

## Evaluation

**Notes on Use:** The types of learning evaluation questions are:

- 1) Narrative
- 2) True-False

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.

Other suggestions for evaluating learning follow the table.

Evaluation Questions for Lesson 3.3	
Questions	Answers
<b>Narrative</b>	
<i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. What three principles underpin UN standards of conduct?	<ol style="list-style-type: none"> <li>1. highest standards of efficiency, competence and integrity</li> <li>2. zero tolerance policy on sexual exploitation and abuse</li> <li>3. accountability of authorities for enforcing standards of conduct – and failing to do so</li> </ol>
2. Define and give examples of minor and serious misconduct for UN police and military observers.	<p>Difference is degree of damage and injury to a person or UN.</p> <p><b>Minor misconduct: Category 2</b></p> <ul style="list-style-type: none"> <li>▪ any act, omission, negligence that violates standard operating procedures (SOPs), directives, applicable rules, regulations, administrative instructions</li> <li>▪ DOES NOT RESULT, or is not likely to result, in major damage or injury to person or mission</li> <li>▪ EXAMPLES: simple theft and fraud, sexual and other work-related harassment, traffic-related incidents e.g. speeding; contract disputes, office management disputes, basic misuse of equipment or staff, basic mismanagement issues, infractions</li> </ul>

	<p>of rules, regulations, administrative directives, simple entitlement fraud</p> <ul style="list-style-type: none"> <li>▪ <b>minor offenses</b></li> </ul> <p><b>Major misconduct:</b> Category 1</p> <ul style="list-style-type: none"> <li>▪ any act, omission, negligence including criminal acts that violate SOPs, directives, applicable rules, regulations, administrative instructions,</li> <li>▪ RESULTS IN or is likely to result in serious damage, injury to a person or the mission</li> <li>▪ EXAMPLES: sexual exploitation and abuse (SEA), serious or complex fraud, conflict of interest, gross mismanagement, waste of substantial resources, all cases involve risk or loss of life, substantial violation of UN regulations, rules, administrative directives</li> <li>▪ criminal offences – offences against the person, e.g. rape; offences against property e.g. fraud</li> <li>▪ <b>serious, high-risk, complex</b></li> </ul>
<p>3. Detail the consequences of misconduct when proven. Include for victims, the community, mission, peacekeeping personnel, and national colleagues.</p>	<p><b>Victims:</b></p> <ul style="list-style-type: none"> <li>▪ violates rights</li> <li>▪ causes distress</li> <li>▪ can affect lives long term</li> </ul> <p><b>Community:</b></p> <ul style="list-style-type: none"> <li>▪ loss of faith, trust and confidence in the mission</li> <li>▪ resentment, anger</li> </ul> <p><b>Mission:</b></p> <ul style="list-style-type: none"> <li>▪ reduced legitimacy</li> <li>▪ compromised safety and security</li> <li>▪ reduced scope to conduct mandated work</li> <li>▪ violates human rights</li> <li>▪ misconduct against UN principles</li> <li>▪ undermines rule of law and fosters crime</li> </ul> <p><b>Peacekeeping personnel:</b></p> <ul style="list-style-type: none"> <li>▪ disciplinary action</li> <li>▪ repatriation/barring from future service</li> <li>▪ summary dismissal</li> <li>▪ criminal proceedings</li> <li>▪ financial liability</li> <li>▪ shame</li> </ul> <p><b>National colleagues:</b></p>

	<ul style="list-style-type: none"> <li>▪ shame and embarrassment</li> <li>▪ collective guilt</li> <li>▪ stereotyping and bias by other peacekeepers and local people</li> </ul>
4. Name the four key entities in the UN that address conduct and discipline issues.	<ol style="list-style-type: none"> <li>1. Conduct and Discipline unit in mission</li> <li>2. Office of the Internal Oversight Services, OIOS</li> <li>3. Ethics Office</li> <li>4. UN Ombudsman</li> </ol>
5. What duties and responsibilities do all UN peacekeeping personnel share for misconduct?	<ul style="list-style-type: none"> <li>▪ Do not do it – keep high standards</li> <li>▪ know human rights and international humanitarian law basics, follow them</li> <li>▪ know the UN rules, regulations and guidance</li> <li>▪ report misconduct</li> <li>▪ cooperate in investigations and audits</li> <li>▪ provide all information in good faith</li> </ul>
6. Describe UN expectations of those in command regarding misconduct.	<ol style="list-style-type: none"> <li>1. maintain standards of conduct</li> <li>2. prevent, monitor and respond to misconduct</li> </ol> <p>Leaders have to lead.</p> <ul style="list-style-type: none"> <li>▪ ensure misconduct prevention training</li> <li>▪ conduct period misconduct risk assessments</li> <li>▪ report all misconduct to CDT or OIOS</li> </ul>
<b>True-False</b>	
1. UN standards of conduct only apply to military peacekeeping personnel.	<b>False.</b> UN standards of conduct apply to all peacekeeping personnel, all levels, always.
2. Your conduct in your private life is your business – UN standards of conduct only apply when you are on-the-job.	<p><b>False.</b> Peacekeeping personnel and all UN staff are responsible for upholding standards of conduct in personal, private, public and professional life.</p> <p>Being deployed as peacekeeping personnel is different from normal work. There is no “time off” from high standards of conduct.</p>
3. Misconduct can be a safety and security risk.	<b>True.</b> Reactions of local people against misconduct can put the offender and other peacekeeping personnel at risk. Even the perception of misconduct or harm can trigger backlash.

### **More ways to evaluate learning**

- **Evaluation of Learning, Code of Conduct for Peacekeeping Personnel**
- Refer participants to distributed copies of the Code of Conduct for Peacekeepers. Give them time to read over the code again.
- Assign table teams to discuss the Code of Conduct.
  - What parts strike different people as being most important?
  - Any surprises – in content, or what people may think is missing?
  - Put essential messages from the code of conduct into their own words.
  - What does it mean to them? How do they see it influencing their behaviour in mission? Can those with peacekeeping experience help with examples that clarify any points?
- Invite table teams to prepare brief statements to share their thoughts with other participants.
- No right or wrong answers: reinforce these points:
  - All parts of peacekeeping Code of Conduct for Peacekeepers are important. Different ones resonate more with different people for various reasons.
  - All parts of the Code of Conduct connect. They are more than individual statements. Together, they are a commitment to be a better person.