

Lesson 3.2



Respect for Diversity

Lesson at a Glance

Aim

To show the range of diversity typical of the peacekeeping environment and explain how respect strengthens mutual understanding and positive communication.

Relevance

The success of a UN peacekeeping operation requires respect for diversity. You must have respect for different people.

Peacekeeping personnel come from **different cultures**. Each component has its own institutional culture – for military, civilians and police.

The host country and **local population also has its own cultural norms and traditions**.

A mission's ability to function well and work effectively with a host country **depends on the ability of each peacekeeping personnel to maintain respectful relationships and communicate effectively with others**.

This lesson explains what it means to be aware of diversity and respectful of different ways of doing things. You must know how to make mindful and responsible decisions in your work.

Learning Outcomes

Learners will:

- Describe cultural differences and different kinds of diversity typical in a peacekeeping mission and host country
- Explain how the UN Core Value of “respect for diversity” contributes to effective peacekeeping
- Describe strategies to improve communication

Lesson Map

Recommended Lesson Duration: 45 minutes total

1-2 minutes per slide

Use short option learning activity

The Lesson	Pages 3-26
Starting the Lesson	Intro Slides
Learning Activity 3.2.1: Diversity Line	
What is Diversity?	Slides 1-2
Cultivating an Awareness of Diversity	Slides 3-6
Learning Activity 3.2.2: Diversity Iceberg	
Assumptions, Prejudices and Stereotypes	Slide 7
UN Core Value of Respect for Diversity	Slide 8
Practicing Respect for Diversity	Slides 9-18
Learning Activity 3.2.3: Practicing Respect for Diversity	
Summary of Key Messages	Pages 27-28
Learning Evaluation	Pages 29-30
OPTIONAL: Additional Learning Activities	See Resource
Learning Activity 3.2.4: Diversity and Culture in a Mission	
Learning Activity 3.2.5: Working with Diversity	
Learning Activity 3.2.6: Gestures and Meaning	

The Lesson



Starting the Lesson

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Relevance
- Learning Outcomes
- Lesson Overview

Each main part of the lesson has “Tips for Peacekeeping Personnel”. Make the lesson interactive. Brainstorm, ask questions and/or use call-and-response to cover both core content and these tips. Encourage participants with experience to share examples. Most people find topics of culture and diversity interesting. Encourage participants to keep discussing it outside class. This suggestion also links to continuous learning.

Make a link to content previously covered on “institutional cultures”. Note that this lesson also overlaps with content in Lesson 3.1 on UN Core Values and Competencies. Inform participants that aspects of “culture shock” will be discussed in Lesson 3.11 on Stress Management.

Research the culture(s) of the mission's host country and be prepared to provide participants with an introduction on relevant laws, customs and traditions.

Learning Activity

3.2.1

Diversity Line

METHOD

Exercise

PURPOSE

To quickly illustrate areas of commonality and difference through a physical activity

TIME

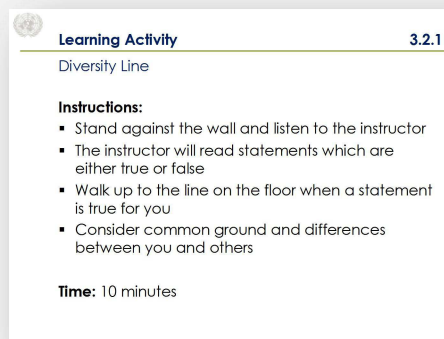
10 minutes

INSTRUCTIONS

- Stand against the wall and listen to the instructor
- The instructor will read statements which are either true or false
- Walk up to the line on the floor when a statement is true for you
- Consider common ground and differences between you and others

RESOURCES

- Learning Activity instructions



The thumbnail shows a document titled "Learning Activity" with the sub-header "Diversity Line" and the reference "3.2.1". It lists the same instructions as the main text: stand against the wall, listen to the instructor, walk up to the line when a statement is true for you, and consider common ground and differences. It also specifies a time of 10 minutes.

Diversity

Slide 1

 **1. What is Diversity?**

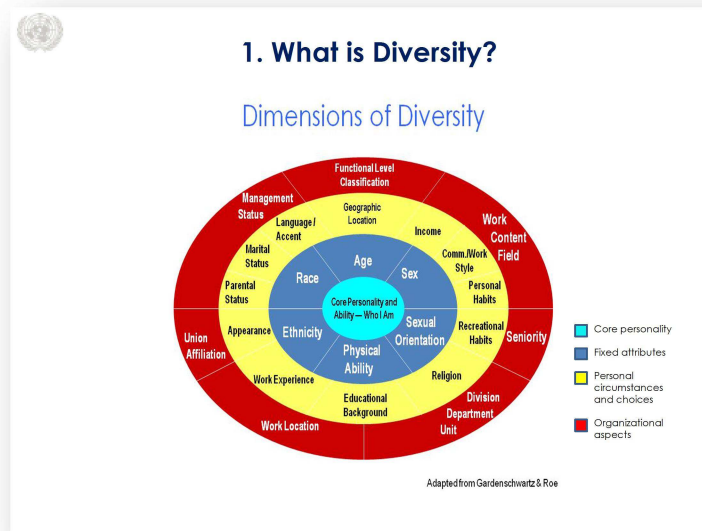
- **Diversity** means “variety” – refers to things that are different from each other



Key Message: Diversity means **variety**. Diversity refers to difference.

People are the same and different. Human diversity includes: **country of origin, family and ethnic background, race, sex, age, culture, professional background and training, religious or political beliefs** and personality.

Slide 2



Key Message: The graphic shows sources of diversity. Diversity has many layers and aspects.

Look at the graphic. Focus on the centre and move outwards:

- **Core:** The centre shows our core personality. This unique identity distinguishes us from everyone else.
- **Fixed Attributes:** The next ring, darker blue, details things that are “given” or fixed. We cannot change these. For example: sex, age, race and physical ability.
- **Personal Circumstances and Choices:** Sources of diversity in the yellow ring reflect personal circumstances and individual choices. Examples are the status of our families, education, language, where we live and religion.
- **Organizational:** The outer ring shows organizational aspects of diversity. These include field of work, time in an organization and status as staff or management.

Organizational sources of diversity are not always obvious. They influence how people relate to each other and have special significance in the complex worlds of peacekeeping or special political missions.

Significant differences exist between individuals and components within and outside the mission. Cultivating an awareness of diversity is important for peacekeeping personnel to be able to negotiate and bridge these significant differences and succeed on the job.

Cultivating an Awareness of Diversity

Slide 3



Key Message: Lack of awareness about less obvious differences can lead to misunderstandings and conflict.

Icebergs are large pieces of ice that float in oceans. About 10% of an iceberg is visible above the waterline.

The 90% not visible can be potentially dangerous to boats, especially for navigators unfamiliar with certain parts of the water.



Ask if anyone has ever seen an iceberg – either in real life or in a picture or movie (e.g. the Titanic movie). If a participant responds, ask them to describe what an iceberg is. Acknowledge and, if necessary, add to their definition with the following points:

Diversity is like an iceberg. We easily notice some things about people, those things “above the waterline”. Other things are not visible. Much more is below than above the waterline.

Learning Activity

3.2.2

Diversity Iceberg

METHOD

Graphic, brainstorm

PURPOSE

To guide participant thinking about different levels of diversity, obvious and more subtle differences

TIME

15 minutes

- Brainstorming: 10 minutes
- Discussion: 5 minutes

INSTRUCTIONS

- Consider the “differences” between individuals who deploy to a mission
- What differences are obvious?
- What differences are less obvious?

RESOURCES

- Learning Activity instructions
- Diagrams (from Lesson 3.2)

Learning Activity 3.2.2

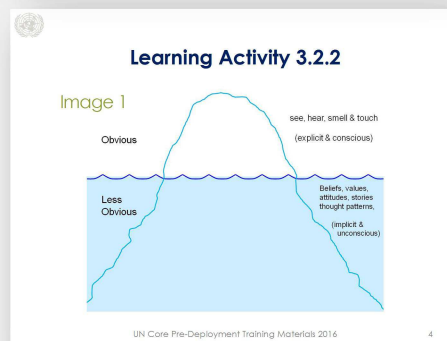
Diversity Iceberg

Instructions:

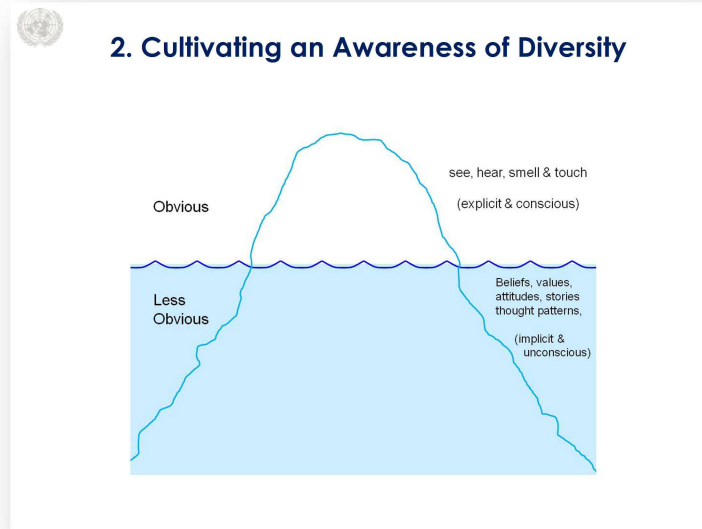
- Consider the “differences” between individuals who deploy to a mission
- What differences are obvious?
- What differences are less obvious?

Time: 15 minutes

- Brainstorming: 10 minutes
- Discussion: 5 minutes

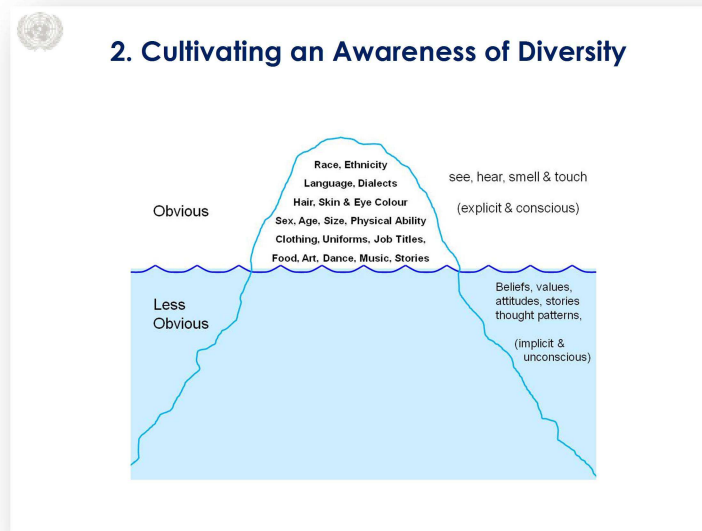


Slide 4



Key Message: Differences are obvious when we can perceive them. Less obvious differences are those we cannot perceive – such as beliefs, values and attitudes.

Slide 5



Key Message: Here are examples of obvious differences between people. They are “above the waterline”.

Slide 6



Key Message: Here are examples of less obvious differences between people. They are “below the waterline”.

Assumptions, Prejudices and Stereotypes

Slide 7

3. Assumptions, Prejudices & Stereotypes

- **Stereotypes** = beliefs about all people of a certain type
- **Prejudices** = judgments or opinions that are formed without real knowledge or examination of facts – prejudices are generally negative

Key Message: Assumptions and generalizations can be risky, especially in a multicultural environment. They can lead to stereotypes, which in turn can lead to prejudices.

As human beings, we assume things about individuals and groups of people. This survival skill is one way we make sense of a complex world. We make assumptions when we do not know much.

Stereotypes are fixed, over-generalized beliefs about a group of people. For example, all tall people are confident and all people with glasses are smart. Stereotypes are not necessarily true. They may be positive or negative. All stereotypes have the potential for negative impacts.

Prejudices are judgments or opinions formed without real knowledge or examination of fact. Prejudices are generally negative. Examples of prejudices in action include hiring practices, which exclude people because of age, race or sex. This practice is based on a prejudice that these attributes mean a person will not do as good a job.

Prejudice starts when we judge others by our own standards. Prejudice is often based on imperfect or inaccurate information. We filter information through our own backgrounds and experiences. Ignorance or unwillingness to learn can result in unintentional conflict or misunderstanding.

Working in a culturally diverse environment is challenging. Peacekeeping is both culturally diverse and complex.

Peacekeeping personnel may make uninformed assumptions about:

- Local people, cultural norms and traditions
- All military, civilians or police being a certain way

However, most stereotypes fall apart when examined. For example, the assumption that all military personnel act a certain way. In fact, professional cultures may vary from country to country. Attitudes to authority may differ in the same profession. A military person in one country may question a superior's decision. In another country, this would be unthinkable. In some cultures, respect for authority and seniority is important. In others, questioning a possibly poor decision by a senior authority may be encouraged, associated with positive independence.

Stereotypes can cause serious misunderstandings and get in the way of a good working environment.

Peacekeeping personnel must be able to question their own beliefs and expectations to avoid a) stereotyping, b) forming prejudices against others and c) acting on stereotypes and prejudices.

UN Core Value of Respect for Diversity



The UN identifies six behaviours that contribute to respect for diversity. These have been covered briefly in Lesson 3.1. Brainstorm these as a group or at tables. How do we know when a person respects diversity?

Slide 8



4. UN Core Value of Respect for Diversity

- Work effectively with people from all backgrounds
- Treat all people with dignity and respect
- Treat men and women equally
- Show respect for diverse points of view
- Examine own biases and behaviours
- Do not discriminate against any individual or group

A photograph showing several hands of different skin tones (white, brown, black) joined together in a circle, symbolizing unity and diversity.

Key Message: "Respect for diversity" is a UN core value. The UN details ways to practice respect for diversity in a multicultural environment.

Peacekeeping personnel should act in the following ways:

- Work effectively with people from all backgrounds
- Treat all people with dignity and respect
- Treat men and women equally
- Show respect for and understanding of diverse points of view in daily work and decision-making
- Examine one's own biases and behaviours to avoid stereotypical responses
- Do not discriminate



Be prepared with one or two examples that illustrate the points above.

Practicing Respect for Diversity

Slide 9

 **5. Practicing Respect for Diversity**

- Attitudes regarding 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



Key Message: Peacekeeping personnel must practice respect in key areas of diversity.

Key areas of diversity include:

- Attitudes regarding 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

Learning Activity**3.2.3****Practicing Respect for Diversity****METHOD**

Brainstorm

PURPOSE

To consider the differences peacekeeping personnel must be aware of as they carry out their work

TIME

5 minutes

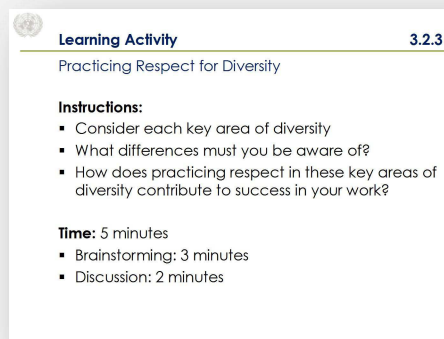
- Brainstorming: 3 minutes
- Discussion: 2 minutes

INSTRUCTIONS

- Consider each key area of diversity
- What differences must you be aware of?
- How does practicing respect in these key areas of diversity contribute to success in your work?


RESOURCES

- Learning Activity instructions




The thumbnail shows a document titled "Learning Activity" with the reference number "3.2.3". The subtitle is "Practicing Respect for Diversity". Under the heading "Instructions:", there are three bullet points: "Consider each key area of diversity", "What differences must you be aware of?", and "How does practicing respect in these key areas of diversity contribute to success in your work?". Below this, under the heading "Time:", there are three bullet points: "Brainstorming: 3 minutes", "Discussion: 2 minutes", and "Time: 5 minutes".

Slide 10



Attitudes Regarding Authority and Management

- Remember that the difference may be cultural
- Take time to understand what is happening
- Be clear and respectful in your communications and expectations



Key Message: Peacekeeping personnel must be aware of the differences in **attitudes to authority**.

People relate to authority and management positions differently.

Some peacekeeping personnel may seem subservient, cowed by senior authority. Others may seem disrespectful or rude. **Remember, such differences may be cultural.** People need to take time to understand what may be happening. When a person acts contrary to our expectations, they may come from a different national, professional or institutional culture. There are different norms when it comes to:

Disagreeing with a Superior. Examples:

- A person should never disagree with a superior
- Disagreement with a superior should only be voiced privately
- One should always air opinions openly, even direct disagreements with a superior
- Colleagues should not share opinions and ideas openly, only when asked

Making Decisions. Examples:

- Decisions are best made in transparent and public ways, for example through open meetings
- Before taking a decision leaders should consult with those affected
- Decisions and final deals are only to be made outside of public meetings

Supervisors and superiors will expect junior people to engage with them in certain ways - expectations shaped by their cultures. Some supervisors expect and want open communication from all staff. Other supervisors and managers expect staff to show full respect for an office or function, and by extension, for the person in that role.

Tips for Peacekeeping Personnel:

- Take time to consider the implications of different ways of seeing the world.
- Try to understand what is motivating people to behave in particular ways.
- Use briefings as opportunities to find out how things work in a particular context.
- Ask advice from trusted colleagues on how to approach problems and issues.
- Refer to and use basic guidance on expected behaviour and practice in the UN. A peacekeeping mission is based on hierarchy. Protocols guide communications and information management.
- Be clear and respectful in communications and expectations.

Slide 11



Body Language and Gestures

- Observe and acquaint yourself with what is culturally appropriate
- Ask colleagues for advice as needed



Key Message: Peacekeeping personnel must be aware of the differences in **body language and gestures**.

Body language communicates many messages which are not said verbally.

Research has shown that words are a small part of communication, estimated at 7%. Most communication is through tone of voice and body language.

Also, gestures have different meanings in different cultures. For example, a “thumbs up” sign in some countries means things are going well. The gesture is rude in other countries. A polite handshake is accepted in many cultures, but physical contact is not welcome everywhere. In some cultures, men only shake hands with other men, not women. Men commonly walk holding hands in many cultures, as do women, showing they are friends and trust one another. In other contexts, men touch each other in public to show mutual physical attraction.

Tips for Peacekeeping Personnel:

- Learn about what is culturally acceptable as a priority. Involve local people and national colleagues. In-mission briefing will cover this. Keep learning.
- Be mindful of possibilities for misunderstanding. Pay attention to subtle differences and the context. Take care not to draw conclusions based on assumptions, stereotypes or prejudice.
- Practice respect and tolerance – even when it stretches you.
- Ask colleagues for advice on what is culturally appropriate, as needed.

Slide 12



Religion, Spirituality and Faith

- Be aware of different religious beliefs and customs, particularly local ones
- Practice respect for all religious beliefs
- Practice respect for religious artifacts and places of worship

The slide features six religious symbols arranged in two rows of three. The top row contains a cross, a Star of David, and the Om symbol. The bottom row contains a crescent moon with a star, a Maltese cross, and a yin-yang symbol.

Key Message: Peacekeeping personnel must be aware of the differences in **religion, spirituality and faith**.

Human beings hold a wide range of beliefs about religion, spirituality and faith.

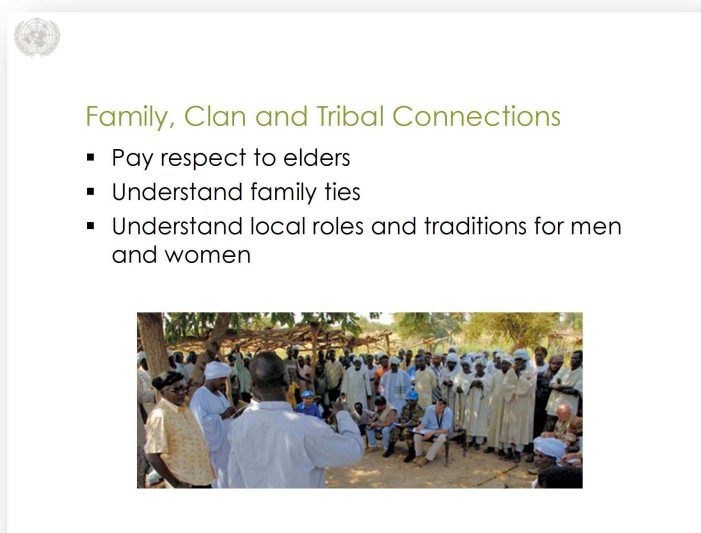
Religious orientation, beliefs and customs of national and local people are especially important to respect.

Other peacekeeping personnel will also hold different religious and spiritual beliefs and practice their faiths in different ways.

Tips for Peacekeeping Personnel:

- Recognize the deeply personal nature of religious and spiritual beliefs, and respect the right all people have to follow their own path.
- Make sure that briefings and in-mission orientation cover religion and spiritual practices of national and local people, and consistently show respect for these.
- Respect religious artifacts and places of worship – any place with spiritual significance for people.
- Being respectful means not slighting any part of another person's religion. An unaware person could, for example, insult another by using a religious term as a swear word, or publicly sharing images that are distasteful to people of a particular religious faith. Behave cautiously and carefully.


Slide 13



The slide features a small circular logo in the top left corner. The title "Family, Clan and Tribal Connections" is centered in a green font. Below the title is a bulleted list with three items. At the bottom of the slide is a photograph showing a group of people, many wearing white traditional attire, gathered outdoors under a tree.

Family, Clan and Tribal Connections

- Pay respect to elders
- Understand family ties
- Understand local roles and traditions for men and women



Key Message: Peacekeeping personnel must be aware of different **family, clan and tribal connections**.

Family ties are a key to a culture. In some cultures, people live in extended families. In other cultures, they live in nuclear families. Ideas about “family” also change, as part of cultural and social norms. For example, possibilities for marriage and divorce are based on cultural and social norms. In modern contexts, “blended” families may bring together children from separate marriages. Young people in some cultures may live

together without the formal cultural ritual of marriage. In other cultures, it may be the standard that young women are never alone with young men in social engagements.

Family ties that hold strong in a host country and with local people may be different from those in the lives of individual peacekeeping personnel. Clan and tribal relationships may be most important in a host country. Communication and information may flow easily within one family grouping, but not between families or tribes. Tribal groups may be fundamental to the identity of a host country and may have contributed to violent conflict.

Tips for Peacekeeping Personnel:

- Many societies have great respect for elders. As a rule, respect older people.
- As part of learning about the host country, its culture and people, be sure to learn what social relationships are of primary importance and how these may influence social dynamics, including violent conflict. Keep an understanding of those dynamics in mind when planning and managing activities, for example in programmes or IDP and refugee camps.
- Take time to learn about and understand the local roles and traditions for men and women in the host country. No single norm will apply. Behaviour acceptable in cities may be offensive to people in some rural areas.
- Take time to learn about the position of children in society. At what age are young people expected to take on adult roles? These may differ from UN definition of a child as under the age of 18 years. Social expectations and norms about children and their guardians may influence how openly peacekeeping personnel can consult with young people.
- The Gender Unit can give peacekeeping personnel specific information about family relationships that may affect people's work and provide guidance on norms and standards in the host country.
- Respect local customs and traditions because a lack of respect can affect the success of the peacekeeping operation.

Slide 14



Dress Codes

- Be aware of local cultural norms and climate
- Adapt yourself to local dress codes

Key Message: Peacekeeping personnel must be aware of the differences in **dress codes**.

Dress codes vary between cultures. Dress codes are not written codes. They are expectations of how people should dress for different occasions. Prevailing customs, climate and religious traditions influence dress codes.


In some cultures, if a person does not dress formally when they meet with colleagues it shows lack of respect. In other cultures, informal dress shows a person is comfortable.

How we dress is immediately visible. Being sensitive to local clothing norms and ideas of modesty when in public are important ways to show respect. Adapting to those norms will help peacekeeping personnel connect with a host community.

Tips for Peacekeeping Personnel:


- Find out what the mission standards and national norms are for standards of dress. Learn dress codes quickly for inside and outside the mission.
- Make sure you have the right clothing for all work situations. Choose clothing to match norms. Informal outdoor clothing may be the norm for some field work, and uniforms the norm for others.

Slide 15



Concepts of Time

- Do not over generalize about any group's way of perceiving or managing time
- Reserve judgment about the meaning behind different attitudes and practices regarding time



Key Message: Peacekeeping personnel must be aware of the differences in the **concept of time**.

Although time may seem like a fixed concept, different cultures have different ideas about time. Cultural norms reflect these ideas.

Certain phrases communicate cultural norms about time. For example, “Time is money” is a phrase typically heard in strong capitalist economies. Being “on the clock” also conveys an expectation about time use. The expectation is that a person at work will not take time to do personal things.

A more social approach to time is typical of other cultures and people. They may consider it rude and boorish to begin talking about work immediately, without taking time for social rituals and exchanges. People who see time as a limited resource may feel that other people take a long time to “get down to business”. They may feel that time spent on social exchanges is a “waste of time”, while colleagues and partners may place a high value on social interaction as part of doing business.

Misunderstandings and hard feelings can occur when either viewpoint is treated or imposed as “correct”.

Building effective work relationships may take adjustments in approaches to time.

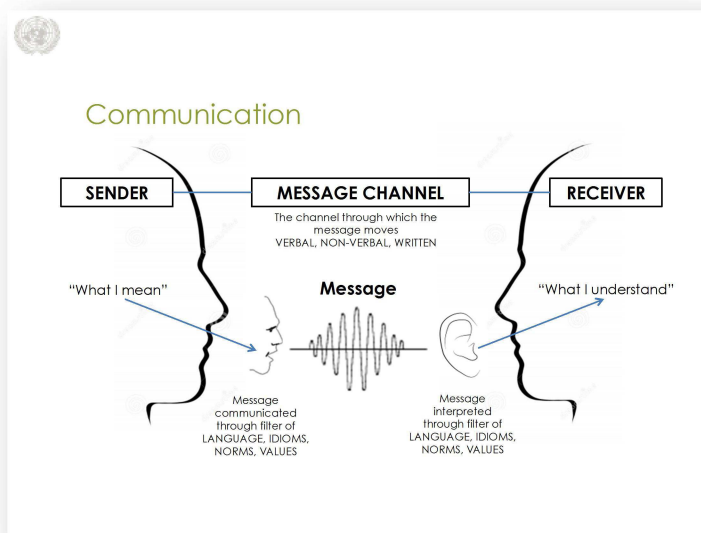
Being “on time” also means different things in different contexts. The military understand “on time” as being punctual. Civilians or a local community may apply a different, looser standard. Being late is not straightforward either. Senior people with many tasks may be late to meetings. More junior people have to be on time and wait.

Different attitudes to time do not necessarily show lack of respect or consideration.

Tips for Peacekeeping Personnel:

- Be aware of your own concept of time and how your culture uses and manages time. Be open to the reality of differences in culture. Do not be frustrated when others follow different cultural norms.
- During in-mission briefings, ask for guidance on norms and expectations about time and time management for personnel at all levels.
- Plan your own work to adjust to norms and standards for time use and management in the mission and with national and local people. Do not over-book activities. Be aware that building a relationship takes time.
- Be on time for scheduled meetings and activities - a basic sign of respect. Being aware of different cultural norms is not an excuse for managing one's own time badly and being consistently late.

Slide 16



Key Message: Peacekeeping personnel must be aware of the differences in communication.

“Communication” is a UN Core Competency.

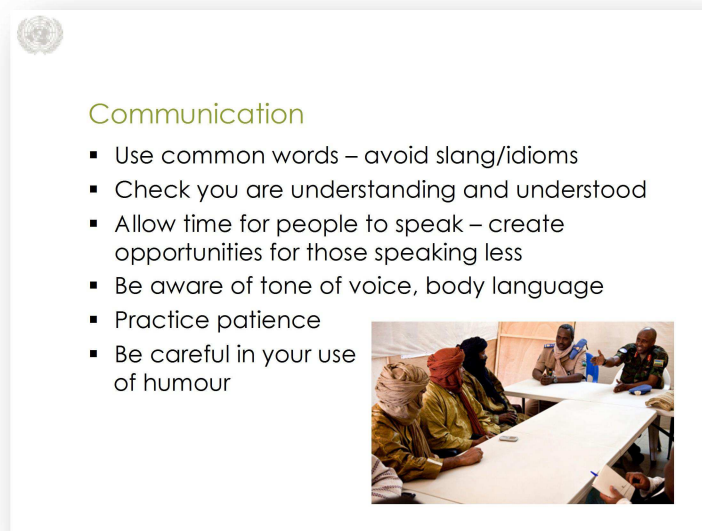
Language and culture have close connections. Culture influences whether and when a person chooses to speak and the words and phrases they use. People from different

cultures will use a common language differently, whether English, French, Arabic, Spanish or Russian.

Communication involves both speaking and hearing. When we speak our message, we use the language and idioms of our own culture. Our message is also a product of unique cultural norms and values. The message we intend may not be the one heard. A listener hears our message through his or her own filter of language, use of idioms, norms and values.


Again, body language also communicates messages which are not said verbally.

Slide 17



Communication

- Use common words – avoid slang/idioms
- Check you are understanding and understood
- Allow time for people to speak – create opportunities for those speaking less
- Be aware of tone of voice, body language
- Practice patience
- Be careful in your use of humour



Key Message: Communication involves both speaking and hearing. Body language also communicates messages which are not said verbally.

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. Do not 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 do not 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. What is funny to you may not translate well. Inappropriate humour can cause confusion or offense.
- Again with body language and gestures, pay as much attention as you do to the words you choose and the points you make.

Slide 18



Learning from Others

- All colleagues are a great resource
- National colleagues – cultural information
- Other colleagues – experiences from other missions, cultures



Key Message: Peacekeeping personnel must **respect differences in others and learn from them.**

“Commitment to Continuous Learning” is as a UN Core Competency. Openness and willingness to learn from others are part of respecting diversity.

Peacekeeping personnel learn much from national and local people. National colleagues are the greatest cultural resource available to peacekeepers. They will have

witnessed and experienced much during violent conflict. Empathy for such experiences is an important part of mutually respectful relationships. So is taking advantage of indigenous knowledge to ask questions and gain more of an insider's perspective. National colleagues can help peacekeepers accurately interpret what they see and hear as part of situational awareness.

Peacekeeping personnel also learn from international mission colleagues. People are from many different countries. Some will have experience working in other missions and with different cultures. All bring different perspectives and ideas to the work, which are important for creativity. Colleagues are an important source of informal and more formal support, guidance and learning. Peacekeeping is challenging, stressful and a wonderful chance to learn many different ways of being human.

Tips for Peacekeeping Personnel:

National Colleagues:

- Create and support a work atmosphere where national personnel feel respected and comfortable.
- Ask national colleagues questions in continuing efforts to deepen understanding of and respect for cultural and societal norms.
- Be empathetic. National colleagues may not want to talk with you about aspects of the conflict or culture. Respect this.
- Explore with national personnel what mistakes people from other places commonly make. Do not only avoid making them, but help other colleagues in the mission to be more aware of potential pitfalls as well.
- Show respect and understanding of differences that are made visible and explained by national and local people.
- Find out about local gatherings or cultural events you can attend with national colleagues to connect with people and learn more about their hopes and culture.

International Colleagues:

- Take up available opportunities to meet and get to know your international colleagues in a peacekeeping operation.
- Get familiar early with all the different services and support functions available in a particular peacekeeping operation.
- Actively build positive relationships within components and units and across them.
- Identify people with experience who can serve as role models and follow their example on standards of behaviour and norms.
- Ask international colleagues for help if something is unclear or confusing to you. Consider doing this informally as well as through the formal functions available for guidance and support.

Guidance and Knowledge Management:

- Integrate UN guidance and the approach to knowledge management into your own set of competencies as peacekeeping personnel.
- Use the knowledge management cycle - be an active learner and a source of knowledge. Follow suggestions made on guidance and knowledge management. These help you benefit from documented experiences of others and contribute to others' learning.

Summary

Diversity exists in the mission environment and the host country

- Diversity means **variety**. Diversity refers to difference. People are the same and different.
- Various cultural differences and different kinds of diversity might be evident in the mission environment and in the host country to do with the following:
 - Personality
 - Age, race and physical ability
 - Nationality
 - Geographic location, work style, educational background
 - Organizational aspects, including field of work, how long he/she has been in an organization and the part of the organization in which one works, classification levels and status as staff or management
 - Differences in “institutional culture” between military, police and civilian components
- Working in a multicultural peacekeeping environment, peacekeeping personnel will encounter differences in relation to the following:
 - Attitudes regarding 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

“Respect for diversity contributes to effective peacekeeping”

- Peacekeeping is both culturally diverse and complex. Significant differences exist between individuals and components within and outside the mission. They influence how people relate to each other and have special significance in the complex world of a peacekeeping mission.
- Lack of awareness about less obvious differences can lead to misunderstandings and conflict. Assumptions and generalizations can lead to stereotypes, which in turn can lead to prejudices. These get in the way of a good working environment.
- Cultivating an awareness of diversity is important for peacekeeping personnel to be able to negotiate and bridge these significant differences and succeed on the job.

(Cont.)

(Summary cont.)

“Be aware of your communication: words, tone of voice, and body language”

- Use common words and avoid slang/idioms
- Check you are understanding and are being understood
- Convey interest in understanding properly
- Allow enough time for people to speak and create opportunities for those speaking less
- Be aware of what your tone of voice or body language may be communicating
- Practice patience
- Be careful in your use of humour

Evaluation

Notes on Use: An example of learning evaluation questions for this lesson may be found below.

There are different types of learning evaluation questions for the instructor to choose from (See Options). 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 Questions for Lesson 3.2	
Questions	Answers
Narrative	
<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"> ▪ people from many different countries and cultures ▪ people from different professional cultures – military, civilian, police ▪ people with different personalities, preferences, ways of doing things, beliefs, religions, age, sex Different sources of human diversity: <ul style="list-style-type: none"> ▪ Country and region of origin ▪ Family – family structure, composition, history ▪ Ethnic background ▪ Race ▪ Sex ▪ Age ▪ Culture ▪ Professional background

	<ul style="list-style-type: none"> ▪ General and technical training ▪ Interests and preferences ▪ Religious beliefs ▪ Political beliefs ▪ Life philosophy
Fill in the blanks	
2. Diversity means _____.	Variety, difference
3. The UN stresses good _____ and importance in peacekeeping because it underpins other competencies.	Communication
Multiple-choice <i>Note: Check one for each</i>	
4. Working in a multicultural peacekeeping environment, peacekeeping personnel will encounter differences in relation to: ____1. Attitudes regarding authority and management ____2. Body language and gestures ____3. Religion, spirituality and faith ____4. Family, clan and tribal connections ____5. Dress code ____6. Concepts of time ____7. Communication ____8. Learning from others ____9. All ____10. None	9_All
5. "Respect for diversity" contributes to effective peacekeeping because: ____1. Peacekeeping is both culturally diverse and complex. ____2. Lack of awareness about less obvious differences can lead to misunderstandings and conflict in the working environment. ____3. Peacekeeping personnel need to be able to negotiate and bridge these significant differences and succeed on the job. ____4. All	____4. All

Commonly Asked Questions and Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
Diversity	<p>Diversity means variety. Diversity refers to difference.</p> <p>Human diversity includes: country of origin, family and ethnic background, race, sex, age, culture, professional background and training, religious or political beliefs, and personality.</p>
Stereotype	<p>Stereotypes are fixed, over-generalized beliefs about a group of people. For example, all tall people are confident and all people with glasses are smart. Stereotypes are not necessarily true. They may be positive or negative. All stereotypes have the potential for negative impacts.</p>
Prejudice	<p>Prejudices are judgements or opinions formed without real knowledge or examination of fact. Prejudices are generally negative. Examples of prejudices in action include hiring practices which exclude people because of age, race or sex. This practice is based on a prejudice that these attributes mean a person will not do as good a job.</p>
Respect for diversity	<p>“Respect for diversity” is a UN core value. The UN detail ways to practice respect for diversity in a multicultural environment.</p> <p>Peacekeeping personnel should act in the following ways:</p> <ul style="list-style-type: none"> • Work effectively with people from all backgrounds • Treat all people with dignity and respect • Treat men and women equally • Show respect for and understanding of diverse points of view, in daily work and decision-making • Examine one's own biases and behaviours, to avoid stereotypical responses • Do not discriminate
Communication	<p>Communication involves both speaking and hearing. Body language also communicates messages which are not said verbally.</p> <p>Research has shown that words are a small part of</p>

	communication, estimated at 7%. Most communication is through tone of voice and body language.
--	--

Commonly asked questions from participants:

Possible Questions	Possible Responses
How can individual peacekeeping personnel develop in the UN Core Values and Competencies?	<p>Peacekeeping personnel must live UN Core Values and Competencies. UN Core Values and Competencies develop and strengthen throughout a career, in a continuing process. This is through:</p> <ul style="list-style-type: none"> ▪ Training and learning: The UN has aligned learning and career development programmes, to support staff in building and strengthening competencies. ▪ Coaching and mentoring: Participating in training courses is one important way to develop competencies. Experience, coaching, and feedback are also necessary. ▪ Individual learning: self-directed learning is continuous, outside of and beyond core pre-deployment training. <p>For more information on UN Core Values and Competencies see:</p> <ol style="list-style-type: none"> 1. United Nations Competencies for the Future Booklet https://careers.un.org/lbw/attachments/competencies_booklet_en.pdf 2. United Nations Competency Development – A Practical Guide, 2010 http://jobs.unrwa.ps/newrec/JDSC/UN%20Competency%20Development%20-%20A%20Practical%20Guide.pdf

Reference Materials

Below are materials which are a) referenced in this lesson, and b) required reading for instructor preparations:

- [Charter of the United Nations, 1945](#)
- [United Nations Peacekeeping Operations Principles and Guidelines, also known as the Capstone Doctrine, 2008](#)
- [United Nations Competencies for the Future Booklet](#)
- [United Nations Competency Development – A Practical Guide, 2010](#)
- [UN Staff Regulations \(ST/SGB/2012/1\)](#)
- [UN Staff Regulations and Rules \(ST/SGB/2011/1\)](#)

Additional Resources

UN Information

The website for UN peacekeeping: <http://www.un.org/en/peacekeeping/>

UN Documents

UN documents can be found on: <http://www.un.org/en/documents/index.html>
(Search by document symbol, e.g. A/63/100)

DPKO and DFS Guidance

The repository for all official DPKO and DFS guidance is the Policy and Practice Database: <http://ppdb.un.org> (only accessible from the UN network). Official peacekeeping guidance documents are also accessible through the Peacekeeping Resource Hub: <http://research.un.org/en/peacekeeping-community>

Instructors are encouraged to check for the latest guidance.

UN Films

UN films can be found on YouTube: <https://www.youtube.com/user/unitednations>

Additional Training Resources

UN peacekeeping training materials can be found on the Peacekeeping Resource Hub: <http://research.un.org/en/peacekeeping-community/Training>

For general information on training or Peacekeeping Communities of Practice, please send an email to peacekeeping-training@un.org

For additional information or support, please contact the Member States Support Team of the Integrated Training Service (ITS) in New York.

A number of online-based resources are also available for learning and staff development.

United Nations Institute for Training and Research:

<http://unitar.org>

United Nations System Staff College:

<http://unssc.org>

Inspira:

<http://inspira.un.org>

Human Resources Portal:

<https://hr.un.org>

Module 3: Individual Peacekeeping Personnel

Lesson 3.2



Respect for Diversity



Relevance

- UN peacekeeping operations are diverse
- Local population has own culture
- Success dependent on respect for diversity



Learning Outcomes

Learners will:

- Describe cultural differences and different kinds of diversity
- Explain how “respect for diversity” contributes to effective peacekeeping
- Describe strategies to improve communication



Lesson Overview

1. Diversity
2. Cultivating an Awareness of Diversity
3. Assumptions, Prejudices & Stereotypes
4. UN Core Value of Respect for Diversity
5. Practicing Respect for Diversity



Learning Activity

3.2.1

Diversity Line

Instructions:

- Stand against the wall and listen to the instructor
- The instructor will read statements which are either true or false
- Walk up to the line on the floor when a statement is true for you
- Consider common ground and differences between you and others

Time: 10 minutes



1. What is Diversity?

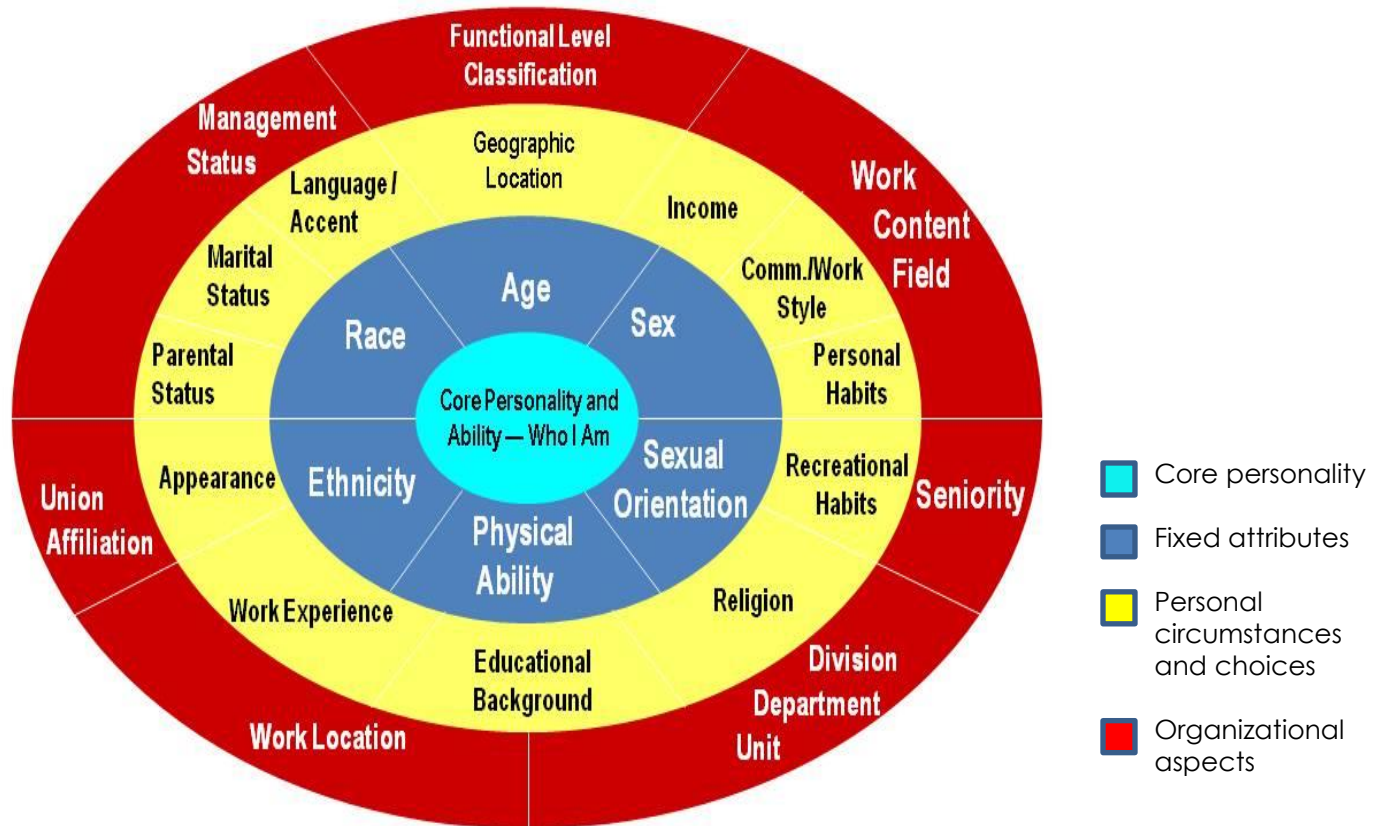
- **Diversity** means “variety” – refers to things that are different from each other





1. What is Diversity?

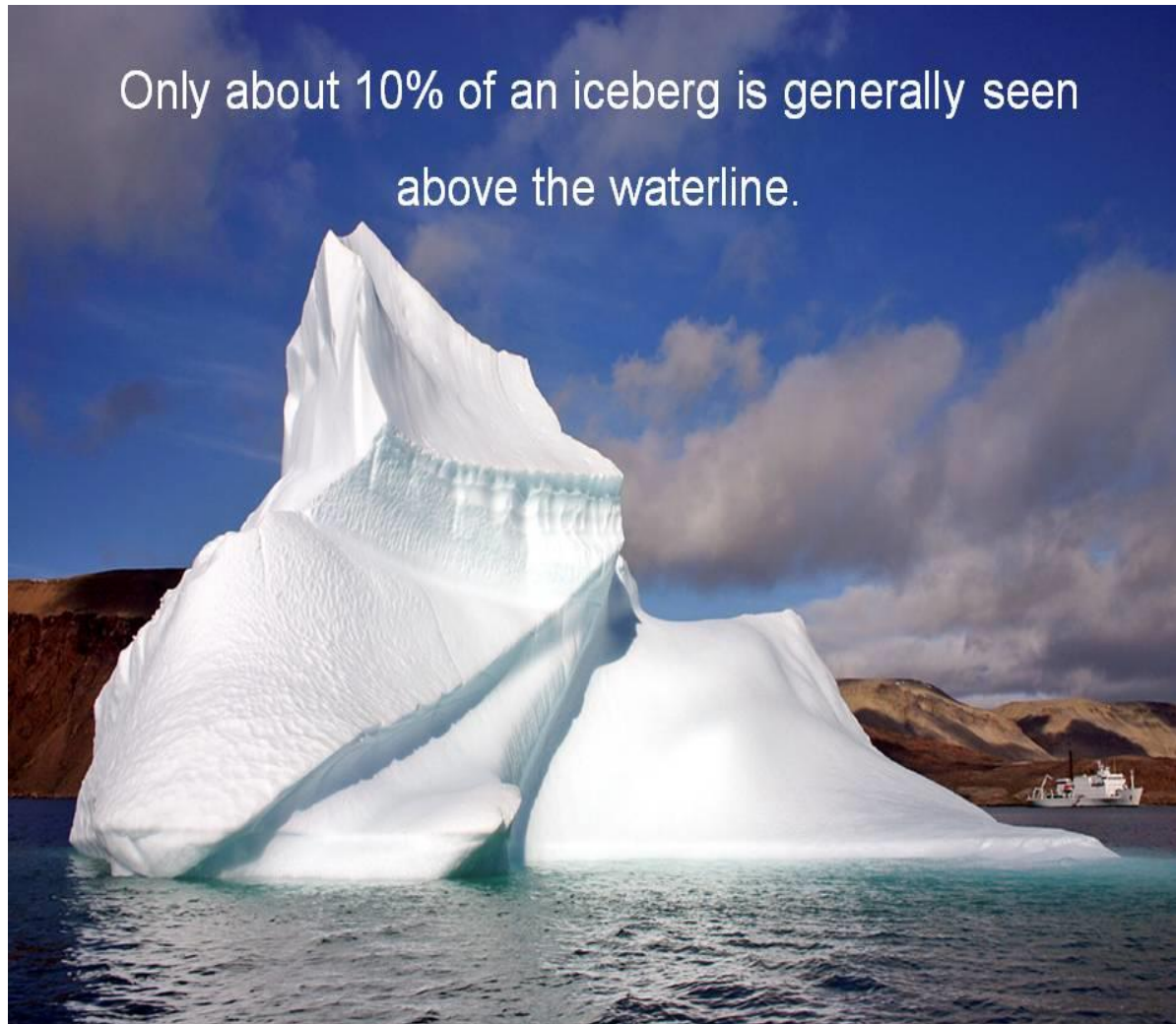
Dimensions of Diversity



Adapted from Gardenschwartz & Roe



2. Cultivating an Awareness of Diversity





Learning Activity

3.2.2

Diversity Iceberg

Instructions:

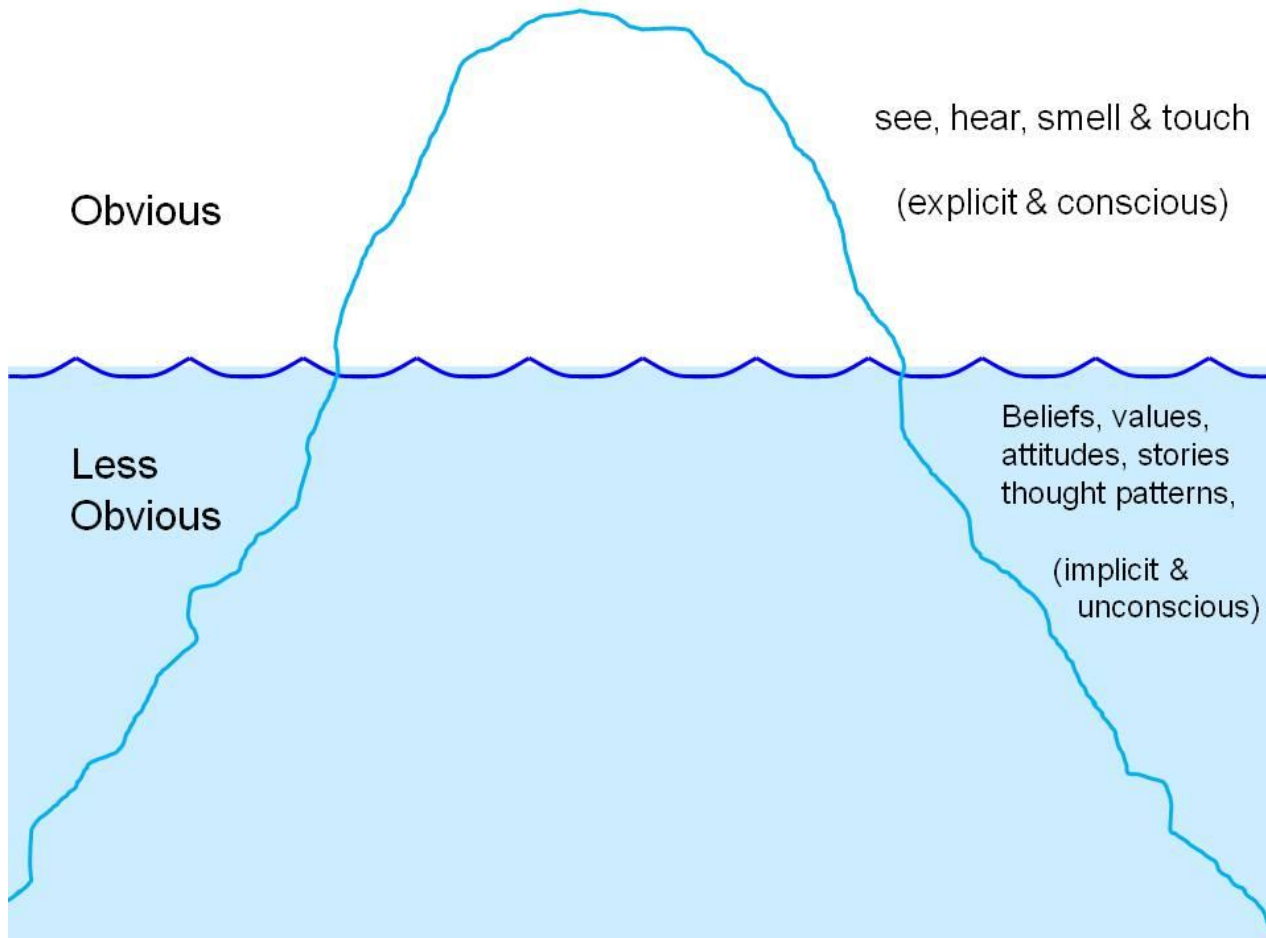
- Consider the “differences” between individuals who deploy to a mission
- What differences are obvious?
- What differences are less obvious?

Time: 15 minutes

- Brainstorming: 10 minutes
- Discussion: 5 minutes

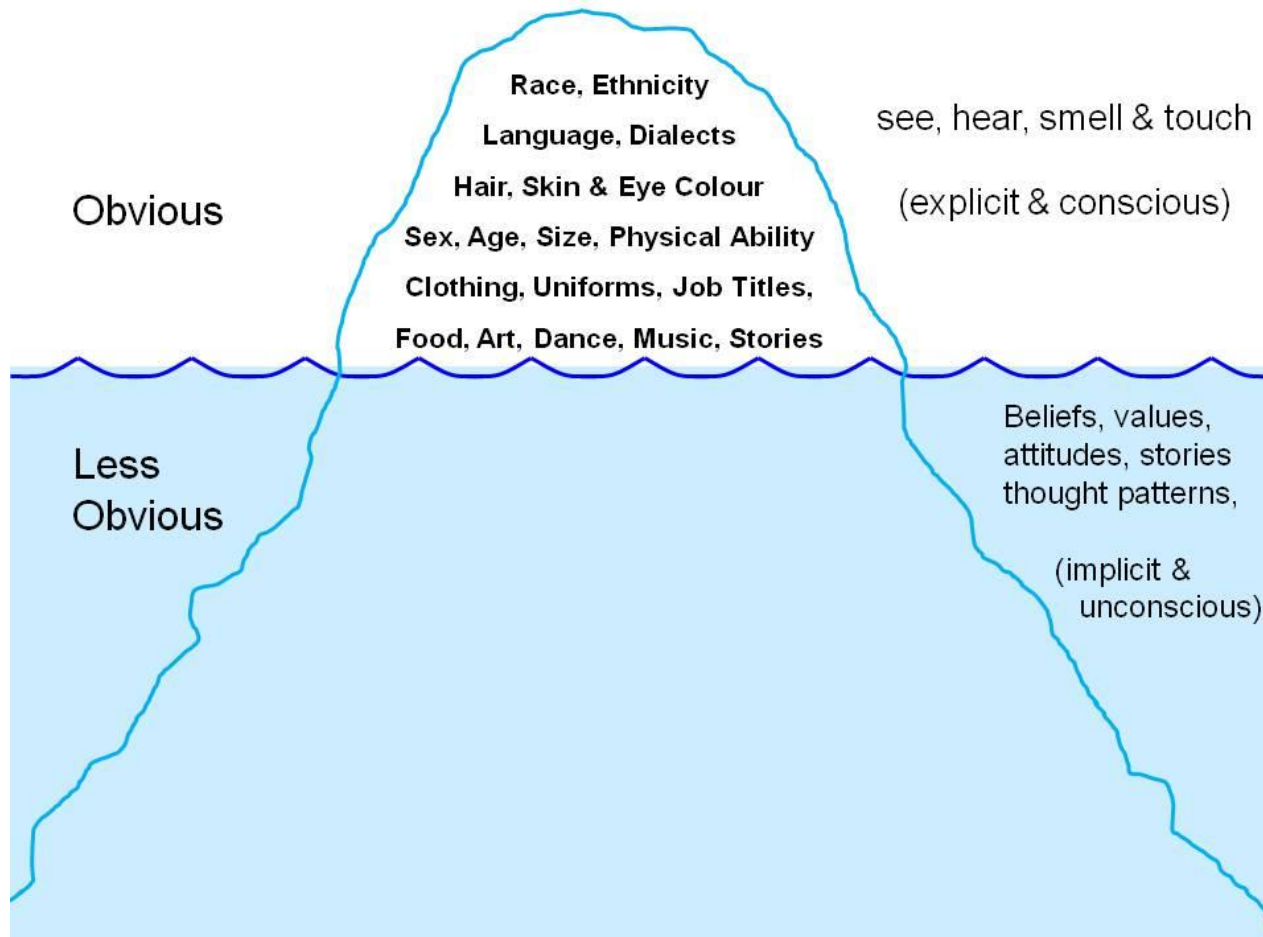


2. Cultivating an Awareness of Diversity



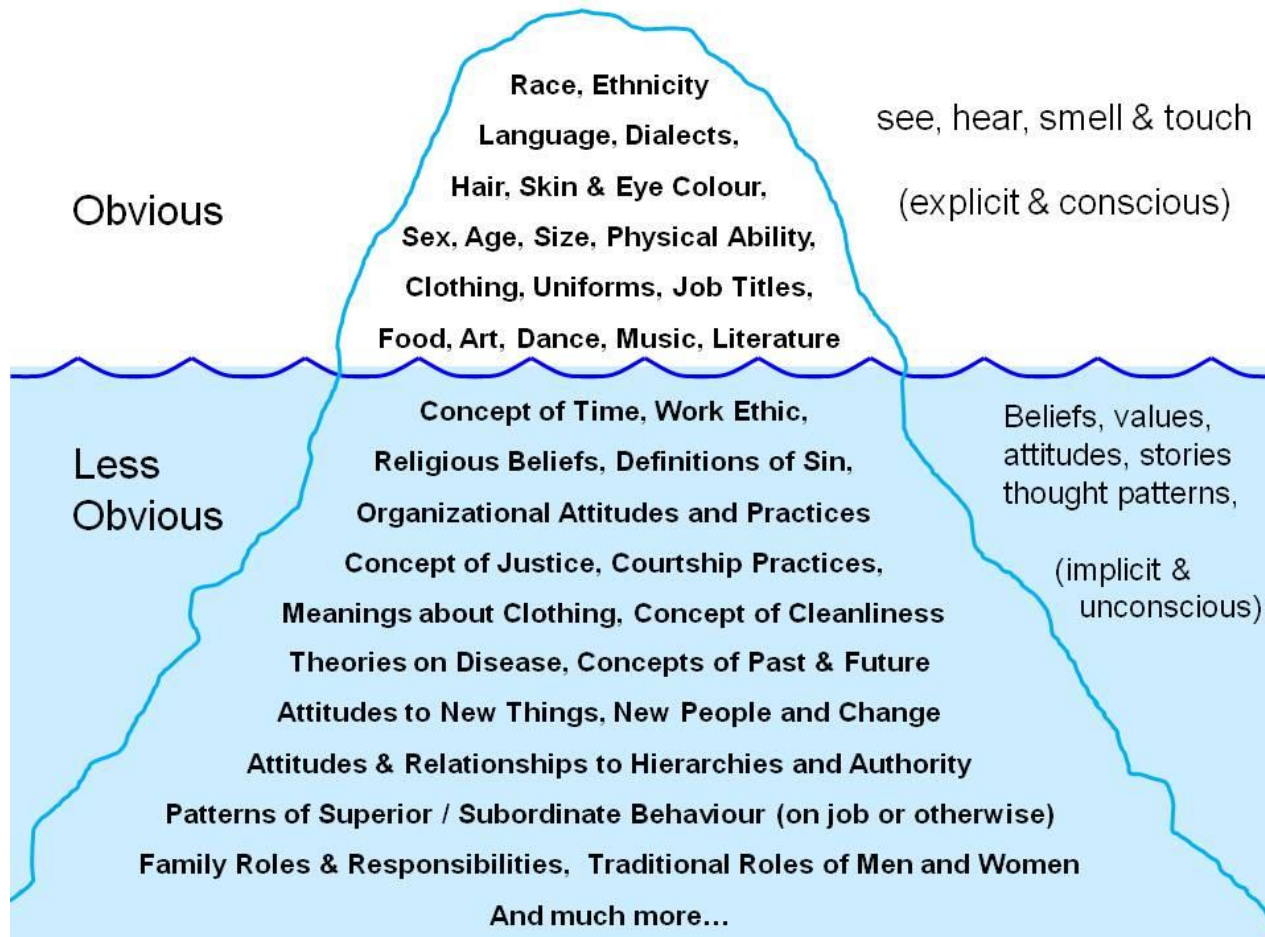


2. Cultivating an Awareness of Diversity





2. Cultivating an Awareness of Diversity





3. Assumptions, Prejudices & Stereotypes

- **Stereotypes** = beliefs about all people of a certain type
- **Prejudices** = judgments or opinions that are formed without real knowledge or examination of facts – prejudices are generally negative



4. UN Core Value of Respect for Diversity

- Work effectively with people from all backgrounds
- Treat all people with dignity and respect
- Treat men and women equally
- Show respect for diverse points of view
- Examine own biases and behaviours
- Do not discriminate against any individual or group





5. Practicing Respect for Diversity

- Attitudes regarding 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





Learning Activity

3.2.3

Practicing Respect for Diversity

Instructions:

- Consider each key area of diversity
- What differences must you be aware of?
- How does practicing respect in these key areas of diversity contribute to success in your work?

Time: 5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes



Attitudes Regarding Authority and Management

- Remember that the difference may be cultural
- Take time to understand what is happening
- Be clear and respectful in your communications and expectations





Body Language and Gestures

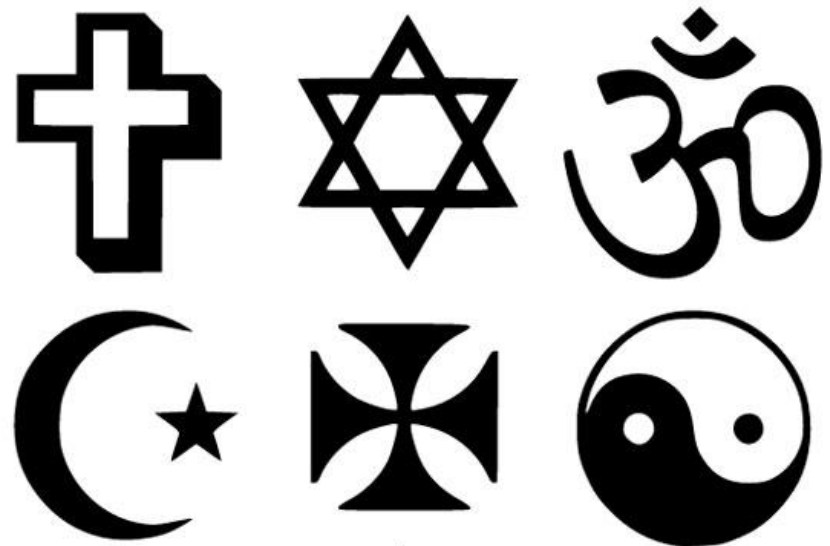
- Observe and acquaint yourself with what is culturally appropriate
- Ask colleagues for advice as needed





Religion, Spirituality and Faith

- Be aware of different religious beliefs and customs, particularly local ones
- Practice respect for all religious beliefs
- Practice respect for religious artifacts and places of worship





Family, Clan and Tribal Connections

- Pay respect to elders
- Understand family ties
- Understand local roles and traditions for men and women





Dress Codes

- Be aware of local cultural norms and climate
- Adapt yourself to local dress codes





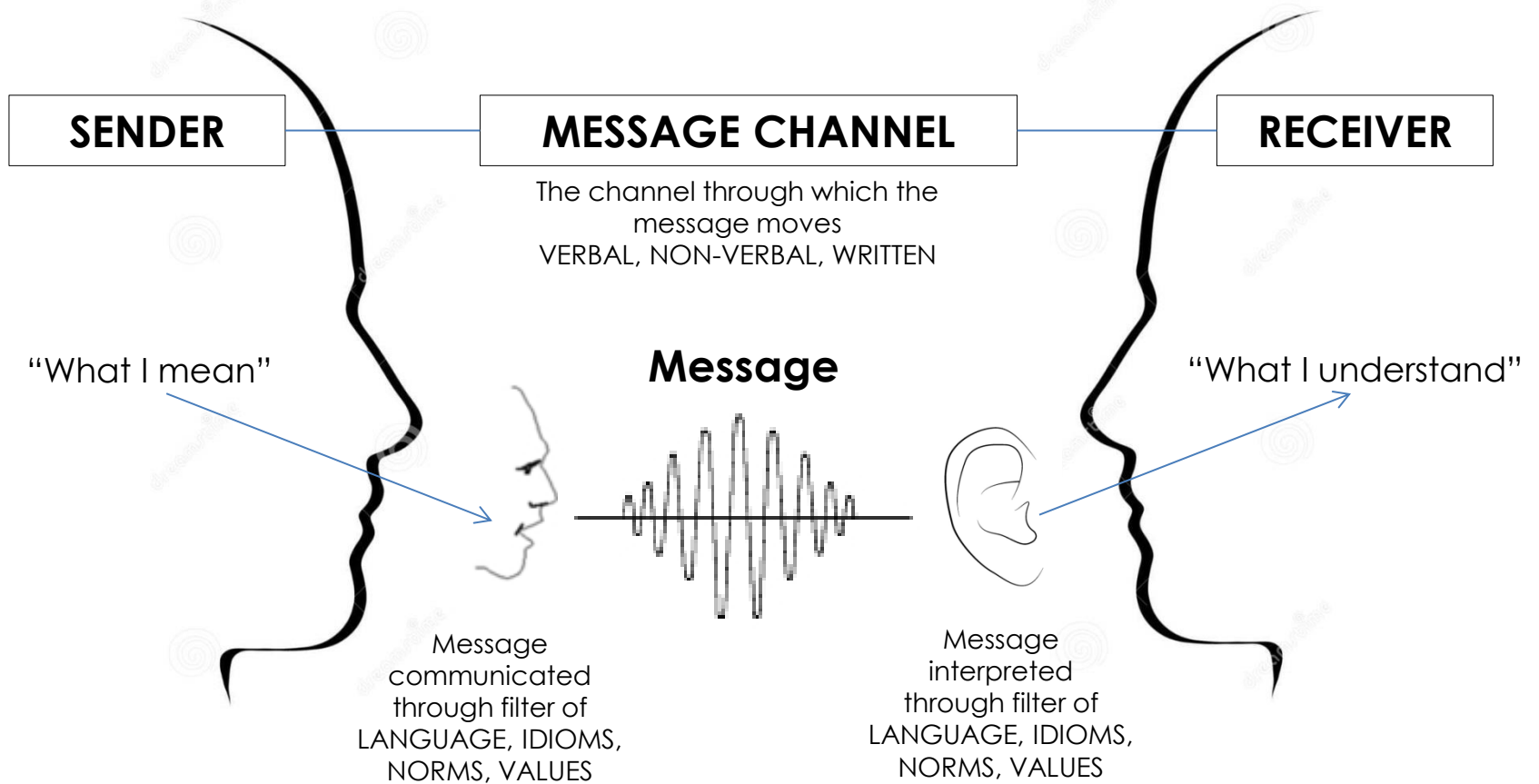
Concepts of Time

- Do not over generalize about any group's way of perceiving or managing time
- Reserve judgment about the meaning behind different attitudes and practices regarding time





Communication





Communication

- Use common words – avoid slang/idioms
- Check you are understanding and understood
- Allow time for people to speak – create opportunities for those speaking less
- Be aware of tone of voice, body language
- Practice patience
- Be careful in your use of humour





Learning from Others

- All colleagues are a great resource
- National colleagues – cultural information
- Other colleagues – experiences from other missions, cultures





Summary of Key Messages

- Diversity exists – mission environment, host country
- “Respect for diversity” contributes to effective peacekeeping
- Be aware of your communication – words, tone of voice, body language



Questions



Learning Activity

Learning Evaluation

Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
3.2.1	Diversity Line	Exercise	10 minutes
3.2.2	Diversity Iceberg	Graphic, brainstorm	15 minutes
3.2.3	Practicing Respect for Diversity	Brainstorm	5 minutes
3.2.4	Diversity and Culture in a Mission	Brainstorm	10 minutes
3.2.5	Working with Diversity	Case study, questions	45-60 minutes
3.2.6	Gestures and Meaning	Exercise	10 minutes

Learning Activity

3.2.1

Diversity Line

METHOD

Exercise

PURPOSE

To quickly illustrate areas of commonality and difference through a physical activity

TIME

10 minutes

INSTRUCTIONS

- Stand against the wall and listen to the instructor
- The instructor will read statements which are either true or false
- Walk up to the line on the floor when a statement is true for you
- Consider common ground and differences between you and others

RESOURCES

- Learning Activity instructions

Note on use: different “diversity line” exercises exist. This one does not expect people to go deeply into their experiences. The short physical activity can be an energizer.

Preparation

- Find a space big enough for people to move across the room. Divide the room down the middle.
- Prepare aspects of common ground and difference for the exercise. Choose ones that are not controversial or potentially embarrassing to people.

Examples:

- From southern / northern hemispheres or a particular continent
- Have worked in a peacekeeping operation before
- Speak a particular language (e.g. French – other likely languages)
- Have a certain nationality (use ones present in the group)
- Like playing sports (or reading, watching movies, doing some kind of art)
- Can play a musical instrument
- Are vegetarian
- Are from a large or extended family
- Are an only child
- Are married / single

Instructions

1. Introduce the exercise as a quick one to show common ground and differences. Get participants to stand on one side of the room. Reassure people you will not be asking anything difficult or embarrassing.
2. Ask everyone to move to the other side of the room if they are (fill in the blank, from examples). Those for whom the statement is not true stay where they are.
3. Keep giving examples, 10 – 15. Leave time between for people to notice who is standing where.
4. Ask people what they noticed. Prompt as necessary:
 - a) did groups keep changing?
 - b) did everyone have something in common with others?
5. Although as human beings we tend to focus on differences, peacekeepers deliberately try to find areas of common ground and shared interests.

Variations

Get all participants to stand together. Ask one person to cross the room and call something they are, like or do. Others who are, like or do the same thing cross the room to join the person. Invite a participant on the original side to share something. Repeat at least 10 times. If anyone does raise something potentially difficult or embarrassing, intervene and suggest another. Keep a quick pace, but let people see who is in each group.

Learning Activity

3.2.2

Diversity Iceberg

METHOD

Graphic, brainstorm

PURPOSE

To guide participant thinking about different levels of diversity, obvious and more subtle differences

TIME

15 minutes

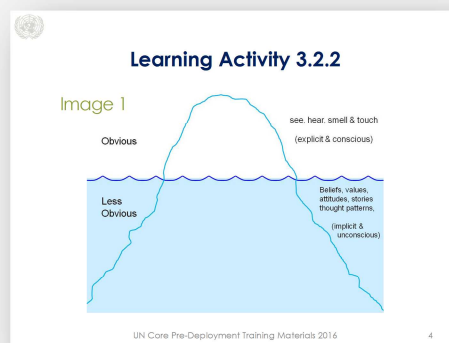
- Brainstorming: 10 minutes
- Discussion: 5 minutes

INSTRUCTIONS

- Consider the “differences” between individuals who deploy to a mission
- What differences are obvious?
- What differences are less obvious?

RESOURCES

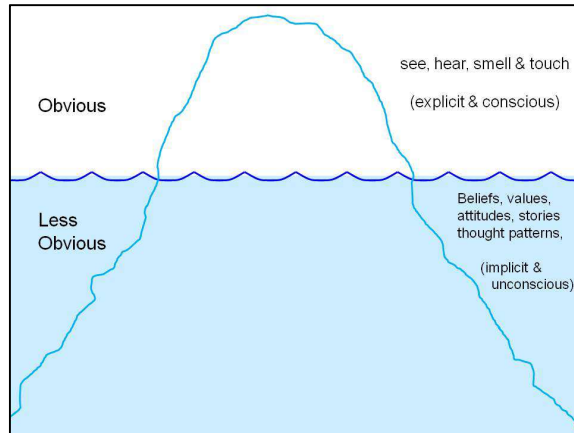
- Learning Activity instructions
- Diagrams (from Lesson 3.2)



Note on use: this exercise is a foundation for later discussions on practicing awareness and respect for diversity in peacekeeping.

Preparation

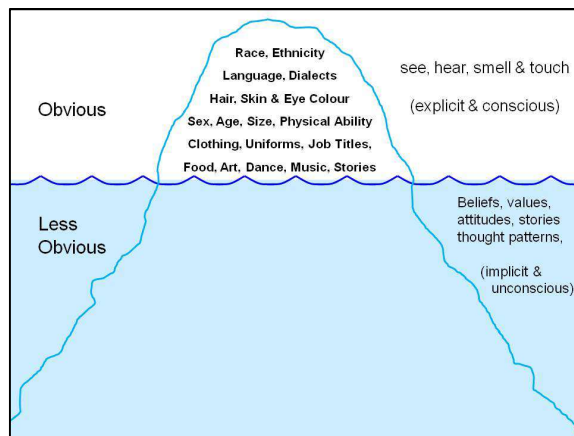
- On a flip-chart sheet or slide, draw an outline of an iceberg. Show the waterline, a wavy line near the top. Leave enough room to add words into the top and bottom of the iceberg. Write “Obvious” and “see, hear, smell, touch” above the waterline; “Less Obvious” and “beliefs, values, attitudes, thoughts, feelings” below the waterline.



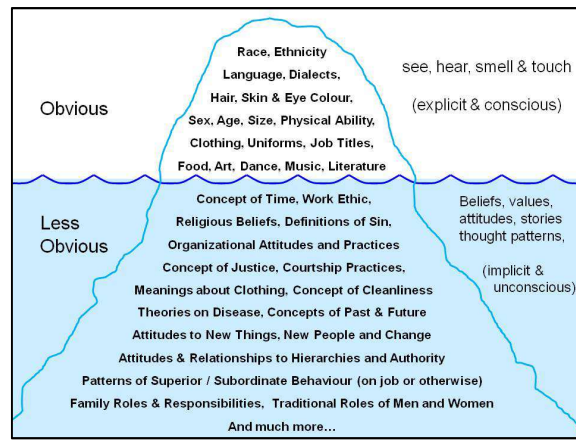
- Choose several examples from Learning Activity 3.2.1 to start the brainstorm. Select several examples of less obvious differences from support below.

Instructions

- Recap aspects of difference from Learning Activity 3.2.1. All may be in a peacekeeping mission. This activity separates the obvious from the less obvious.
- Write several examples of obvious differences in the iceberg, above the waterline. Ask participants to call out other obvious differences. Note them. Confirm that each point is obvious. Set aside any points on which people don't agree.
- When people offer no more points, show this slide.




4. Not all differences are visibly obvious. Ask people to reflect on what's below the water-line. Write in several examples, to start. Get participants to read results of the last activity and identify less obvious aspects. Write points in the space below the waterline. Prompt questions:
 - a) Would you notice this immediately?
 - b) Would you find this out after some time?
 - c) Would you need to know a person well to know this?
 - d) How would you discover this aspect of difference?
5. Show the next slide.



6. Ask participants if they have experienced or seen challenges that result from lack of understanding about less obvious differences. Share examples.
7. Summarize key points and close the exercise:
 - a) our culture, life experience and personality colour everything we see and do;
 - b) as human beings, we cannot put these aside when we interact with people different from us;
 - c) we need to be aware of our background and perceptions, to understand how we interpret situations and others' behaviour;
 - d) in a diverse workplace, we have to work to understand others' backgrounds and perceptions, avoiding misunderstanding and inflexibility.

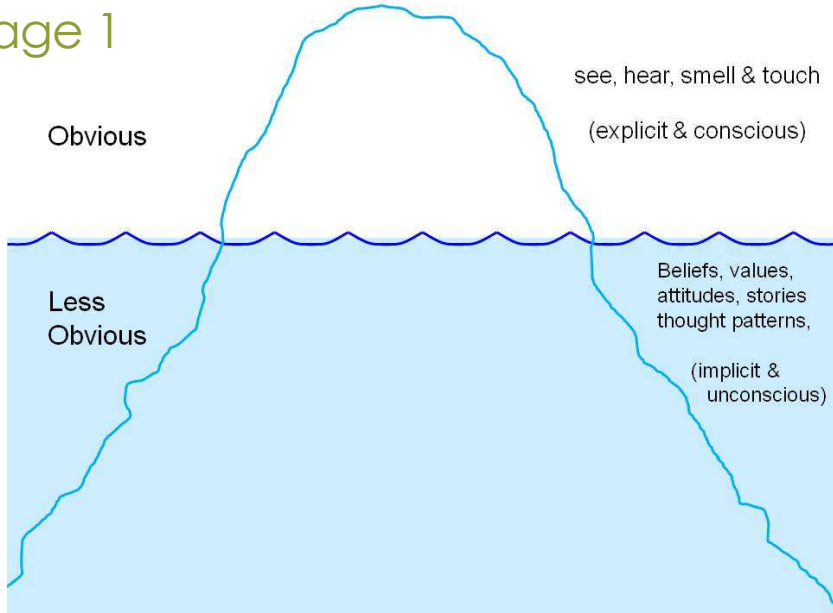
3.2.2 Diagrams: Diversity Iceberg

Available as part of presentation slides for the lesson, or as slides for the learning activity.



Learning Activity 3.2.2

Image 1



The diagram illustrates the Diversity Iceberg model. It features a blue mountain shape above a wavy blue line representing the water surface. The area above the surface is labeled 'Obvious' and '(explicit & conscious)', with the text 'see, hear, smell & touch' to its right. The area below the surface is labeled 'Less Obvious' and '(implicit & unconscious)', with the text 'Beliefs, values, attitudes, stories, thought patterns,' to its right. The entire diagram is set against a light blue background.

Obvious
(explicit & conscious)
see, hear, smell & touch

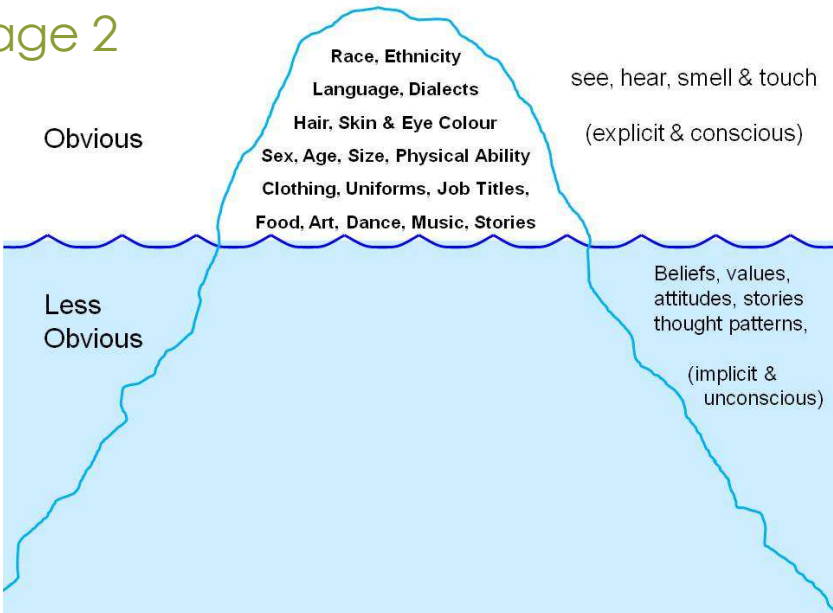
Less Obvious
(implicit & unconscious)
Beliefs, values, attitudes, stories, thought patterns,

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Learning Activity 3.2.2

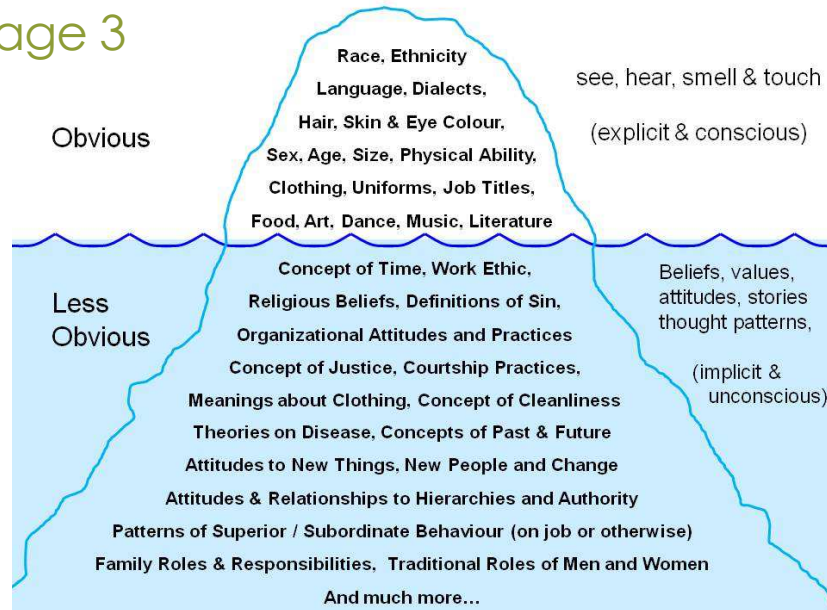
Image 2





Learning Activity 3.2.2

Image 3



Learning Activity

3.2.3

Practicing Respect for Diversity

METHOD

Brainstorm

PURPOSE

To consider the differences peacekeeping personnel must be aware of as they carry out their work

TIME

5 minutes

- Brainstorming: 3 minutes
- Discussion: 2 minutes

INSTRUCTIONS

- Consider each key area of diversity
- What differences must you be aware of?
- How does practicing respect in these key areas of diversity contribute to success in your work?

RESOURCES

- Learning Activity instructions

Preparation

- Reflect on content in Lesson 3.2.
- Make sure each table group has a flip-chart sheet and pens (stand if available).

Instructions

1. Introduce the activity.
2. Ask participants to reflect on diversity as experienced in their lives. Then ask them to consider the peacekeeping environment – both the different people they will work with, and the different people they will meet. Participants must brainstorm answers to the following questions:
 - a) What differences must you be aware of?
 - b) How does practicing respect in these key areas of diversity contribute to success in your work?
3. Use the results of the brainstorming to introduce the content in Lesson 3.2 on Practicing Diversity. Use the content in the lesson to correct the responses received from participants.

Learning Activity

3.2.4

Diversity and Culture in a Mission

METHOD

Brainstorm

PURPOSE

To explore the scope and specifics of “respect for diversity” in peacekeeping

TIME

10 minutes

- Brainstorming: 5 minutes
- Discussion: 5 minutes

INSTRUCTIONS

- Consider the different people you will meet and work with in a UN peacekeeping mission
- List categories of difference

RESOURCES

- Learning Activity instructions
- Responses to discussion question

Preparation

- Prepare a flip-chart sheet or slide with the heading “Diversities/Cultures in a Peacekeeping Operation”.
- Select or locate graphics to prompt brainstorming. Identify aspects of diversity from the images, for prompts in brainstorming.

Instructions

1. Introduce the activity. Diversity means “difference”. Diverse means “varied”. Ask people to think about the different people they will meet and work with in a peacekeeping operation. Show the visuals. Encourage those with peacekeeping experience to start.
2. Brainstorm categories of difference. Prompt with obvious examples: nationality, profession (see support, below).
3. Note all points participants raise.

Variation

Give each group one visual. Ask them to identify all possible aspects of difference. Consolidate a list with the full group.

3.2.4 Responses to Discussion Question: Diversity and Culture in Mission

Aspects of Difference

- Race
- Sex
- Religion
- Professional Background
- Age/generation
- Income
- Educational Level
- Language
- Literate / illiterate people
- National staff
- International staff
- Diplomats
- NGO staff
- Paid staff / volunteers (UNVs)
- Military
- Civilian
- Police
- Talkative/Quiet people
- Life experience
- Experience in the UN (peacekeeping, development, humanitarian)
- Headquarters /Field experience
- Sexual Orientation
- Vegetarian
- Physical abilities
- Fitness level and state of health
- Ethnic groups engaged in conflict
- Law-abiding people/Law-breakers
- Vulnerable and marginal groups
- Powerful people

Learning Activity

3.2.5

Working with Diversity

METHOD

Case study, questions

PURPOSE

To explore how differences can lead to misunderstandings and awkward situations

TIME

45-60 minutes

- Introduction and set-up: 5 minutes
- Small group discussions: 15-20 minutes
- Reports to full group: 15-25 minutes
- Debriefing and close: 5-10 minutes

INSTRUCTIONS

- Consider the case studies
- What lessons can you learn?

RESOURCES

- Learning Activity instructions
- Case studies and questions

Preparation

- Read the cases. Copy enough cases with guiding questions for all participants.
- Decide on the working groups, between 4 and 8 people.

Instructions

1. Introduce the activity and timing.
2. Hand out the case situations with questions to guide discussion. Remind groups to get a reporter.
3. Let people know when time is almost up, so groups can wrap-up reports.
4. Ask groups covering the same case situation to report after each other.
5. Summarize key messages and close the exercise:
6. Peacekeeping personnel must be aware of the diversities and cultures around them and sensitive to areas of common ground and difference.
7. Respect for Diversity is a core value of the United Nations. The handout from a previous exercise details what the UN means.
8. Every human being has cultural filters. We need to sharpen our awareness of our own biases.
9. Language and cultural norms affect communication. All peacekeepers need to work to ensure understanding.

Variations

- Draw on your own experience with peacekeeping to develop other case situations.
- Work through the case situations with the whole group. This takes less time than working groups, but does not engage everyone.

3.2.5 Case Studies and Questions: Working With Diversity

Situation 1: “Harmony in movement control”

A European country was responsible for movement control at one peacekeeping mission during the 1990s. The non-commissioned officers in charge were strict in exercising their authority. One corporal had insisted to the Force Commander that they had to abide by United Nations rules.

During rotation of a contingent from a Muslim troop-contributing nation, a delay unexpectedly occurred at Sarajevo airport. It was time for prayers, so the Muslim contingent knelt toward Mecca to pray. Boarding time arrived. The aircraft was scheduled to leave. The corporal had a tight schedule. He could not understand why departing troops were not boarding. He rudely interrupted the prayers, upsetting the Muslim peacekeepers and causing a quarrel.

Questions

1. What do you think about this story?
2. What lessons does it suggest?
3. What steps would you take to ensure movement control happened without a cultural clash?

3.2.5 Case Studies and Questions: Working With Diversity

Situation 2: “An honour to walk hand in hand”

My contingent was among the first to arrive at the harbour of our new mission location. We were well organized and equipped, a bit unusual for my nation.

We helped another contingent as they arrived, with material handling, security and transport support. They were very hospitable, and offered to share their kitchen and whatever else they could provide. I was invited to visit their camp after they had settled in.

When I arrived on the appointed day, I was surprised to be welcomed at the gate by their battalion commander, a colonel, while I am just a major. What's more, he walked me all around the camp, holding my hand all the time.

I felt quite embarrassed, as in my nation men do not hold hands. Men only do that with women.

Later I learned he had bestowed on me a great honour by letting all see him holding my hand.

Questions

1. What did you learn from this story?
2. How would you react?
3. What are some possible consequences of different ways of reacting?

Learning Activity

3.2.6

Gestures and Meaning

METHOD

Exercise

PURPOSE

To explore different gestures and their varied meanings in different countries

TIME

10 minutes

INSTRUCTIONS

- Consider the different gestures
- What do they have the same or different meaning in all cultures?

RESOURCES

- Learning Activity instructions
- Activity material

Preparation

- Identify some hand gestures and facial expressions that have different meanings.

Instructions

1. Introduce the exercise and ask that nobody take offense. The purpose is learning.
2. Show the first gesture, and ask participants what it means. Do they know of other meanings?
3. Work through the gestures with explanations. Invite participants to share others they know of that have different meanings in different contexts.
4. Summarize key messages before closing.
 - a) Communication is non-verbal as well as verbal. Being aware of one's own culture helps avoid misunderstanding.
 - b) Each of us thinks we are "normal". We expect others to understand our gestures and expressions. Others may have a different "normal". Learning about the culture and "norms" of our partners in peacekeeping helps things work smoothly in a mission.

3.2.6 Learning Activity Material: Gestures and Meaning

This site shows the following hand gestures and explains meaning in different countries:

<http://www.lifehack.org/articles/communication/what-different-hand-gestures-mean-around-the-world.html>

- The forefinger and thumb in a round “O”
- Little finger and index finger up with other fingers down
- The fingers altogether
- Thumbs up
- Crossed fingers
- Index and middle finger in a “V”
- Index finger curling
- Index finger pointing
- Downward palm wave
- Chin flick with hand held inward
- Fist and elbow
- Forehead fist
- Thumb in a fist
- Outward hand, fingers spread

This site has some of the same gestures as the one above, and more:

<https://blog.busuu.com/what-hand-gestures-mean-in-different-countries/>

- Thumbs up
- Come here
- The horn fingers
- Looking at your watch
- The “OK”
- The “V” sign, with palm in and palm out

This site shows 18 gestures that can cause trouble, with photos:

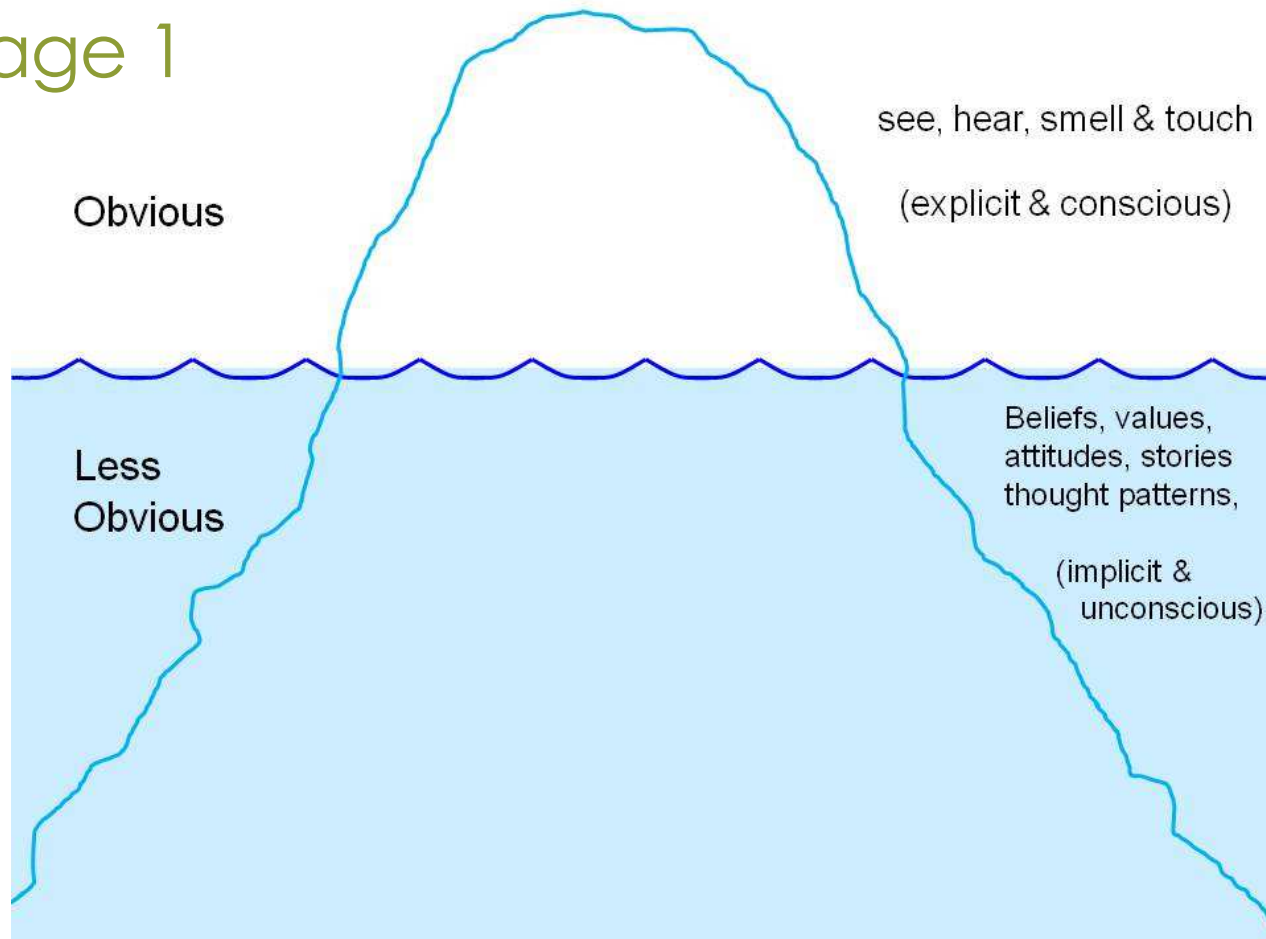
<https://www.yahoo.com/travel/18-gestures-that-can-cause-offense-around-the-114150011797.html>

- The chin flick
- The fig
- Forearm jerk
- The moutza - arm extended, palm out
- The cutis – flicking your thumb from the back of your upper front teeth
- Five fathers – pointing right index finger and grouped finger tips of left hand
- Head shake – left to right, up and down
- Crossing your fingers
- Horns – baby finger and index finger up, other fingers down
- Thumbs up
- Come here gesture
- Crossed arms
- Shaking two fists in front of you
- Slapping the palm of one hand over your other fist
- Shaking hands over a threshold
- Three-fingered salute
- Showing the soles of your foot or using your foot to point to things



Learning Activity 3.2.2

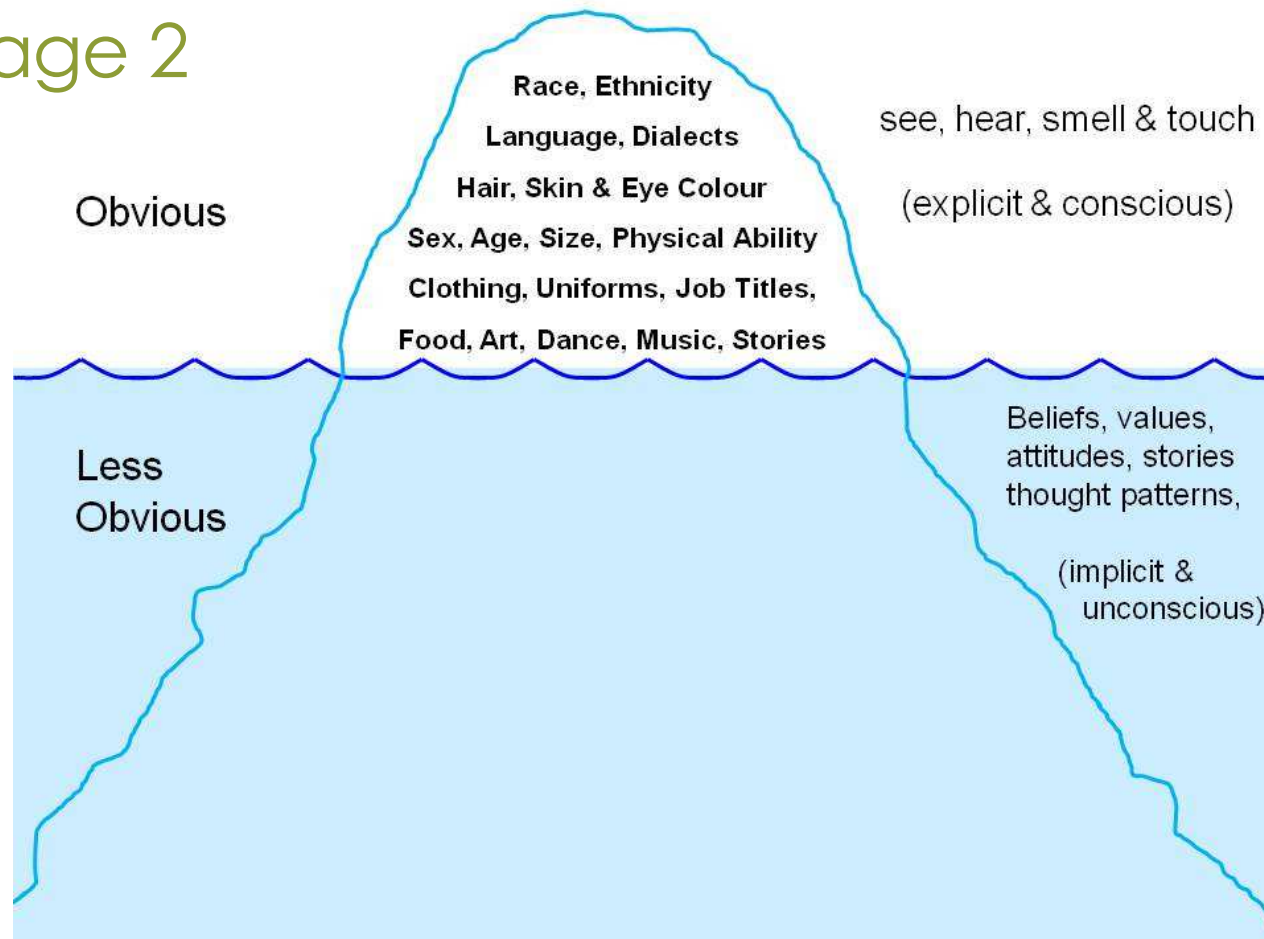
Image 1





Learning Activity 3.2.2

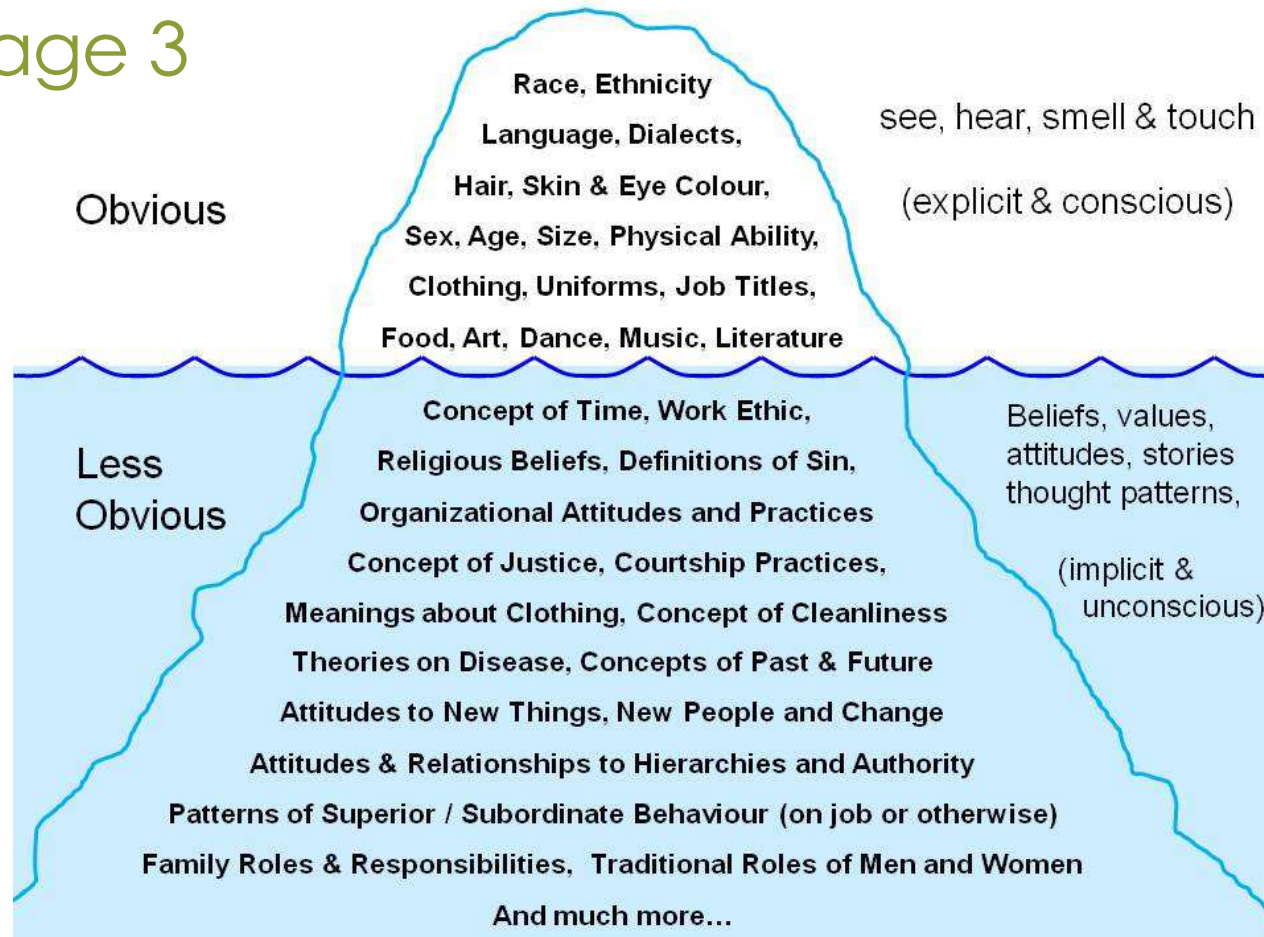
Image 2





Learning Activity 3.2.2

Image 3



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
Narrative	
<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.	<p>Different kinds of diversity</p> <ul style="list-style-type: none"> ▪ people from many different countries and cultures ▪ people from different professional cultures – military, civilian, police ▪ people with different personalities, preferences, ways of doing things, beliefs, religions, age, sex <p>Different sources of human diversity:</p> <ul style="list-style-type: none"> ▪ Country and region of origin ▪ Family – family structure, composition, history ▪ Ethnic background ▪ Race ▪ Sex ▪ Age ▪ Culture ▪ Professional background ▪ General and technical training ▪ Interests and preferences ▪ Religious beliefs ▪ Political beliefs

<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"> ▪ Life philosophy ▪ 10% visible, 90% hidden or not visible ▪ parts that are not visible can be dangerous ▪ visible parts of the iceberg are obvious differences: <ul style="list-style-type: none"> - race, ethnicity, language, hair, skin and eye colour, sex, age, size, physical ability, clothing, uniforms, job titles, food, art, dance, music, stories ... and more ▪ invisible parts of the iceberg are less obvious: <ul style="list-style-type: none"> - 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
<p>3. Compare stereotypes and prejudices, and explain how they work against respect for diversity.</p>	<p>Stereotypes: beliefs about all people of a certain type or group – fixed, often over-generalized ideas</p> <p>Prejudices: 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"> 1. the principle of respect for diversity promotes acceptance and valuing of difference, not rejection of it 2. stereotypes and prejudices are closed, not open – they get in the way of being able to know people 3. peacekeepers have to work well

	<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>
Fill in the blanks	
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
Multiple-choice <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.				