Evaluation

Notes on Use: Type of learning evaluation questions are:
1) Narrative

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 3.1	
Questions	**Answers**
Narrative *Note: Frame narrative evaluations as questions, requests or directions*	
1. Explain the difference between "values" and "competencies".	Values: ▪ sense of right and wrong, preferences about how things should be done ▪ things you believe are important in how you live and work ▪ important and lasting ideals ▪ values guide actions and behaviour Values are not usually directly observable. They show in how people act. Competencies: ▪ skills and abilities ▪ knowledge, skills, attitudes ▪ ways of working –associated with successful performance in a job Competencies are directly observable. People can demonstrate and observe them.
2. What are the 3 UN Core Values?	1. Integrity 2. Professionalism 3. Respect for Diversity
3. Name the 8 UN Core Competencies.	1. Communication 2. Teamwork

	3. Planning and organization 4. Accountability 5. Client Orientation 6. Creativity 7. Commitment to Continuous Learning 8. Technological Awareness

4. Why are organizational core values and competencies important to the UN, and to you?	UN Core Values and Competencies guide you as an ambassador for the UN. The UN Organization's greatest strength – and the key to its success – is the quality of its staff and managers. To capitalize on this strength, there is a need to create an organizational culture and environment that enables staff to contribute to their maximum potential.
	
	UN Core Values and Competencies:
	
	1. Promote organizational culture that enables staff to contribute all they can, to a good purpose
	2. Build the organization's capacity for now and the future
	3. Set standards for you and other peacekeeping personnel to:
	  a) know what is expected of you, and what you can expect of colleagues and managers
	  b) set goals you want to meet, in your own development and career path
	  c) be mutually accountable

5. Name at least four ways that peacekeeping personnel develop core UN Core Values and Competencies.	1. training and learning – formal, or self-directed 2. coaching and mentoring, learning from role models 3. through feedback on evaluations and appraisals 4. learning lessons from on-the-job experience

More ways to evaluate learning

- **Mix and Match – Evaluating Learning on UN Core Values.** Do the interactive evaluation at tables and with the full group.
1. Print or write core competencies for each value on a separate piece of paper – large type, three or so per page and cut so people can read and move them around easily. Mix up the order and prepare one set for each

table or small group.   Include the three values as well as all the competencies in the mixed set.   The evaluation set is formatted, below.

2. Note that lesson 3.2 gives more depth on respect for diversity – use coverage in this lesson to bridge to the next.

3. Prepare three flip charts and write a core value across the top of each, large letters – Integrity, Professionalism, Respect for Diversity. Post them on three different walls of the room.

4. Give each group a set of mixed statements.   Go over the task and agree on times.
   - Put the right competencies with each value.
   - Put them in priority order for peacekeeping. Groups are to discuss and agree on prioritization, tape the set on a separate flip-chart in priority order, highest first.
   - All groups post flip-charts on the walls, putting the same sets together.
   - Compare the sequences groups have prioritized for each value. Discuss patterns, differences. Probe reasons – make learners think about the content, not just take it in.

8. Give the group immediate evaluation feedback. Use the evaluation to encourage learning, set a positive tone. Values and competencies are a foundation. Draw on them as you finish the course. Use them to reinforce and remind course participants of things they have learned in pre-deployment training, and need to take forward to their work as peacekeepers.

- **Mix and Match – Evaluating Learning on Eight UN Core Competencies**
  - o Follow the same steps outlined for using this method of learning evaluation on UN core values.
  - o Assign different ones to groups, so it doesn't take so long – review all sets in plenary.
  - o If you don't want to use up paper, consider the alternative evaluation method on UN competencies, below.

- **Mix and Match – Evaluating Learning on Six Managerial Competencies**
  - o Follow the same steps outlined for UN core values and competencies.
  - o Cover managerial competencies with all groups, even if only in brief - not just courses with managers participating. Spend more time on this set with the latter groups.

- **The Competency Competition – Evaluating Eight UN Competencies**
1. Divide the group into teams, 6-8 people each.
2. Explain the competition and the rules.
   COMPETITION: who can accurately name most competencies in each set in the fixed time
   RULES:
     - each group stays quiet until the instructor rings the starting bell
     - instructor name the topic and rings the bell, keeps to time – try 3 minutes, if not enough, give 5

- groups have to stop immediately on next hearing the bell
- instructor reads each competency and asks which groups have it – groups keep track of their scores
- at direction of the instructor, groups call our their scores
- instructor keeps track on a flip-chart or board of scores for each set, for total scores
- the team that gets the highest total score wins

9. Mix the order of the eight competency areas.
10. Keep careful track of time – and keep all parts of the evaluation moving quickly, for energy.
11. Give a small or symbolic prize to the winning teams.

- **Self-Assessment on UN Values and Competencies.** Values are personal as well as professional. People develop competencies when life motivates them, and they motivate themselves. Taking time to reflect on one's own competence levels and capacity in key areas can be a strong motivator.
1. Copy enough forms for participants.
2. Explain the purpose – to help each person take stock, assess their own levels of capacity in key areas, as part of continuing learning about this subject. People don't need to share self-assessments with others – they may want to discuss them.
3. Give people forms, and some quiet time. Self-assessments can be homework, but for some groups better to include the evaluation exercise in class time.
4. Some people will do the self-assessment and know what they need to work on. They won't want to talk about it. Ask those people to work on a learning strategy to strengthen priority competencies.
5. For other people, talking about the self-assessment is key to learning. They want to share profiles, compare strengths and weaknesses or gaps. Sharing self-assessment insights can be important to a team where people will work together. Those with stronger capacity can mentor those with less.
6. The instructor has to approach shared use of self-assessments with care. No-one should be pressed to share self-assessments they want to keep private. Some may want only the instructor to see them, to help prepare stronger learning plans to address gaps. Ask the group. Respect people's responses.
7. Debriefing of the evaluation exercise is important. **Do a group debrief as a minimum. Do individual student debriefings as required. Get views on what each set of competencies means in peacekeeping.** Prepare with prompt questions that push on what these mean in peacekeeping, e.g.:
    - **Teamwork:** Based on Modules 1 and 2, what different teams are peacekeepers part of in the field? How do the competencies apply in the complex structure of a peacekeeping operation?
    - **Client Orientation:** Who are a peacekeeping mission's clients? Brainstorm a comprehensive list. What meaning does that give to the rest of the competencies in this set? How do peacekeepers show client orientation?

8. This last part of the evaluation also gives a chance to informally evaluate learning from Modules 1 and 2.