

## Evaluation

**Notes on Use:** Types of learning evaluation questions are:

- 1) Narrative
- 2) Fill in the blank/sentence completion
- 3) Multiple-choice

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Evaluation for Lesson 3.2 has the same first question – ask it in one of the two places.

Other suggestions for evaluating learning follow the table.

Evaluation Questions for Lesson 3.2	
Questions	Answers
<b>Narrative</b> <i>Note: Frame narrative evaluations as questions, requests or directions.</i>	
1. Describe different kinds of diversity common in a peacekeeping mission and host country.	Different kinds of diversity <ul style="list-style-type: none"> <li>▪ people from many different countries and cultures</li> <li>▪ people from different professional cultures – military, civilian, police</li> <li>▪ people with different personalities, preferences, ways of doing things, beliefs, religions, age, sex</li> </ul> Different sources of human diversity: <ul style="list-style-type: none"> <li>▪ Country and region of origin</li> <li>▪ Family – family structure, composition, history</li> <li>▪ Ethnic background</li> <li>▪ Race</li> <li>▪ Sex</li> <li>▪ Age</li> <li>▪ Culture</li> <li>▪ Professional background</li> <li>▪ General and technical training</li> <li>▪ Interests and preferences</li> <li>▪ Religious beliefs</li> <li>▪ Political beliefs</li> </ul>

<p>2. How is diversity like an iceberg? Be specific, giving examples of obvious and not obvious sources of diversity.</p>	<ul style="list-style-type: none"> <li>▪ Life philosophy</li> <li>▪ 10% visible, 90% hidden or not visible</li> <li>▪ parts that are not visible can be dangerous</li> <li>▪ visible parts of the iceberg are obvious differences:             <ul style="list-style-type: none"> <li>- race, ethnicity, language, hair, skin and eye colour, sex, age, size, physical ability, clothing, uniforms, job titles, food, art, dance, music, stories ... and more</li> </ul> </li> <li>▪ invisible parts of the iceberg are less obvious:             <ul style="list-style-type: none"> <li>- concept of time, work ethic, religious beliefs, definitions of sin, organizational attitudes and practices, concept of justice, courtship practices, meanings about clothing, concept of cleanliness, theories on disease, concepts of time – past present and future, attitudes to new things people and change, attitudes and relationships to hierarchy and authority, patterns of space use, patterns of power relations – superior/subordinate behaviour on job and in life, family roles and responsibilities, traditional roles of men and women ... and more</li> </ul> </li> </ul>
<p>3. Compare stereotypes and prejudices, and explain how they work against respect for diversity.</p>	<p><b>Stereotypes:</b> beliefs about all people of a certain type or group – fixed, often over-generalized ideas</p> <p><b>Prejudices:</b> judgements or opinions formed without knowledge or examination of fact.</p> <p>Stereotypes about people can be part of prejudices.</p> <p>Stereotypes and prejudices work against respect for diversity because:</p> <ol style="list-style-type: none"> <li>1. the principle of respect for diversity promotes acceptance and valuing of difference, not rejection of it</li> <li>2. stereotypes and prejudices are closed, not open – they get in the way of being able to know people</li> <li>3. peacekeepers have to work well</li> </ol>

	<p>with people not like them</p> <p>4. they have to always show respect</p> <p>5. they are required to <i>act without prejudice</i></p> <p>6. for points 3, 4 and 5, people need to examine and question their own beliefs</p> <p>7. many stereotypes and prejudices are not clear to people who hold them – such views may be “normal” in their social group.</p>
<b>Fill in the blanks</b>	
1. Diversity means _____.	Variety, difference
2. _____ are beliefs about all people of a certain type. They are usually: a) fixed and b) often over-generalized.	Stereotypes
3. _____ are judgements and opinions formed without real knowledge or examination of fact. They are often negative.	Prejudices
4. The UN stresses good _____ and importance in peacekeeping because it underpins other competencies.	Communication
<b>Multiple-choice</b> <i>Note: Check one for each</i>	
<p>1. What does the UN Core Competency “respect for diversity” mean?</p> <p>_____ 1. Works effectively with people from all backgrounds</p> <p>_____ 2. Treats all people with dignity and respect</p> <p>_____ 3. Treats men and women equally</p> <p>_____ 4. Shows respect for and understanding of diverse points of view in daily work and decision-making</p> <p>_____ 5. Examines own biases and stereotypes to avoid stereotypical responses</p> <p>_____ 6. Does not discriminate</p> <p>_____ 7. All</p> <p>_____ 8. None</p>	7_All

<p>2. Working in a multicultural peacekeeping environment, peacekeeping personnel will encounter differences in relation to:</p> <p>___1. Attitudes regarding authority and management</p> <p>___2. Body language and gestures</p> <p>___3. Religion, spirituality and faith</p> <p>___4. Family, clan and tribal connections</p> <p>___5. Dress code</p> <p>___6. Concepts of time</p> <p>___7. Communication</p> <p>___8. Learning from others</p> <p>___9. All</p> <p>___10. None</p>	<p>9_All</p>
<p>3. "Respect for diversity" contributes to effective peacekeeping because:</p> <p>___1. Peacekeeping is both culturally diverse and complex.</p> <p>___2. Lack of awareness about less obvious differences can lead to misunderstandings and conflict in the working environment.</p> <p>___3. Peacekeeping personnel need to be able to negotiate and bridge these significant differences and succeed on the job.</p> <p>___4. All</p>	<p>4. All</p>

**More ways to evaluate learning**

- **Scenarios and Role Plays to Evaluate Learning on Respect for Diversity.** Use short scenarios and role plays to test how well participants can apply learning. Add to the scenarios given, from your experience and from observation of the course participants for the last days. Assign different participants basic roles, let them develop the situations.
  1. A group of work colleagues are having informal drinks. You're all recently recruited to the mission, getting to know each other. People are relaxed, the work day is over. Someone tells a racist or sexist joke. How do you react?
  2. Your supervisor makes a joke about local people and refers to them in an ugly way, while at work. How do you react?
  3. Your team has people on it with different religious faiths and spiritual beliefs. Some pray at different times, some leave early to attend classes or rituals. The people with no religious practices that require time off get annoyed about their workload. They feel they are carrying the others, that the productivity of

the team is compromised by demands of people's religious faiths. They put the topic on the agenda for the next staff meeting.

- How would you propose coming to a solution?
  - How would you raise this with the team?
  - How would you respond if someone else raised it?
4. At regular meetings you have heard several young colleagues making jokes about an older colleague, about how slow he is. They roll their eyes when he takes time to prepare an answer to a question, and tease him about forgetting. Their comments seem more mean funny. The man doesn't complain, but you are uncomfortable, and in fact find it offensive. The manager is oblivious, doesn't care, or chooses not to take action. The longer it happens, the unhappier it makes you. What are your options?

- **Evaluating Practicing Respect for Diversity.** The lesson covers eight practices that increase respect for diversity, with tips for peacekeepers.
  - Attitudes about authority and management
  - Body language and gestures
  - Religion, spirituality and faith
  - Family, clan and tribal connections
  - Dress code
  - Concepts of time
  - Communication
  - Learning from others

The main focus of evaluation is on communication. Take a little time to confirm that participants have absorbed the base of information about diversity and tips. Communications is a creative human activity. Make the evaluation creative:

1. Assign pairs or triads different topics from the list of practices
2. Task them to present one or more of the related tips – as creatively as they can: songs, rap, skits, drawings, dance.
3. Keep presentation time short.
4. Give evaluation feedback – and keep it positive, reinforcing learning. Invitations to be creative are not extended so someone can criticize.

- **Evaluating Learning on Communication.** The lesson focuses on number 7 Communication. Related learning outcome is: describe strategies to improve communication.
  1. Use the handout on communications as part of respect for diversity in peacekeeping as reference – for you and the participants.
  2. You know the group. Based on continuing learning needs assessment, choose a method of evaluation that also further strengthens communication – individual, and within the group.

Individual Learning Strategy

- Each participant needs an individual strategy to improve communication. Everyone can benefit from strengthening those communication skills. This is part of a different area of competence important to the UN – continuous learning. It requires participants take charge of their own learning, self-direct it.
- Task participants to develop their individual strategies. Use them to draw conclusions about how much people have learned about communications.
- Strategies involve competency profiles, tips, assessments and a plan that addresses priorities.
- If you have continuing contact with the group past the core pre-deployment training, consider using the learning strategy as the basis of a compact. A compact strengthens plans in a learning strategy by making them a professional or occupational commitment.

Preparation:

- Participants may have self-assessed their communications competence in evaluating lesson 3.1. Get them to transfer that assessment to their learning strategy. If not, get them to do it now.
- Distribute handouts of reference information from the lessons on communication, and the learning strategy template. Some participants will prefer an electronic version.

### 3.2 Learning Evaluation Handout on Communications as Part of Respect for Diversity in Peacekeeping

#### Communication – a UN Core Competency

- Speaks and writes clearly and effectively
- Listens to others, correctly interprets messages from others and responds appropriately
- Asks questions to clarify and exhibits interest in having two-way communication
- Tailors language, tone, style and format to match the audience
- Demonstrates openness in sharing information and keeping people involved

#### Tips for Peacekeeping Personnel

- Choose words and phrases for clarity. Make all communications as clear as possible.
- Use commonly used words and terms. Check that others understand you. Avoid slang as much as possible. When you have to use technical words and terms, introduce them.
- Practice delivering key messages, before you have to do it as part of your work. Most people can always improve their ability to communicate, but it takes concentrated practice. Consider taking communications training.
- To check your understanding of a communication, rephrase what you heard and say it back to the speaker.
- If you do not understand something, ask the person to repeat or rephrase their statement.
- In meetings and exchanges, allow enough time for people to speak. Some people may think about responses and take time to plan them. Don't rush. Give them time, especially when working with interpreters.
- Pay attention to patterns of communication – who speaks and who does not. Create opportunities in meetings and discussions for those who don't volunteer or seldom speak. Invite them to contribute.
- Be patient. Show calm and patience in your voice and body language.
- Use humour with care. Humour is not cross-cultural. Something that is funny to you may not translate. Inappropriate humour can cause confusion or offense.
- As noted about body language, pay as much attention to gestures and comportment as you do to the words you choose, points you make.

### 3.2 Learning Evaluation Worksheet for Communications Learning Strategy

Use the form to identify communication priorities, and work on them one at a time. Treat the form as a rolling plan. When you achieve one goal, set another. Self-assess on communication competencies in a year.

Date \_\_\_\_\_

Communication Priority	Goal – 6 months	Goal – 1 year	Method	Support
1.				
2.				
3.				
4.				
5.				