

Sample questions for participatory goal-setting, monitoring and evaluation

Integrate the following questions into your consultations as you plan and set goals for your programme, and into participatory processes for monitoring and assessing programmes' effectiveness and impact on adolescents' development and use of those competencies.

Sample questions for adolescents

Setting goals:

- ▶ What knowledge/attitudes/skills is/are important for adolescents who want to have a positive impact on their community? Their family? Their own future?

Monitoring and evaluating progress:

- ▶ What knowledge/skills did you gain during this programme? Did you learn anything new?
- ▶ How has the programme changed your beliefs and attitudes? How has it changed the beliefs and attitudes of other participants? Can you give examples?
- ▶ Has the programme changed your thinking about the conflict/situation? How? Has your thinking about other people (from diverse groups or conflict parties) changed? How?

Sample questions for facilitators, program coordinators & field staff

Setting goals:

- ▶ What knowledge/attitudes/skills is/are important for adolescents who want to have a positive impact on their community? Their family? Their own future?

Monitoring and evaluating progress:

- ▶ Has the programme changed the way that adolescents think about the conflict/situation? How? Has their thinking about other people (from diverse groups, conflict parties) changed? How?
- ▶ Have you seen any changes in (the beliefs & attitudes of) the participants as a result of the programme? Can you give examples? What do you think caused these changes? Are changes related to some particular parts of the programme. or to specific methods used?

Sample questions for parents and community members

Setting goals:

- ▶ What knowledge/attitudes/skills is/are important for adolescents who want to have a positive impact on their community? Their family? Their own future?

Monitoring and evaluating progress:

- ▶ Has the programme changed the way that your children/participants think about the conflict/situation? How? Has their thinking about other people (from diverse groups, conflict parties) changed? How?
- ▶ Have you seen any changes in (the beliefs & attitudes of) your children/participants as a result of the programme? Can you give examples? What do you think caused these changes? Are changes related to some particular parts of the programme?
- ▶ Do the adolescents discuss their experiences from programme activities with you? What do they find good or bad about the programme? What knowledge and ideas have they shared with you? Do they have new skills?