

Evaluation

Note on use: The types of learning evaluation questions are:

- 1) Narrative
- 2) True-False
- 3) Fill in the blank / sentence completion
- 4) Multiple-choice
- 5) Call-and-Response/Mix-and-Match

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 1.7	
Questions	Answers
Narrative	
<i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Why does it matter if different components of peacekeeping missions work together?	Everyone contributes to achieving the mandate. The work of each component affects the tasks of other components. UN peacekeeping operations have complex mandates and operate in difficult environments. Peacekeeping personnel must know how to help each other.
2. What is "institutional culture"? How does it affect peacekeeping?	Institutional culture is how people in an organization or institution act and behave, based on shared assumptions and values. It is what is "normal" for a particular group. UN peacekeeping brings together people from different institutional cultures. Differences challenge smooth cooperation. Peacekeeping personnel need to learn enough about the institutional culture of other mission components to work well across the differences.

<p>3. What significant differences exist between military, civilian and police cultures?</p>	<p>Short answer:</p> <ul style="list-style-type: none"> ▪ The military has a system of hierarchy. There are clear lines of authority. ▪ The police have similar lines of authority to the military. They are not the same. ▪ The military and police often minimize ambiguity by making informed assumptions within a strong planning culture. ▪ Civilian organizations and government departments tolerate more ambiguity and uncertainty than military ones. They usually also have more flexible management models. Individuals may be used to autonomy and independence, not used to following authority. <p>Expanded answer:</p> <p>Military:</p> <ul style="list-style-type: none"> ▪ a system of hierarchy ▪ lines of authority are clear, defined ▪ planning culture is strong – shared across different militaries ▪ military often minimizes ambiguity by making informed assumptions within a strong planning culture. <p>Police:</p> <ul style="list-style-type: none"> ▪ lines of authority are clear, defined – similar to the military ▪ planning culture is also strong ▪ police also often minimize ambiguity by making informed assumptions within a strong planning culture ▪ police forces and services are different from each other – legal systems and police structures vary; police officers may be trained differently - unlike the military which has a common culture developed over many years <p>Civilian:</p> <ul style="list-style-type: none"> ▪ civilian organizations and government departments tolerate more ambiguity and uncertainty than military ones ▪ civilian organisations have more flexible management ▪ work relationships and lines of
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	<p>authority may be vague, ambiguous or uncertain</p> <ul style="list-style-type: none"> ▪ individuals may be used to autonomy and independence, not used to following authority
4. What is military's primary function in UN peacekeeping?	<p>The primary function of the military component is to create a secure and stable environment. At the same time, UN military personnel strengthen the State's ability to provide security, with full respect for rule of law and human rights.</p> <p>These points cover the <u>main function or role</u>. Specific tasks are more varied. You may wish to ask participants to detail some military tasks.</p>
5. Name the three main categories of military personnel in UN peacekeeping and give at least one example of each.	<ol style="list-style-type: none"> 1. formed military units, contingents: companies, battalions, brigades 2. military experts on mission: military observers, military liaison officers, military advisors, arms monitors 3. staff officers: specialized functions at mission force HQ or in joint mission structures
6. Name the three main categories of police personnel in UN peacekeeping and describe each.	<ol style="list-style-type: none"> 1. individual police officers (IPOs) – seconded by Governments of Member States to the UN, usually for six months 2. formed police units (FPUs) – stand-alone unit of police officers deployed from the same country; Each FPU is about 140 officers with a main task of public order 3. specialized police teams (SPTs) – a group of experts with particular specialisation, e.g. sexual violence, child protection, forensic services
7. Name civilian units typically found in multidimensional peacekeeping operations.	<p>Five typical civilian units are:</p> <ul style="list-style-type: none"> ▪ Political Affairs ▪ Civil Affairs ▪ Human Rights ▪ Gender ▪ Public Information <p>The complete list is:</p> <ul style="list-style-type: none"> ▪ Civil Affairs ▪ Political Affairs ▪ Public Information ▪ Electoral Assistance ▪ Human Rights ▪ Justice

	<ul style="list-style-type: none"> ▪ Corrections ▪ Security Sector Reform ▪ Mine Action ▪ Disarmament, Demobilization and Reintegration (or DDDR, Disarmament, Demobilization, Reinsertion and Reintegration) ▪ Child Protection ▪ Gender ▪ HIV/AIDS ▪ Mission Support
True-False	
<p>1. The civilian component brings technical expertise for substantive and support work.</p>	<p>True. The civilian component brings technical expertise for substantive and support work. For each mission the types of substantive civilian component units present depends on the mandate. Most multi-dimensional peacekeeping operations have these units:</p> <ul style="list-style-type: none"> ▪ Political affairs ▪ Civil affairs ▪ Human rights ▪ Gender ▪ Public information <p>The support civilian component covers necessary mission logistics and administrative support.</p>
<p>2. Police from different countries may have different legal systems.</p>	<p>True. Legal systems and the role of the police vary between countries, especially between two legal codes – common law, and civil law. Police in peacekeeping may have to adjust to different policing cultures within UNPOL as well as different institutional cultures that apply in military and civilian components.</p>
Fill in the blanks	
<p>1. The primary function of the military component is to _____. This function enables the UN to implement other parts of peace agreements (human rights monitoring, humanitarian assistance).</p>	<p>Create a secure and stable environment.</p> <p>By creating a secure and stable environment, the military creates conditions for other work to proceed safely and successfully.</p>
<p>2. For each mission the types of substantive civilian component units present depends on _____.</p>	<p>The mandate.</p>

<p>3. Police have two core functions in peacekeeping, ____ and ____.</p>	<p>1. Operational support or interim executive policing and other law enforcement 2. Support for reform, restructuring and rebuilding of host State police</p> <p>Stress that all peacekeeping personnel support national and local capacity while they carry out mandated tasks.</p>
<p>Multiple-choice <i>Note: Check one for each.</i></p>	
<p>1. Misunderstanding about the police role in UN peacekeeping missions is common because: <i>check all that apply</i> ____(a) roles in national police services are completely different from roles in a UN peacekeeping mission; ____(b) countries have different legal systems and police structures; ____(c) joint work with other components is unique; ____(d) elections are conducted differently; ____(e) countries train policer officers in different ways; ____(f) protecting civilians is complicated</p>	<p>APPLY (b) countries have different legal systems and police structures (e) countries train policer officers in different ways</p> <p>DO NOT APPLY (a) roles in national police services are completely different from roles in a UN peacekeeping mission (c) joint work with other components is unique (d) elections are conducted differently (f) protecting civilians is complicated</p>
<p>2. Civilian components in UN peacekeeping: <i>check all that apply</i> ____(a) work in both support and substantive components ____(b) have national and international civilian experts ____(c) concentrate on peacebuilding activities only ____(d) have limited roles in traditional peacekeeping ____(e) deploy in specialist groups</p>	<p>APPLY (a) – work in both support and substantive components, in a variety of roles (b) – have national and international civilian experts. (d) – have limited roles in traditional peacekeeping.</p> <p>DO NOT APPLY (c) – civilians do not just concentrate on peacebuilding: their work spans many mandated task areas (e) – civilians deploy as individuals, not as part of specialist groups, as police may be</p>

Call-and-Response/Mix-and-Match	
<i>Note: Print the civilian unit names and task areas on separate sheets. Print enough for each group. Mix them up. Time how long it takes groups to correctly match the names and tasks. Call-and-response of acronyms with brief discussion after each can evaluate and reinforce learning.</i>	
Civilian Units	
Political Affairs	<ul style="list-style-type: none"> • does early assessments of a mission's political environment, has a critical role supporting the SRSG/HOM and senior leadership
Public Information	<ul style="list-style-type: none"> • communicates for the mission; targets priority audiences; manages media relations and crisis communications
Civil Affairs	<ul style="list-style-type: none"> • works at local (sub-national) political levels to support peacekeeping measures, strengthen conditions and structures for sustainable peace
Electoral Assistance	<ul style="list-style-type: none"> • assists the national electoral authority
Human Rights	<ul style="list-style-type: none"> • protects human rights, empowers people in the host country to assert and claim their human rights; enables state institutions to fulfil human rights responsibilities
Justice	<ul style="list-style-type: none"> • assists national authorities with judicial and legal systems (re-establishing, strengthening and reforming them)
Corrections	<ul style="list-style-type: none"> • transfers knowledge and skills to support national staff to develop and manage a prison system to international standards (safe and secure, gender sensitive, humane, free of human rights violations)
Security Sector Reform	<ul style="list-style-type: none"> • assesses security sector needs; provides policy for security provision and governance
Mine Action	<ul style="list-style-type: none"> • deals with Explosive Remnants of War (ERW); gathers information on ERW threats, impact, mitigation
Disarmament, Demobilization and Reintegration	<ul style="list-style-type: none"> • supports national partners as they

	implement DDR programmes for ex-combatants
Child Protection	<ul style="list-style-type: none"> mainstreams child protection through mandate implementation
Gender	<ul style="list-style-type: none"> promotes and supports gender-sensitive approaches to mandate implementation
HIV/AIDS	<ul style="list-style-type: none"> mainstreams HIV, as a cross-cutting issue, into mission mandates
Mission Support	<ul style="list-style-type: none"> manages aviation, supply, engineering, transport, communications and information technology, property management, movement control
Acronyms	
UNMO	United Nations Military Observer
MLO	Military Liaison Officer
MilAd	Military Adviser
AM	Arms Monitor
HOMC	Head of Military Component
FC	Force Commander
CMO	Chief Military Observer – HOMC title in smaller missions with only unarmed personnel
CMLO	Chief Military Liaison Officer – HOMC title in smaller missions with only unarmed personnel
JMAC	Joint Mission Analysis Centre (from MONUSCO example)
UNPOL	UN Police
IPO	Individual Police Officer
SPT	Specialised Police Teams
FPU	Formed Police Unit
HOPC	Head of Police Component
IT	Information technology
ISS	Integrated Support Services
MSC	Mission Support Centre
DMS/CMS	Director or Chief of Mission Support

More ways to evaluate learning

- **Brain storm using learning outcomes.** Ask participants to prepare brief statements on the most important learning from the lesson. Check for details on the three learning outcomes:
 1. importance of working together to achieve the mandate;
 2. differences in “institutional culture” between military, police and civilians;
 3. main role of military, police and civilian components.

- **Job profiles for each component.** Get participants to profile what military, police and civilian components do in UN peacekeeping. The lesson lists the main functions, and tasks of each. Emphasize complexity of the military role in multidimensional peacekeeping. Emphasize the close working relationships between UNPOL and host state police, and UNPOL and other mission components. Emphasize the variety of civilian technical expertise needed in a mission.

Variation: print the function and tasks of each component from the lesson, one per page. Challenge participant groups to prepare a profile for each component's role. The main function of each component goes at the top. Give a modest or humorous prize to the group that finishes first, checking accuracy.

- **Brainstorm units of the civilian component:** Ask participants to brainstorm civilian units typically found in multidimensional peacekeeping operations. Divide groups by tables. Get each table to report five units only – the typical civilian units (see “Narrative” evaluation question number 11). Create a running list on a flip-chart sheet. Add new points as groups name them, and put checkmarks as groups repeat names. Prompt questions for the end: a) What are the five typical civilian units? b) Is the list complete? c) Any observations about patterns? Did many groups name the same civilian task? Were any tasks left out?
- **Diagram on reporting lines.** Get participants to illustrate the reporting lines for each component using a diagram.
- **Examples of collaboration between components.** Task participants to give examples of ways each component collaborates with other mission components. Direct them to do independent research and share experience, so at least half the examples are from sources other than the lesson. Participants should include their own suggested strategies for collaboration where no examples exist.
- **Create job profiles from mandates.** Choose at least three Security Council resolutions with peacekeeping mandates that participants have not seen before. The task: create profiles of mandated tasks for military, civilian and police.
- **Analysis of functions and tasks.** Prepare one-page summaries of main functions and mandated tasks for military, police and civilian components. Hand them out. Task participants to analyze the summaries, to identify:
 1. common tasks,
 2. points of collaboration between components,
 3. unique tasks done by only one component, supported by others.Ask groups to present results of analysis as a diagram, a verbal or slide presentation. Set high expectations for professional work, and give participants enough time to do the analytical and comparative work as well as prepare a high-quality briefing.

