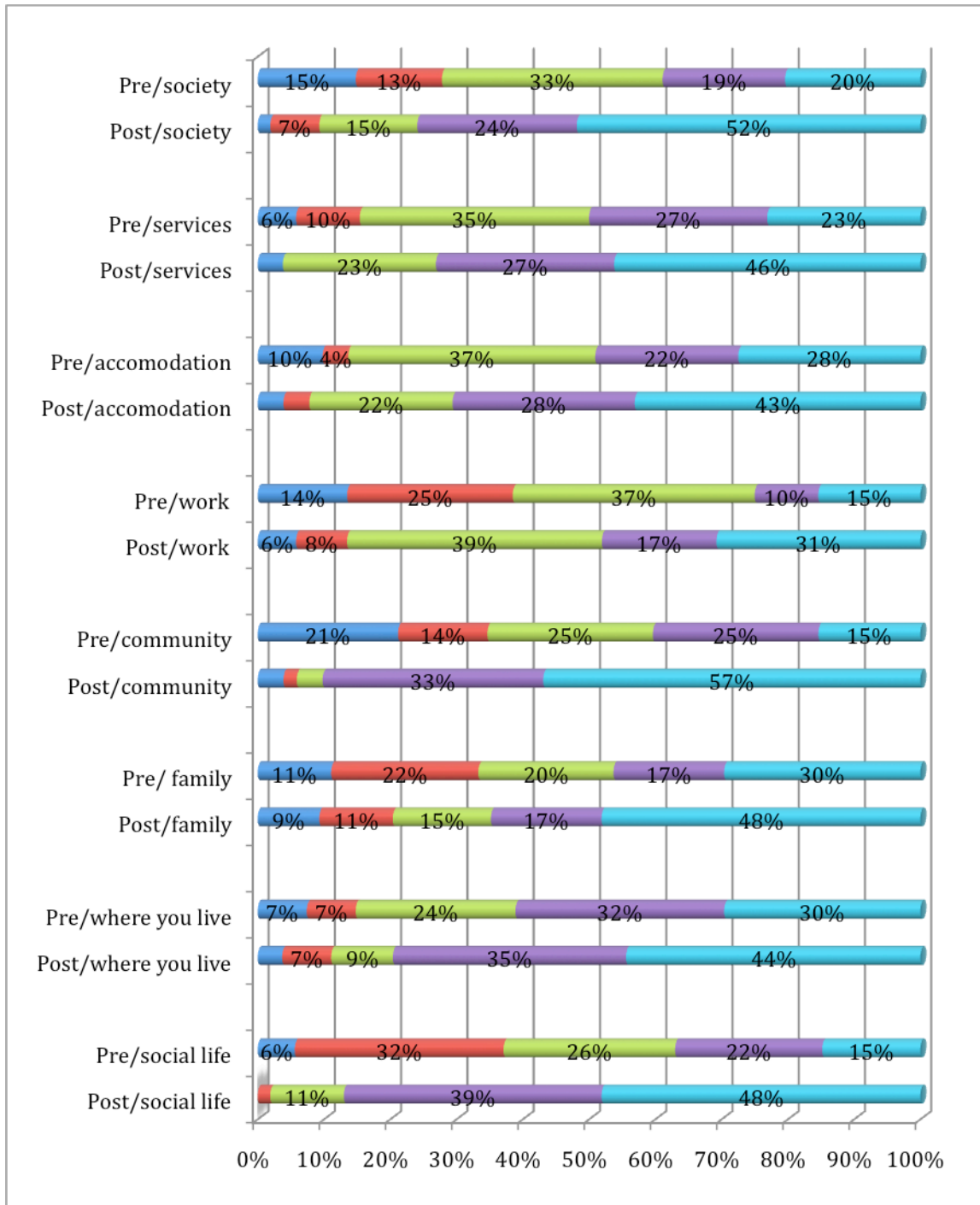


Personal growth cont'd



- Very likely
- Likely
- Maybe
- Unlikely
- Definitely not

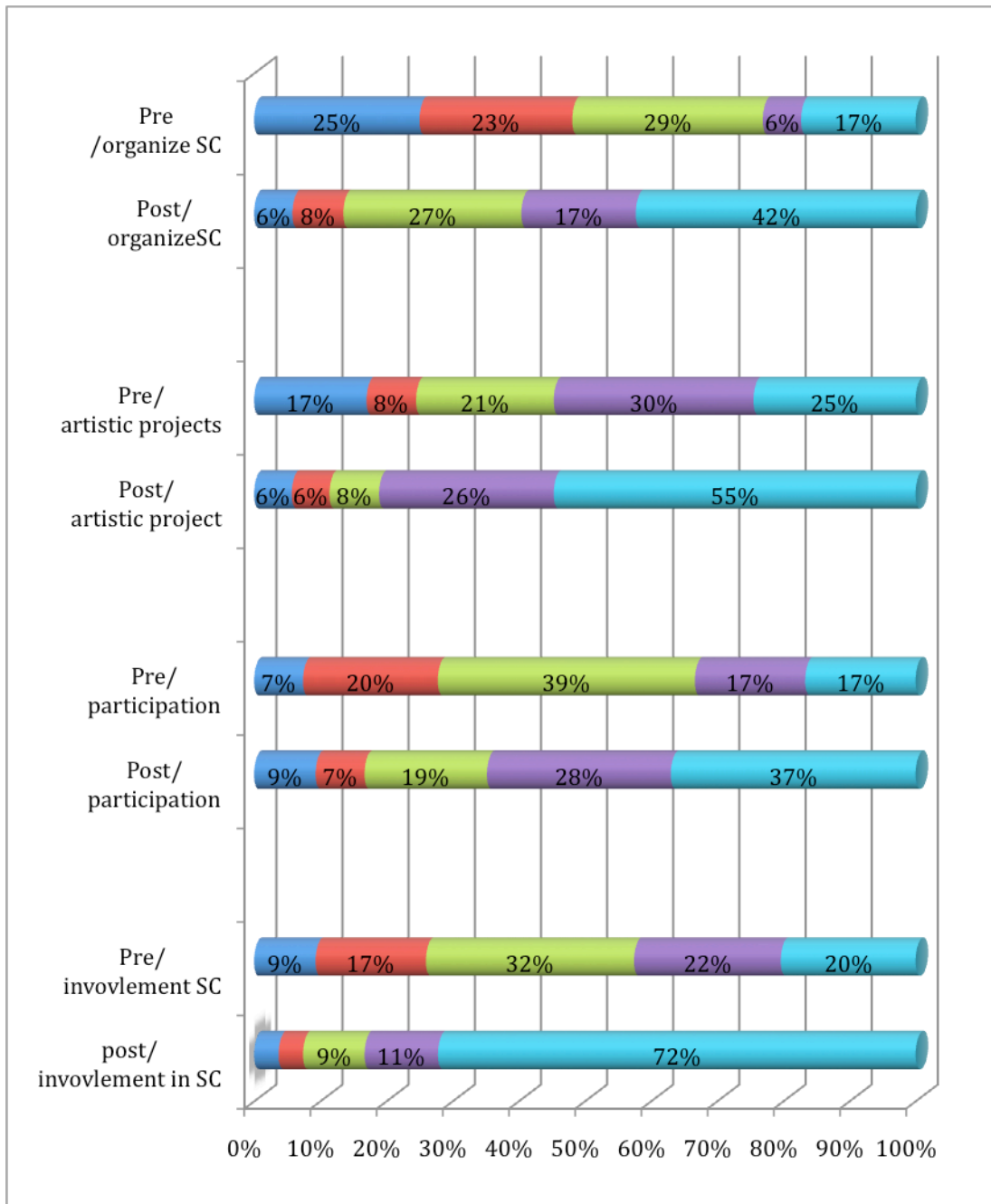
Social inclusion: % of participants (% < 5% not specified)



- Very likely
- Likely
- Maybe
- Unlikely
- Definitely not

Appendix 3 cont'd

Social Engagement (% < 5% not specified)



- Very likely
- Likely
- Maybe
- Unlikely
- Definitely not

APPENDIX 4: Participants comments in their own words

Baie-St-Paul

- « C'est bon et le fun le cirque! C'est le fun le rassemblement et intéressant faire le spectacles »
- C'est malade et je vais continuer en en [sic] faire »

Drummondville

- « sais vraiment de quoi qui est COOL »
- « Merci beaucoup vous avez su changer ma vie! »
- « Sa rendu ma vie meilleure. Je me sens fier de moi, je peux m'exprimé et montré de koi je suis capable librement »

Montreal

- « Merci beaucoup. C'est pour moi un grand accomplissement, car j'y rêvais très fort adolescente. Ça va m'influencer dans ma démarche artistique. VALORISANT! »
- « Après avoir laissé le CEGEP dont le cadre ne me convenait pas, puis après 5 ans de vadrouille, voyage, SDF, et débauche, c'est la rencontre de Cirque du Monde qui m'a donné le goût de prendre soin de moi et faire des projets à long terme. je suis instructeur cdm depuis 3 ans!!! »
- « Aide à contrer mon anxiété sociale »
- « MERCIE »
- « -Pas de plastique pour les lunch –Pas de recyclage »
- « LOVE »
- « Remotive l'esprit! Rencontre d'autre bon monde! Change les idées! Inspirer! (à toucher à plein d'aspects inconnu dans une éternité de vie) ☺! »
- « Quand du monde travaille ensemble il faux être sérieux et organiser pas entrain de jouer a tague et 2 jours avant le show on commence senario de spectacle ????? »

Québec

- « C'est un milieu excellent pour développer les habiletée sociales, d'expression, d'écoute, esprit d'équipe »
- « J'ai débuté comme participante en 2005. Ca m'a redonner goût à la vie et espoire en l'humain. J'ai commencé à enseigner les arts du Cirque dès 2006 dans un projet au Brésil.

Ensuite au Honduras, Haïti, Thailand, Baie-St-Paul, Québec et je continue ça me fait du bien et j'aime voir les réussites des autres! <3 »

- « avant de commencer le cirque, je callais de plus en plus vite ds l'eau de la vie, le CDM pour moi à été ma boue de sauvetage et est maintenant le moteur de mon bateau ainsi que la voile et la coque. Je vous aime en criss. en tant que participant de Qc. je tient a souligner le travaille EXTRAORDINAIRE de [instructor name]. [Instructor name]. même si je suis pas tjr un cirqueux modele to me motive a devenir une meilleure perssone et en plus tu me donne tout les outils. je ne saisis peut être pas tjr les occasion que tu m'offre mais toi [instructor name]. saisis tu a quelle point tu est importante moi [sic], a quelle point tu ma aider et que tu m'aide encore? Merci [instructor name]. , merci de tous mon cœur! »
- « DANS LA VIE COMME AUX CIRQUE!! »
- « J'<3 Le cirque Sa me permet de me dépasser et de voir plus de possibilité sa change une vie »
- « Le cirque m'a dégéné. Je suis sociable et encore plus souriante qu'avant. »
- « Le cirque de monde Québec m'a fait d'écouvrir tout l'univers de la vie communautaire et ma donner plusieurs opportunité en dehors du cirque social. De plus le cirque m'inspire beaucoup dans tout les sphère de la vie »
- « Le cirque social a fait une énorme différence dans ma vie. Je l'ai connu juste à temps <3 »
- « merci =) »
- « C'est malade dans le bon term [sic]»
- « Le cirque social m'a permis de m'épanouir dans ma vie et de me créer un réseau qui peux me soutenir. M'a permis de m'accrocher à la vie et de continuer en ayant confiance en moi =) Bonne job [researcher name] =) »
- « Cela nous permet de nous regroupé entre amis et s'entraidé. mes parents m abandonnais et j'ai laché l'école je n'avais plus le [SP : can't read word], mais le cirque ma aidé a reprendre confiance en moi pour continuer. »
- « Je suis là que depuis 2 mois et je dois dire que c'est entièrement différent au cirque de Québec, je compare ça à une grande famille »

Sherbrooke

- « <3 C'est magnifique C'est fun!!! »
- « =) C'est simple, c'est beau! »
- « Ça m'a permis de petit à petit me développer dans mon grand rêve de vivre du cirque! Par le concret. Je suis infiniment reconnaissante. Ça m'a beaucoup rapprochée du monde

du cirque et je vais probablement très bientôt me monter un numéro de cirque ambulant
=) »

- « =) (<3) »
- « C'est une expérience riche. Je suis très contente que cela me permet de participer d'avantage aux arts de la scène. Je suis très impressionnée de l'objectif de cirque du monde et à chaque année, je suis émue lors des spectacles au rassemblement. J'ai envie de continuer et je suis impressionnée et contente de mes performances. »
- « Une libération de l'esprit. »
- « Merci Merci =) »
- « merci =) »
- « le cirque as changer ma vie et je ne voudrais jamais le quitter yatta! wouf! »

Victoriaville

- « Mon expérience a été merveilleuse et exceptionnelle »
- « Je vois davantage la beauté des gens, la chaleur apportée dans le partage et la vie en communauté. Ca renforce mon sentiment d'appartenance à notre belle famille qu'est l'humanité »
- « QUE SA DURE [sic] plus longtemps plus que 24h (..) »
- « J'ai toujours été quelqu'un de social mais dans le cirque tout le monde l'est :D »
- « Le Cirque du monde ma donner une nouvelle manière de voir les choses »

Wemotaci

- J'adore le cirque et je vais continué le plus longtemps possible =) »