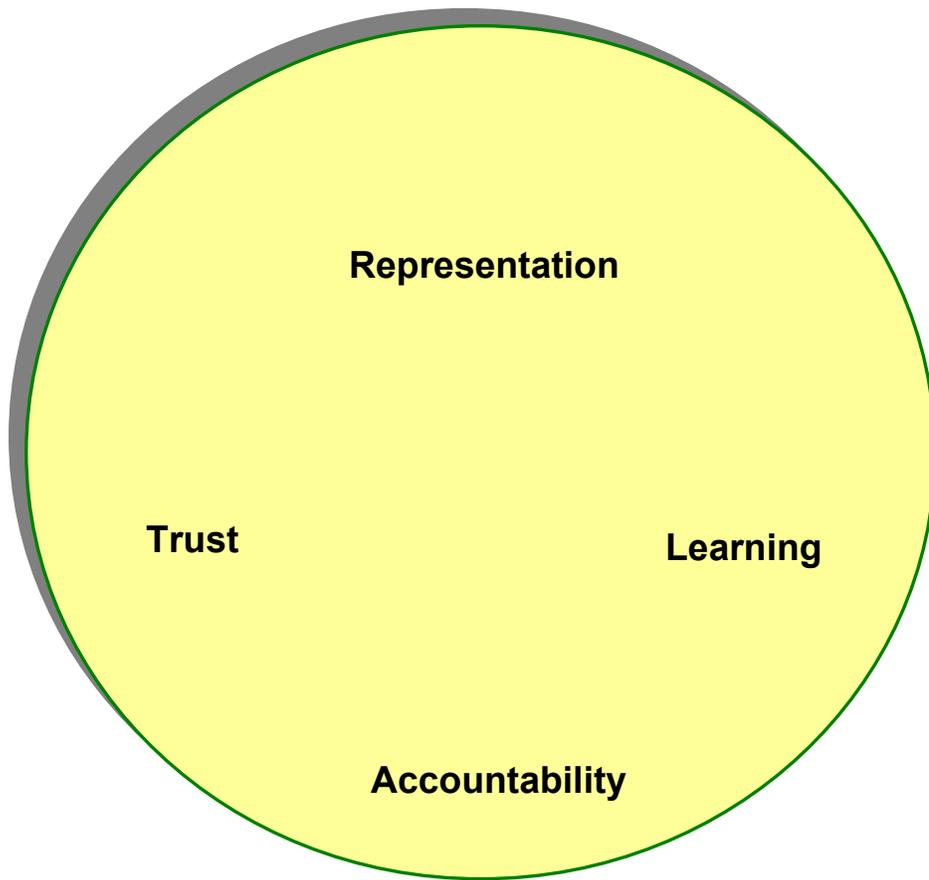


Organizational Gap Analysis Guidelines

**A Resource Guide for Advancing
Gender Equity & Diversity within CARE**



CARE

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Section I

What is a Gap Analysis Process?

1.1 Introduction

⊗ Why promote Gender Equity and Diversity within CARE?

In order for CARE to be a successful advocate for social justice and equity, we must advance gender equity and diversity. Our commitment to equal dignity and empowerment of all people calls us to focus on relationships, power, and human dignity. With CARE's move to embrace rights-based approaches (RBA), it is inherent that we apply the principles of equity internally. In the long run, we cannot implement on the outside what we do not practice on the inside. Thus, as an organization we must be aware of our internal work environment, our processes, structures and culture that help and/or hinder equal opportunity and equity for our employees. Secondly, we have learned that the richness and talents of our employees maintains and promotes CARE's excellence in addressing complex development issues. Our success in advancing quality programming depends on our ability to harness and apply the talents of our staff within an environment of respect, trust, and value for the contribution of all. Understanding and appreciating gender equity and diversity internally is a process to create these conditions. In short, our ability to promote and maintain the high levels of program quality upon which our reputation stands as a leading global NGO depends on our capacity to recruit, maintain and draw upon a wide pool of experiences from our diverse staff.

The purpose of this organizational gap analysis process is to strengthen our ability to manage and advance gender equity and diversity internally and ultimately enhance organizational effectiveness and excellence.

⊗ What is a Gap Analysis and how does it support work around gender equity and diversity and organizational effectiveness?

Current Practice → **Gap** ← **Desired End State**

A gap analysis can be defined as a gap **between current practice in any given area and the desired end state.**

Before you begin this process, you must be clear about your own internal organizational objectives, and the institutional systems, structures, and mechanisms required for success. For example, you may see the gap analysis as a process to ensure a better ethnic mix in

the country office (CO) to improve your ability to operate across different sides of a conflict zone, or this may be a process that would enable your CO or project to better reflect and represent the communities in which you work. This may also contribute to promoting national staff development more successfully, or may also enhance your objectives for developing successful relationships with diverse local partners. The gap analysis process helps you gather information about your current state in managing issues that impact gender equity and diversity, enables you to articulate your desired end state and the areas for development. The gap analysis process will be intrinsically beneficial to advancing your organizational objectives by enhancing performance and effectiveness.

⊗ **What is the purpose of this guideline?**

This guideline presents you with a framework, questions and lessons learned to assist you in carrying out your own gap analysis. It offers some orienting questions and asks you to consider the issues raised. Your context and other factors will help shape your analysis. The manner in which you combine the various categories and the mix of methodology will make this document effective for you, and at the same time accessible to others as a learning tool.

Purpose of guideline

- ✓ Presents a framework to carry out your gap analysis
- ✓ Offers orienting questions and lessons learned
- ✓ Offers examples from experiences in the field

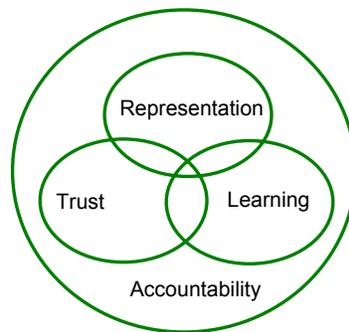
You will need both quantitative and qualitative data about your effectiveness in managing gender equity and diversity. You can use a variety of instruments to gather data such as cultural or gender audit surveys or climate surveys. These instruments are social audit tools to enable organizations to get a clearer picture of their progress, achievements and challenges in managing gender and diversity. [Refer to Appendix II, for sample survey instruments]. It is up to you to decide which instrument you would like to use to best enable you to gather data.

We hope that this guideline will become an important tool for translating concepts into practice and instilling deeply-held beliefs regarding gender equity and diversity. It is a living document that will evolve to reflect your input and experiences.

1.2 DEFINITION OF FRAMEWORK FOR UNDERTAKING THE GAP ANALYSIS

The Gender Equity and Diversity Task Force, formed in September 1999 and composed of staff from CARE Headquarters and representatives from Country Offices, established a framework for action after an extensive process of gathering input and feedback from staff throughout CARE. The lessons learned and feedback received all suggested that for effective management and advancement of gender equity and diversity within CARE USA, there are four key leverage areas: **Representation, Trust, Learning, and Accountability.**

Key Leverage Areas



These areas were selected because they form the building blocks of the types of teams and healthy relationships upon which high quality organizational performance depends. **These areas are inextricably linked and cut across the organization. As such they are fruitful areas from which to initiate your thinking and provide a broad framework in which to embed your gap analysis.**

As you examine where your Country Office is in relation to desired end states around representation, trust and learning, you will observe areas for further development and can develop an action plan to help you move towards your desired end state for gender equity and diversity and effective organizational performance. You will also find that to make progress in these three areas, strong systems of **accountability** are vital, and your gap analysis should provide you with ideas on how to develop stronger systems. Below are our definitions of these key concepts.

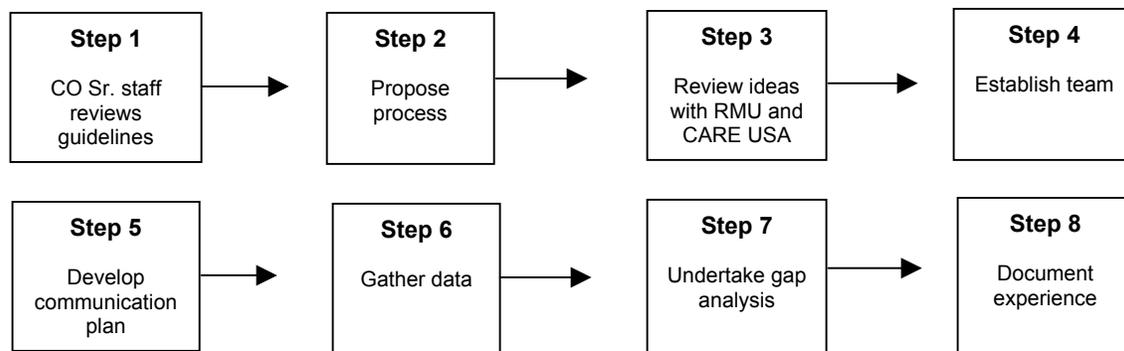
<p>Representation:</p>	<p>Representation refers to the ability of an organization to attract and retain talented staff representing different backgrounds, gender, ethnicity, age groups, and experiences; who offer different perspectives, and opinions; and would collectively foster relationships that contribute towards the organization’s effectiveness. Advancing representation implies not only a focus on demographic patterns, but works towards ensuring that staff at all levels have an opportunity to contribute to a variety of ideas for effective decision-making and innovation. A representational analysis will include an assessment of the demographic composition of staff at all levels, and an assessment of the processes and mechanisms in place to build upon and retain diversity.</p>
<p>Learning:</p>	<p>Learning refers to the ability and willingness of staff to learn from each other, to respect, value and fully capitalize on diverse people, perspectives and new knowledge and innovation. A culture that supports diversity will encourage learning from one another about how to be more effective, and learning from personal experience will enable staff to honor one another and create an empowering team culture. An analysis of learning will include an assessment of how effectively staff understand the importance and relevance of diversity, an analysis of mechanisms or systems for staff to learn from each other, and their ability to apply new learning and innovation towards enhancing effectiveness.</p>
<p>Trust:</p>	<p>Trust refers to the quality of relationships within an organization. In order for diversity to contribute to effective decision-making and innovation, relationships built upon trust must exist, and systems and structures that support trust building must be available. Diversity operates effectively in an environment of trust, where all staff feel equally respected and valued for who they are, and are authorized to contribute fully to the service of organizational goals. An analysis on trust will include:</p> <ul style="list-style-type: none"> ✓ an assessment of the quality of inter-personal relationships ✓ how effectively core values are practiced ✓ how well staff feel valued and heard ✓ staff’s ability and willingness to surface divergent opinions and manage difference and change and ✓ an assessment of organizational systems and facilitating structures that allow for trust to exist.
<p>Accountability:</p>	<p>Accountability refers to the organization’s ability to accomplish and sustain its commitments. In order for progress to be made in advancing representation, trust and learning, we need strong and vital systems of accountability. Management support is integral to this process and the ability of all staff to demonstrate their commitment is critical. As you do your analysis of the three key levers for change, embedded within this analysis should be an evaluation of how staff are held accountable for progress, and the systems and structures required to institutionalize gender equity and diversity.</p>

⊗ **How does this framework and gap analysis process contribute to organization-wide learning?**

The framework will be advanced throughout the organization and will serve as the basis for consolidating information and facilitating comparisons and sharing of data and lessons learned. Staff at CARE USA (Walter Fordham and Joy Shiferaw) in conjunction with the RMU support will play a key role in gathering, summarizing and sharing information and learning within the key leverage areas for change. Regional meetings and workshops will serve as a forum to discuss findings and experiences throughout CARE, and will be a venue for new and innovative ideas to be shared. This process will also enable CARE USA to monitor progress and provide the needed support.

1.3 PROPOSED STEP-BY-STEP PROCESS

The following is a proposed step-by-step process to help you begin your analysis.



□ **Step 1 – Senior CO staff should review the guidelines:**

- ✓ *Discuss how this analytic process will contribute to your organizational objectives*
- ✓ *Discuss some preliminary factors to examine and what diversity means in your context. Propose a timeline for analysis, brainstorm a feasible data collection process, and a methodology for analysis, etc.*
- ✓ *Discuss who will be responsible for the oversight of the gap analysis process. Who will be on the task force or working group?*

□ **Step 2 – Based on initial discussions and feedback from senior management, propose a process to gather data by specifying:**

- ✓ *the methodology (survey, interviews, focus groups etc),*
- ✓ *who will participate,*
- ✓ *how you plan to undertake the data gathering process,*

- ✓ *the factors you propose to examine (i.e. gender, ethnicity or class under-representation),*
- ✓ *the areas which impact Trust and Learning,*
- ✓ *a time-frame to begin your analysis.*

□ **Step 3 – Review your ideas for feedback and input with your RMU, Walter Fordham at fordham@care.org, and Joy Shiferaw at shiferaw@care.org, from CARE-USA.**

□ **Step 4 – Establish a team of staff** who will oversee this work and continue to define the details of the process. This team or task force should be composed of staff at different levels of responsibility, experience and background within the organization. Be clear about the team’s role, their responsibilities and their time-commitment to the process.

□ **Step 5 – Develop a communication plan to inform staff throughout the organization about the analysis process, methodology and rationale.**

□ **Step 6 – Gather data to help you undertake your gap analysis**

- ✓ *If consultants will be needed, develop the terms of reference and identify the consultants or identify key individuals in-house with expertise in data collection and analysis*
- ✓ *Design a data collection process (design survey instrument, focus group discussions, individual interviews).*
- ✓ *Undertake the data gathering process and ensure that staff at different levels of the organization are able to participate, whether it is through questionnaires, focus group discussions, or individual interviews.*

□ **Step 7 –Undertake your Gap Analysis Based on Data Gathered**

- ✓ *Once the data has been gathered and collected, compile and analyze the data.*
- ✓ *Share the data with staff throughout the organization, and communicate results.*
- ✓ *The task force or team and other select staff should gather to review the analysis, articulate a desired end state, and identify the key gaps existing within representation, trust and learning. Priority ideas for action should be identified to be incorporated into FY2002 and subsequent AOPs.*

□ **Step 8 – Document your experience and, following the reporting format, share your experiences with your RMU and CARE USA.**

⊗ **What if I have already gathered sufficient data?**

If you have already undertaken an extensive analysis and already have qualitative and quantitative data, review the guidelines to ensure that your data has sufficient information to identify gaps in areas of Trust, Representation and Learning, and fulfills the requirements of the gap analysis. If there are areas where you need further analysis after reviewing the guidelines, you may opt to undertake small focus-group discussions or explore other mechanisms to gather information. You may elect to have a small team or task force review the guidelines and data, and identify additional areas where you need more work. You need not do an entirely new survey process. Following the reporting guidelines, you should then inform your RMU and Walter Fordham, and Joy Shiferw with CARE-USA about your plans, findings, lessons and next steps.

Please note: This is a long-term process. Remember that not all issues can or should be addressed within this year. Rather you should anticipate a long-term (2-3 years) process so that you can ensure progress made can be sustained and supported. You may also decide to do additional in-depth analysis or research over the next year on areas that are complex, and continue additional work on your gap analysis to address these complex issues. At a minimum for FY 02, you should have gathered some data, identified 2-3 gap areas, and developed a realistic course of action. Your plan of action should incorporate realistic plans based on your context and illustrate the efforts you will make to learn more about building representation, trust and learning within your CO. This process should be viewed as a learning exercise, and as more COs engage with the process, more lessons will be available to share and to assist you as you continue your work.

1.4 PROPOSED TIMELINE AND REPORTING FORMAT

a. Timeline

Activity	Date
Gap Analysis Guidelines Distributed to all COs	August 30, 2001
COs submit preliminary plans for undertaking the gap analysis to RMU and Walter Fordham, and Joy Shiferaw with CARE USA	Draft plan end of October, 2001
RMU, Walter Fordham, and Joy Shiferaw will send back comments; if additional funds are required, submit proposal for funding to Gender/Diversity Innovation fund	No later than December, 2001
COs start data collection process and analysis; hold space in AOP FY 03 to incorporate action plan following completion of the gap analysis	No later than March 1, 2002
Gap analysis completed, priority areas identified, and preliminary action plans submitted to RMU, Walter Fordham, and Joy Shiferaw, with CARE USA	June 30, 2002
Select CO staff, and RMU representatives from all 5 regions; Select CARE USA-Headquarter staff meet to share lessons learned, discuss challenges and share ideas	Tentatively May/June, 2002
Implementation of preliminary action-plan begins and remaining work on gap-analysis continues	FY 2002 - onwards

Please note – *While waiting for feedback from RMUs, COs should be identifying consultants if needed, developing a working team, developing the survey instruments, and identifying resources so that by no later than March 1, 2002, the data collection process can begin. A Gender Equity and Diversity Innovations Fund will be made available for you to apply to for additional resources you may require. Criteria for eligibility will be sent separately. This timeline is not static and offers guideposts, but will be modified based on where you are in your planning process. If, for any unforeseen reasons or emergencies, the tasks cannot be accomplished, please notify RMUs of your reasons.*

b. Reporting Format

Submit the following information to your RMU, Walter Fordham at fordham@care.org, and Joy Shiferaw at shiferaw@care.org with CARE USA.

<p>Reporting While Planning Your Gap Analysis (no more than 2 pages)</p>	<ul style="list-style-type: none"> ✓ What are some preliminary specific factors/issues that will be examined within each area based on your current understanding and concerns? (i.e. Representation - gender, nationality, grade and ethnicity; Trust - mechanisms for risk taking; Learning - opportunities for sharing information and lessons learned) ⊗ At a minimum we expect you to identify 3 key demographic categories of your staffing patterns to analyze by grade/level and presence on the senior management team. These should include gender, international/national, and at least one or two additional demographic categories appropriate to your context (i.e ethnicity, class, religion). ✓ Why were these issues selected? Why are they relevant to your organizational objectives and effectiveness? ✓ Describe briefly how you are going to gather qualitative data that would provide you with information about Representation, Trust and Learning? What methodology will you use? (questionnaire, interviews, focus group discussions) ✓ Who will participate in organizing this process? What levels of staff will be surveyed? Will there be a team of individuals who will oversee the process? Who from the SMT is responsible for day to day oversight? ✓ When will it be undertaken? ✓ Will you use external technical support? (local/external consultant)
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Please note: *If you have already undertaken a survey or analysis that provides qualitative information about all three areas, you can proceed to provide the information below based on the data and analysis that you already have.*

<p>Reporting Upon Completion of your Gap Analysis (No more than 5 pages)</p>	<ul style="list-style-type: none"> ✓ Describe the purpose of your analysis. What were the issues and factors which you examined? Why were these issues, factors, categories selected? How are they relevant to your organizational objectives and effectiveness? ✓ Describe the process you undertook. 1) Who did you include in the process? 2) What levels of staff participated? 3) What methodology did you use? 4) How did you manage the data collection process? 5) Who analyzed the data? ✓ Describe the 2-3 primary gaps you identified based on your analysis? What were the findings and lessons learned around these areas? What are the implications on your organizational effectiveness if these gaps are not addressed? ✓ What process will you undertake to address the identified gaps? What next steps will be reflected in your subsequent year's AOP and onwards? Who will be responsible for managing the process and for implementation moving forward? ✓ What are the two or three top lessons you learned from participating in this process about undertaking an analysis and advancing gender equity and diversity issues within your CO?
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1.5 WHAT OUTCOMES TO EXPECT FROM UNDERTAKING THIS PROCESS

<p>What outcomes to expect</p>	<ul style="list-style-type: none"> ✓ You will have both qualitative and quantitative data that will offer a baseline of where you are, and will enable you to articulate where you would like to be in the future. ✓ You will have identified 2-3 major gaps in each of the three leverage areas. ✓ Your staff will have a better knowledge and understanding of the relevance and importance of these issues in enhancing CARE's effectiveness by participating in this effort ✓ You will have lessons learned from undertaking this process and will be able to share them widely towards CARE's broader organizational learning goals. ✓ You will be able to identify next steps to address the identified gaps over the course of the next LRSP and subsequent AOPs.
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2.1 DATA GATHERING PROCESS AND METHODOLOGY

You may elect to utilize a variety of mechanisms to gather information for you to effectively undertake your analysis. Your analysis of representation for example, may be undertaken through gathering demographic data from your human resource records, or you may need to go beyond the available data and undertake a survey to gather additional demographic information.

To learn more about issues around Trust and Learning, you may opt to undertake the following data collection processes.

- ❖ *Written Surveys:* A useful process would be to undertake a survey to gather important data around staff perceptions of organizational practice. Survey instruments may vary, some COs have used a Gender Audit format, others have used a Climate Survey instrument or a combination of both. It is up to you to decide how you intend to gather the information needed. Please refer to the sample survey instruments in Appendix II.
- ❖ *Focus Groups:* This approach works well with support staff and with field staff. In using this modality it helps if all the persons in the group are at roughly the same grade level. It might be necessary to do separate male and female groups and caste/ethnicity groups, depending on the topic. Good facilitation is crucial for focus groups. You might want to use a local consultant or a human resource person. Discussions should be conducted in the primary language of the group participants. Focus groups work well to validate data gathered from written survey questionnaires and to further explore the results of the survey.
- ❖ *One on One Interviews:* This might be necessary in situations where literacy is an issue, and where it is not possible to do a focus group. Good interviewing and facilitation skills will go a long way in eliciting high quality responses from your staff. It pays off in the long run to invest in high quality interviewers/facilitators.

Please note: In all data gathering exercises care must be taken to explain to participants that individual responses will be treated as confidential.

2.2 GUIDING QUESTIONS TO ASSIST IN EVALUATING WHERE YOU ARE AND IDENTIFY THE TYPE OF RELEVANT DATA YOU SHOULD GATHER

These questions along with the many sample questions in the survey instruments attached should serve as examples of the type of information you should begin gathering.

a. Representation

<p>What is the demographic composition of your staff at all levels?</p>	<p>One important step is to gather demographic data to identify staffing patterns within the CO and gaps in representation. The most common categories is gender, others may include race/ethnicity, religion, caste, nationality, etc. The categories you elect should be based on your context.</p> <ul style="list-style-type: none"> ❖ Since gender, and international/national, categories cut across the organization, these categories should be analyzed by all grade/levels. In particular, we would expect information on the composition of the senior management team against the identified categories. ❖ In addition to the above, at least one or two other categories should be identified to conduct an analysis of staffing patterns by grade/level and presence on the SMT. These categories should be appropriate in each context such as Caste, Ethnicity, Religion, Race, Age, Education, Class, Country of Origin, Geographic region, etc. ❖ The issue of representation covers two important areas: how to attain diversity, on all levels of the organization, and how to retain a quality diverse workforce. ❖ As you review your staff composition, you should also examine the quality of staff and how you would define quality. It is critical in your analysis that you look at both the issue of equity and quality.
<p>What are some of the barriers contributing to under-representation?</p>	<ul style="list-style-type: none"> ❖ Are there any specific institutional factors that are contributing to under-representation? ❖ What are the constraints/consequences of under-representation? How is it impacting the quality of your programming? ❖ When you recruit staff, how do you identify the criteria for selection? How much weight do you give to English, prior work experience and formal education etc? Could these and other criteria be unnecessary barriers which limit the pool of diverse candidates? ❖ Have you noticed any trade-offs in giving preference to these requirements? What are the qualities and contributions under-represented groups could offer that may be overlooked?
<p>Do you have a strategy for</p>	<ul style="list-style-type: none"> ❖ For example, do you use referrals, advertisement strategies and/or

<p>recruiting and retaining staff from under-represented groups?</p>	<p>have you developed pipelines by actively recruiting in universities, community organizations, etc.</p> <ul style="list-style-type: none"> ❖ Do you track staff retention, staff turn-over, and staff promotion opportunities? Do human resources and senior staff review this information? What strategies have you developed as a result of this analysis?
<p>What mechanisms do you have for:</p> <p>a) identifying issues affecting under-represented groups, and</p> <p>b) providing mentoring/coaching support to staff from under-represented groups to successfully undertake their job responsibilities, to grow within the organization, and to contribute to decision-making?</p>	<ul style="list-style-type: none"> ❖ Do your human resource policies address the need of under-represented staff? For example through alternative work-life policies, child-care policies, discrimination/harassment policies, alternative leave policies, etc? ❖ How have you dedicated funds or growth opportunities to help staff from under-represented groups to improve their skill level and to move into positions of authority? ❖ Do you have mechanisms that support staff in balancing work and personal life? ❖ Are there mechanisms or support structures to allow for diverse staff to participate in decision-making, planning meetings, or other forums? ❖ Do you have organizational policies that actively promote gender equity and diversity

b. Learning

<p>What efforts or awareness building strategies have you undertaken to broaden staff understanding about the relevance and value of gender equity and diversity?</p>	<ul style="list-style-type: none"> ❖ How have you utilized formal workshops, staff meetings, learning meetings, conferences or informal gatherings such as brown-bags to engage staff in dialogue around these issues? ❖ How often do staff have an opportunity to participate in awareness building efforts?
<p>How have you built staff capacity to manage and advance gender equity and diversity?</p>	<ul style="list-style-type: none"> ❖ Do any of your training interventions help in equipping staff to change relationships? For example, do you offer training on managing diversity, conflict resolution, communication skills, team-building, core values etc.? ❖ Do you have mechanisms to assess the effectiveness, and limitations of these types of training interventions?
<p>Do you have mechanisms to gather, share and analyze lessons learned?</p>	<ul style="list-style-type: none"> ❖ Do you document the lessons you learn about gender equity and diversity? If so, how frequently and in what form? ❖ Many COs exist in multi-lingual cultures, how do you ensure that all members of the organization receive information in a form that they

	<p>can understand? How accessible is this information in different parts of the organization?</p> <ul style="list-style-type: none"> ❖ Are there opportunities that allow work units, projects, etc. to share lessons learned and best practices with each other? ❖ How have you engaged with other organizations or groups who are addressing issues of gender equity and diversity to share lessons and to utilize outside expertise?
<p>Are there mechanisms for staff to apply new learning and innovation?</p>	<ul style="list-style-type: none"> ❖ Does staff apply new learning into their work processes? ❖ Are there opportunities for thoughtful experimentation?

c. Trust

<p>How do you characterize your work-place climate and trust between colleagues?</p>	<ul style="list-style-type: none"> ❖ What are staff perceptions about the level of trust between colleagues? ❖ Are teams effectively working to build trust amongst diverse participants? If so, how? ❖ Does staff feel that they can communicate freely and openly with each other? ❖ Does staff feel that core values are being put into practice? ❖ Does staff feel valued and heard?
<p>How do you characterize trust in management and their commitment?</p>	<ul style="list-style-type: none"> ❖ Is there trust at all levels with regard to senior management teams, middle managers, and supervisors? If not, what factors are contributing to the lack of trust? ❖ Does staff perceive that they receive frequent and useful feedback and input to accomplish their work effectively? ❖ What are staff perceptions of different management styles? ❖ What are staff perceptions of management commitment and dedication to issues of gender equity and diversity? ❖ What mechanisms did you use to come to these conclusions?
<p>What mechanisms or structures exist to support</p>	<ul style="list-style-type: none"> ❖ Are there readily available institutional mechanisms for staff to provide input, feedback or raise their concerns and fears on any issue

<p>trust building?</p>	<p>of concern? How frequently are these mechanisms utilized? How accessible are they to staff at all levels?</p> <ul style="list-style-type: none"> ❖ What mechanisms are in place to ensure that staff are able to share diverse opinions and surface new ideas. ❖ Does your Country Office recognize risk, and create institutional structures that manage and support staff who are willing to take meaningful risks in the exercise of innovation? ❖ Are there processes by which innovations are generated and staff are free to experiment with new ideas? ❖ Are there mechanisms to support staff to address fears and concerns about the changes implied in managing and advancing diversity?
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d. Accountability

These questions cut across all three of the key areas above.

<p>How do you hold staff accountable within your evaluation processes?</p>	<ul style="list-style-type: none"> ❖ Are objectives about GE&D integrated into the IOPs of staff and AOPs? If not, what are the obstacles to doing so? ❖ Is gender equity and diversity integrated into the performance evaluation process? ❖ Are indicators and measures of progress clearly articulated and monitored?
<p>How is management held accountable?</p>	<ul style="list-style-type: none"> ❖ Do project or middle managers have a clear role in advancing issues of gender equity and diversity? ❖ Is management visibly involved in advocating for gender and diversity issues?
<p>What resources exist to sustain this work?</p>	<ul style="list-style-type: none"> ❖ Is there a sufficient level of internal resources (time, people, finances) available for staff to undertake this work? What resource or support is required? ❖ What strategies do you have to garner the support needed to sustain this work? ❖ Is there adequate support (time, people, finances) from RMUs and CARE USA?

2.3 LESSONS LEARNED TO HELP WITH YOUR ANALYSIS

The following are lessons generated from selected Country Offices' experiences, CARE-USA, and surveys of several organizations. These lessons have been summarized under the leverage areas, and provide both tips and points for consideration as you begin to design your analysis. They also provide more information on why these are key leverage areas for advancing gender equity and diversity.

a. Representation

- ◆ **The first tendency is to focus on representation, changing the mix of staff, and setting targets.** However, changing the mix of staff without paying attention to how we improve our interpersonal relationships and the systems within an organization may be a recipe for heightened conflict. A closer examination must be given towards the systems, processes and structures required to build stronger relationships and retain talented staff.
- ◆ **A comprehensive approach to HR management should be established concomitant to setting targets or establishing any goals.** It has been observed that without a closer examination of the supporting structures and systems required to retain new staff, recruitment will fall short due to high attrition. HR policies and strategies often have been developed in an ad-hoc and inconsistent manner without consideration of the organization's vision, mission or strategies.
- ◆ **A critical HR function is to understand the causes for attrition rates, and where possible make appropriate interventions.** The needs of diverse staff vary and more sensitivity should be given to these needs. For example, one reason often cited is the stress experienced from balancing work and family demands. For others in remote and distant locations, coping with loneliness and long periods of separation from family may be difficult. Other reasons may involve interest and desire to gain further educational opportunities. Developing systems for tracking exit interview data and developing human resource strategies to address these often real and persistent issues is critical to enhance retention of under-represented groups and overall employee morale.
- ◆ **Common challenges for recruitment of under-represented groups are inadequate organizational pipelines to identify qualified candidates and lack of sufficient qualified candidates. Aggressive strategies to expand and build a pipeline are critical.** Expanding advertising strategies, offering high compensation packages, succession planning, mentoring or building a pipeline through internship, trainee or fellowship programs have often been important mechanisms to building a pipeline.

- ◆ **Careful consideration should also be given to the development of job requirements.** For example, it has been observed that preference given to high skills in English and formal educational qualifications often limits consideration of otherwise capable staff who do not speak English or do not have high formal educational backgrounds.

b. Learning

- ◆ **There is a wealth of knowledge and ideas that exist within CARE from the variety of different experiences within the organization. The diversity of CARE's staff contributes to new ideas and innovation.** However, this learning is often underutilized, and is not uniformly available across the organization because it is not always documented, or shared widely, and is not incorporated into learning and training programs. Current reporting mechanisms only focus on achievement of project targets, leaving little room for lessons learned. In most instances project staff spend a lot of time on generating reports, and as a result less time is available for sharing concerns, issues or lessons learned. In addition, most staff rely on occasional staff meetings to share new ideas, and in many instances new knowledge or innovation is not shared from project to project. Finally, the way our work is done could be an inhibitor to the sharing of new ideas and innovation.
- ◆ **On-going learning must be a critical part of organizational life if change is to be implemented and sustained.** In order to value diversity, staff must be able to share learning with each other, and be able to appreciate the wealth of different ideas and innovation available. Time to capture and disseminate learning should be made available and should be part of our daily work. Many staff have stated that they are eager to learn and share knowledge, but have little time or facilitating structures to do so. Incorporating learning goals in IOPs or creating space for facilitated dialogue amongst diverse staff about issues of concern are some examples of structures required to support learning.
- ◆ **COs have learned that if relationships do not change, the material changes will not be sustained.** We have learned that we only solve organizational problems by the ability to make significant personal changes. In addition to technical skills, we need to learn more about building relationships such as process or team building skills within a diverse environment. Furthermore, our RBA approach focuses on relationship building, and by enhancing our ability to build strong relationships internally within the organization, we also learn the skills required to build relationships for our external RBA work. Training and learning opportunities should help staff to build these relationship skills.

c. Trust

- ◆ **Diversity is managed effectively when trust exists amongst staff.** Mechanisms to provide frequent input and feedback are key in building an environment of trust. Staff need to feel heard, to express concerns, and to receive guidance and input from others.
- ◆ **New ways of working and thinking will be explored if people who are creative and innovative are trusted and provided with the opportunity to share their ideas.** Taking full advantage of diversity requires us to build relationships of trust that will allow everyone to feel they can contribute fully and take risks. However, risk that is not well managed can damage an organization, and can cause a set back in the pursuit of introducing something new and different.
- ◆ **Management must both encourage risk taking, and provide mechanisms for controlling the possible fall out.** It is important to document risk management approaches and principles to guide staff in their actions and decisions. Staff will take risks if they are supported, if there are procedures and processes to assess and manage risk, they have clear responsibilities and accountabilities, and if they are not punished because of undesirable outcomes.
- ◆ **Trust in managing change.** CARE has not had a history of managing change effectively, thus as issues of gender equity and diversity are introduced, this creates anxiety and discomfort. Staff are often unclear what the changes will imply. Change management training and mechanisms should be available for staff to safely discuss their hesitation and concerns about the changes that will be necessary to advance gender equity and diversity.

d. Accountability

- ◆ **The organization's commitment based on available staff time, and financial resources allocated is critical.** These investments will impact staff perceptions of how much a priority gender and diversity issues mean to the organization and thus how much trust they have in the organization's commitment to advancing these issues.
- ◆ **Those in management positions are the key gatekeepers, and must encourage trust building by demonstrating commitment towards issues of gender equity and diversity.** Management buy-in and involvement is critical to building trust. CARE is a large complex organization and is therefore difficult to change. Management must model the desired behaviors and be held accountable.
- ◆ **Indicators and measures of progress are often difficult to define around issues of gender equity and diversity, but vital if progress is to be monitored effectively.** Management has a key role to play in identifying indicators of progress, articulating them widely, and monitoring progress against these indicators.

Section III

Making it Work *Operational Guidelines*

The following information provides suggestions on how to manage the gap analysis process. It offers some operational tips that are based on lessons gathered from Country Offices that have undertaken a cultural audit or climate survey, and based on work undertaken in Atlanta.

3.1 BUILDING SUPPORT

- ❖ It is important for the success of this analysis that the CD and the Senior Management Team be perceived by staff as committed to conducting the analysis, willing to subject themselves to constructive criticism, and to thoughtfully address the issues raised.
- ❖ The CD, ACD, and SMT must use his/her/their authority to speak explicitly and repeatedly in support of the exercise.
- ❖ The analysis should be presented as a learning exercise that will advance organizational effectiveness.
- ❖ The CD must first make the case to his/her SMT. It is this body that will be responsible for the overall monitoring and progress of doing a gap analysis.
- ❖ The CD and SMT might have to do their own work around understanding GE&D from both a strategic and operational level. Vital for the success of the analysis is the sense that the team responsible for the work has a good understanding of the thinking behind GE&D and what it means to the local context. You may want to tap into the Gender Equity and Diversity Task Force members to provide an orientation.
- ❖ Be sure that middle managers are given a comprehensive briefing on the objectives of the gap analysis with emphasis on how it will improve their capacities to manage projects.
- ❖ The work group might work to consult with CO's such as Nepal and Niger that have already done a similar analysis.
- ❖ These activities will increase the likelihood that key staff have a solid understanding of the concepts and operational challenges necessary to conduct a gap analysis. This in turn increases the commitment to doing a good job.

3.2 CONSTRUCTING A WORKING-GROUP

- ❖ While the SMT is responsible for oversight, a workgroup representing staff at various levels, background, and experiences in the organization will have to be constructed to actually conduct the gap analysis.
- ❖ A diverse team working on this is key. A CO should identify key features of the team's diversity, this should not be limited to gender and ethnicity, but should also include grade, program or program support, field office or head office etc.
- ❖ An SMT member must be designated to be a member of the workgroup and is responsible for liaising with the SMT. This ensures that senior staff is up to date on the activities of the workgroup. Equally important it sends a message to staff that senior management takes the exercise seriously. Designating a non-SMT member to coordinate the audit might be interpreted by staff to mean that the analysis is of low priority.
- ❖ Various skill sets should be available within the workgroup:
 - ✓ Members who have direct programming experiences at a middle management level.
 - ✓ A member who has some awareness of survey construction, statistical analysis etc. A local consultant may be needed to undertake this work if in-house expertise is not available.
 - ✓ If available, staff members with a good working understanding of gender and diversity issues as they play themselves out in the host culture. Where at all possible, these persons should be indigenous to the culture and have good bi-lingual skills. It might be necessary to use a local consultant to get this perspective.
 - ✓ There should be team members who have a good working understanding of CARE's core values and also a good understanding of the strategic thrust of the CO. Their skills will be invaluable in analyzing the data and the action planning that flows from such analysis.

3.3 ADMINISTRATIVE REQUIREMENTS

- ❖ The team needs to delegate a staff member who can take up the role of an administrative assistant, who should be responsible for generating minutes, and following through on issues, such as scheduling, locating resources, etc.
- ❖ For the team to be effective, it ideally should be no larger than 10 people. It also should strive to keep a tight rein on the volume of documents it generates and the length of these documents.

- ❖ The team should have a budget that makes provisions for tasks related to conceptualizing, administering, inputting, and analyzing the data.
- ❖ The staff responsible for doing the bulk of the work should have the gap analysis work task reflected in their IOP's. Simply grafting this work unto other demands might breed ill will and result in the creation of an inferior product.
- ❖ The CD\SMT should establish a reporting schedule and progressively detailed timelines that the workgroup will be held accountable for by the SMT.

3.4 DESIGNING THE SURVEY INSTRUMENT

- ❖ When at all possible, staff should be able to respond to the instrument in their first language. If an interpreter has to be used it should ideally be someone from outside CARE. This would avoid a situation in which a staff member must disclose sensitive information to someone who outranks him/her. The least desirable practice is an instrument written in a second language, administered by a non-native speaker, using an interpreter from the host culture.
- ❖ Speaking broadly, the language level used should be simple and should avoid jargon. It would be important to test the instrument in the field prior to using it widely to ensure staff understand what the questions mean. The team may need to use written and oral versions of the instrument.
- ❖ In constructing questions, attention should therefore be paid to how the instrument is going to be administered.
- ❖ Be sensitive to the tendency that assumes that gender means “women”. Issues around how men deal with gender and diversity challenges should also be explored.
- ❖ Construct some questions that highlight the difference between professional (in office, within CARE) behavior around GE&D and personal (outside of CARE) behavior. Staff often report that because CARE provides a supportive environment their biggest challenge around GE&D is at home. This can spill over into work roles.
- ❖ Within each culture there are many disadvantaged groups. It is possible that the gap analysis will not explore issues affecting all groups. Be clear as to which groups you are focusing on. Ensure that in the general briefing of staff about the gap analysis, the rationale for this focus is explained.
- ❖ Be sensitive to taboo topics. It is possible that the facilitating staff might allude to some of these topics, but CO's should feel free not to directly pursue lines of thought for which there is little cultural support.

3.5 SHARING AND COMMUNICATING YOUR ANALYSIS

- ❖ Establishing a communication plan is vital. Staff throughout the organization must be made aware of the definitions, and process. They should receive frequent updates, summaries and have the opportunity to give feedback. Communication is vital for building support and interest.
- ❖ You might have to generate a series of different summaries for your various constituencies. It is important that staff receive feedback in a language and tone that they can understand.
- ❖ In collecting data make provision to again brief staff as to the purpose of the data collection process. Stress the confidentiality of individual responses. Also build in provisions to deal with any issues arising from staff completing the analysis. It is not unusual for issues to come up that might need human resource or managerial follow-up.
- ❖ Make a commitment to give staff a briefing as to the findings of the analysis. This should be done in formats accessible to all levels of staff.

Appendix I Case Studies on Work in Progress

a. CARE Nepal

Why Gender and Caste Equity?

CARE Nepal started focusing on issues of caste, gender and to some extent ethnic diversity within the organization and at the programming level in the late 1980s. As CARE Nepal's programming evolved from a single sector – infrastructure development in remote areas of the country – to an integrated program implementation approach, it became apparent that issues faced by disadvantaged groups needed to be a focus for development strategies to be successful. Extensive studies made it clear that gender and caste inequity were by far the most prevalent issues in Nepal. The Dalit community make up 20% of the population and are considered to be the lowest caste in the hierarchical caste system, and have been historically, socially, culturally and economically discriminated and marginalized. CARE Nepal's new strategic plan gave an emphasis to gender and Dalits, in order to refocus their strategies and enhance their approaches. The development of new policies by the Nepalese government also supported this process, as the rights of women and Dalits were documented and incorporated into policy. This provided the platform and framework for CARE staff to begin dialogue about these issues. Staff were understandably concerned and hesitant as CARE began to be more explicit about its emphasis on social change and transformation. There was an initial resistance to focusing on gender and more recently on Dalits, but conceptual orientations on gender undertaken organization-wide, extensive discussions, and LRSP exercises created fora for open debate, learning and internalization of these concepts.

Leadership commitment to this issue provided the impetus to keep up the process of exploration. Several learning efforts included a survey of women staff concerning gender issues in the workplace in 1995, and participation in the CARE USA 1998 Gender audit. A committee was also formed to examine more explicitly human resource policies and procedures. Maternal and parental leave policies were revised to incorporate the need for more time to spend with a new born child, support was provided for those with infants traveling to the field, and a policy on harassment and discrimination were developed. An internship program was also initiated to provide short-term experiences for women graduates, and long term on-the-job management training for women in fields such as agriculture and forestry. More recently a newsletter sharing staff experiences with diversity was featured to share lessons learned. All these efforts have enabled staff to understand the relevance of these issues, and with continued engagement and learning CARE Nepal has been able to experiment with new strategies.

In 1999, a gender and caste audit was undertaken. The objectives of the study was to a) gather data on staff perceptions and recommendations concerning gender and caste equity issues to establish a baseline for measuring changes over time and b) to provide input for a Diversity Strategy. A team of CARE Nepal staff composed of both senior and middle management staff was formed to oversee the survey process and to work closely with external consultants. Three primary questions served as a guide to the process: What are staff perceptions concerning institutionalizing gender equity? What are staff perceptions regarding advancing caste equity in CARE Nepal? How can the process of institutionalizing gender equity in CARE Nepal and its programs be strengthened?

What lessons were learned about how to undertake the Gender and Caste Audit?

a. Develop a Questionnaire that is Locally Appropriate

The use of two local experts was key in guiding the process. One of the two was from Nepal, well versed in the local language and familiar with gender issues in the local context. The other was an expatriate with significant knowledge of gender theory, frameworks and practice. The first step was for the consultants to use their expertise to review the gender audit instrument and to modify the questionnaire to broaden it to include caste equity and to be more culturally specific to the Nepal context. Four different versions were prepared in a variety of formats, language and presentation in order to be understandable and appropriate for staff of different levels and responsibilities in the organization. Significant attention was given to translation. A bilingual questionnaire was field tested twice by ten staff who were on the survey team, and revisions were made after the initial field test to ensure that the questions were understandable. The questionnaires were distributed to all staff both in the field locations and in Kathmandu. Out of 303 staff, responses were received from 286.

b. Use focus groups and interviews as an opportunity to gather data and to broaden awareness

In addition to the questionnaires, focus groups and individual interviews were undertaken in four non-remote area projects and the Kathmandu head office to probe more deeply into the issues identified. Unfortunately, due to security and weather problems, the remote locations were not included in the survey. Focus groups were mostly homogeneous groups of five to seven staff formed either by gender or role in the organization. Gathering information on sensitive issues around diversity requires special skill and openness. This is where the local consultant expertise was vital. The local consultant used her own experiences and shared her own stories as a means

to create a safe space for open and honest conversation. Her real experiences and her ability to connect with staff allowed for more openness and frank feedback.

This was also an opportunity for the consultants to broaden staff awareness. Staff participating in the focus groups expressed a desire to gain more conceptual clarity, and wanted specific answers on how to manage cultural barriers, taboos, and risks they encounter at the community level. The ability of the consultant to respond to these questions and to provide education during the process was beneficial to the staff. For each interview, one and a half hours was allotted for a brief introduction to the process, the purpose for the study, and to receive questions from staff. Feedback received from staff indicated that the focus groups and interviews increased their understanding and commitment.

c. Points to Consider When Processing and Analyzing the Data

CARE Nepal developed a computer program to run the statistical analysis gathered from the questionnaires. Inputting the data into the computer system and running the analysis can take time, it is therefore important to note that staff time should be appropriately allocated to this process.

Once the consultants processed the data, they presented their findings to the senior management team for review and input. This process was important in order to ensure that the senior management team fully understood the findings. A four day strategy meeting was subsequently organized, gathering project managers and relevant staff from the field and the head office from both program support and program staff to review the data, identify areas for change, and propose actions. The audit data served as a learning tool and as a baseline to identify both constraints and opportunities.

Brief Findings from the Audit

The audit findings showed that staff see the organization as having high level of political will concerning gender equity. Staff did have specific concerns that gender and caste equity criteria for recruitment, promotion and for professional development were not clear, and resource allocation to advance gender or caste equity objectives were not always available. Staff also felt that CARE Nepal does not emphasize on the issue of caste equally with the issue of gender. In terms of the organization's culture, staff felt that they appreciated the supportive attitude in the office and the sense of family. In addition, although staff professed that they had a basic understanding of gender and caste relations, they felt that more training was needed to implement and monitor the application of these concepts.

More Broad Lessons about Advancing Gender and Diversity

From a recent external review of CARE Nepal's work, there are some important lessons to consider. CARE Nepal has been successful at broadening awareness and engaging staff throughout the organization on the relevance of gender and caste issues. However more work around operationalizing and institutionalizing this work is needed. Space for dialogue to share learnings, to engage one another around the new concepts introduced is critical. Innovative practices or efforts still rely on individual initiative on the part of field staff or program managers. Little opportunity exists for on-going sharing of knowledge from one location to another. Often middle managers have good ideas about how to do the work, but lack time and facilitating mechanisms to do this important work around culling lessons learned and sharing them with other managers. In addition, to the training available, staff need more space and time to apply their learning to day to day work, and to dialogue on the implications of their work.

In addition, inherent in cutting edge work around gender and diversity are high stress levels on staff as they find themselves in new roles. Risk management is needed around understanding and controlling the level of stress experienced by staff. For example, issues of loneliness, family pressure, intimacy and personal growth need to be monitored and strategies in place to ensure that staff are to some degree protected from negative consequences of their new roles. This is especially the case when women have been hired and assigned to remote sites. Some areas which would require more attention include, coaching/mentoring staff around problem solving and personal and professional growth, counseling staff around conflicts arising from new roles, and more training around building relationships and resolving conflict.

Where the Gap Analysis Fits In?

For CARE Nepal, the gap analysis would serve as an opportunity to review their data against the organization-wide framework, and utilize this as an additional framework to stimulate discussions around areas that have not been looked at. CARE Nepal may opt to utilize either a climate survey, or other focus group or data gathering mechanisms to distill additional information that they may identify as needed. For example, explicit information on the level of trust between employees and their managers, or the extent to which staff trust how effectively CARE Nepal would follow-through with its commitment could be explored. These issues were not incorporated into their current audit survey. In addition, staff perceptions about the level of opportunity or systems needed to share learning, or staff perceptions of risk management could be gathered. The gap analysis is another step in an on-going and long term process to continue the learning in CARE Nepal.

Additional Information and Contact

Contact

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Recent Resources Available

- ⊗ CARE Nepal Diversity Audit – Prepared by Lynne Brennan, and Rita Thapa, Gender Specialists. Provides a summary of the main findings from the gender and caste audit. Appendix lists the questionnaire used, in both Nepali and English, a sample focus group guide and checklist, term of reference for their gender expert/consultant.
- ⊗ Draft Gender and Caste Diversity Strategy Development Workshop Report – this provides a nice overview of the workshop, stories, lessons learned, and the action-plan developed
- ⊗ CARE Nepal Personnel Manual – includes their revised policies for maternity, paternity, leave policies and harassment.
- ⊗ Additional project evaluations and surveys have been undertaken, for copies of these evaluations please contact Meeta.

b. CARE El Salvador

As CARE El Salvador began to closely explore new and creative ways of enhancing its effectiveness, it became apparent that gender equity and diversity issues were critical to success. However, there was little clarity as to what diversity meant within the El Salvador context that is largely composed of people from the same ethnic group, and staff grappled with the relevance of diversity to their effectiveness. There was more clarity in terms of the need for gender equity, but real difficulties in conceptualizing diversity more broadly. There was also concern around the resource and time constraints in devoting to this work. Thus, CARE El Salvador decided to link their process of exploration and learning with the Latin American Regional Management Development Course (MDC). This regional program explored new management frameworks and approaches, and challenged participants to take on learning projects that would enhance their knowledge about advancing organizational effectiveness. Six staff members from CARE El Salvador participating in the management development course decided to take the opportunity to invest their time and resources through this program to enhance CARE El Salvador's learning about diversity issues. This would also serve as an opportunity for the MDC team to improve communication and management skills, and to become change agents within the organization. They invested nine months to this learning and inquiry process.

The MDC team reviewed all documents developed by CARE USA and the key organization-wide leverage areas for change, and proposed a four step process:

- (1) the creation of a Conceptual Framework, an extensive literature review to provide concepts and definitions of diversity
- (2) a Policy, to articulate the focus, action plan, and systems of accountability;
- (3) a Situational Analysis, to document the current reality and the organizational strengths and weaknesses;
- (4) an Action Plan, to articulate specific activities to advance gender equity and diversity

Survey and Analysis

External consultants were utilized to help in the design of the survey instrument and in administering the data collection and analysis process. The consultants also assisted in the

definition of diversity and in defining some basic concepts around diversity to help in broadening understanding. The following were some key areas examined:

- ✓ Personal and employment information
- ✓ Perception of the way diversity exists in all authority structures and decision-making levels throughout the organization
- ✓ Perception of the work environment and effectiveness in diversity management
- ✓ Needs and suggestions connected with organizational learning

A sample of 60 employees (29% of staff) participated in the survey and represented gender balance, different grade levels and different regional offices. Prior to administering the survey, a brief presentation of CARE's mission, vision and values, and concepts of diversity and its relevance were given to staff.

Selected Findings

A large number of staff felt that they received adequate support from their supervisors, had opportunity to provide input, and had positive working relations. However, a large majority of staff perceived that the organizational structure does not fully facilitate effective teamwork. Staff felt that more mechanisms are necessary to ensure effective integration and collaboration amongst units and projects. A large number of staff also felt that more work could be done to ensure more equal opportunities and services for staff at different levels of the organization. To enhance learning, staff also identified a need for more internal communication mechanisms to discuss successes and failures and discussion groups to share ideas and new learning. The findings also demonstrated that the diversity categories most relevant to CARE El Salvador were gender, profession, and status in the organization.

On-going Work in Progress

The MDC team presented their ideas to the senior management team and participants of the MDC regional course to share their experience with this process and their recommended plans of action. Elements of their plan focused on three elements: 1) awareness building efforts to broaden appreciation for diversity and enhancing relationship skills, 2) exploration of new methodologies to enhance dialogue and learning amongst staff, and 3) ideas for structural support required to sustain this process and ensure success. CARE El Salvador will be working over the course of the next year to implement the recommendations.

Lessons and Conclusion

One of the most important lessons stemming from El Salvador's experience is the importance of viewing the process of advancing gender equity and diversity as a learning opportunity to enhance change and organizational effectiveness. It also demonstrated the importance of having a network of change agents who feel passionately about this work, and can devote time and energy to the process. CARE El Salvador can utilize an on-going gap analysis process to revisit their commitments, validate their findings, and explore additional areas of concern.

Contact and Current Resources Available

Contact

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Resources Available (in Spanish and English)

- ◆ **Diversity, a Prospect for Change in CARE El Salvador** – defines the scope of work of the MDC team
- ◆ **Conceptual Framework** – Provides an overview of the various definitions, theory and concepts of diversity
- ◆ **Situational Analysis on Diversity in CARE El Salvador** – Provides an overview of their methodology, findings, survey questions and analysis.
- ◆ **Policy for Introduction and Promotion of a Diversity Focus in CARE El Salvador** – articulates a policy statement and provides guidelines for policy implementation.
- ◆ **Plan of Action for Internalizing a Diversity Focus in CARE El Salvador** –Articulates a detailed action-plan

c. CARE Niger

CARE Niger has initiated an extensive process of learning and exploration in promoting gender equity both within programming and within the organization. It became apparent that although women have been active participants in various aspects of CARE's work in Niger, more attention on gender issues is required to be truly effective in enhancing program quality. The first step undertaken was the CARE USA Gender Audit in early 1999 which underscored striking gender differences regarding the working environment, treatment and opportunities for women, and approaches to programming. The data gathered from this exercise and a combination of subsequent workshops to discuss the findings, contributed significantly to raising awareness, interest in the issue, engagement of staff, and development of action-plans. The LRSP planning process also proved to be another excellent opportunity to continue productive discussions amongst staff about how to effectively advance gender equity. Some argued that gender should stand apart as a strategic objective, others argued that gender should be integrated into existing strategies. It was finally agreed that gender equity constitutes a goal in itself – a desired outcome rather than simply a means to an end. Gender would be the overarching objective within the LRSP, and this would imply full integration into all aspects of CARE Niger's work so that it does not become a separate undertaking. The Gender Initiative will seek to achieve the following: lasting organizational improvement with regard to gender equity, improved gender sensitive programming; capacity building and leadership development of national staff.

The Strategic Approach

Following the LRSP exercise, CARE Niger decided on several approaches to begin addressing gender in both programming and institutional issues. One of the key steps was to define three strategic approaches which included: (A) the Gender Task Force, (B) the Human Resources Technical Assistant, and (C) the Gender Unit. The Gender Task Force would focus on institutional issues, and play a key role in coordinating and overseeing HR policy development, establishment of HR systems, staff training and communication, and staff development. This team would represent staff from different grade, genders, projects, and professional work in both the head office and sub-offices. The Human Resource Technical Assistant would work closely with the GTF and build capacity to increase the number of women within the workforce, implement training and awareness building efforts, and enhance teamwork and collaboration. The Gender Unit would oversee the integration of gender in programming and provide the technical and training assistance required. The Senior Management Team would also play a key role in overseeing, monitoring and coordinating the various players and in allocating resource support

for the success of the initiative. This structure was an important feature of CARE Niger's approach in ensuring that decision-making would be decentralized and staff from all levels of the organization would participate in the process.

The Climate Survey and Data Collection and Analysis Process

Another major task was to undertake a climate survey in August of 1999, approximately 2 months after the LRSP was finalized. The purpose of the climate survey was to gather data that would enable CARE Niger to better identify the organizational barriers that impact on workplace climate. It would serve as a tool to understand organizational dynamics, and serve as a baseline to measure progress. The underlying goal of this process was to create an environment that is participatory and inclusive, and enhances organizational effectiveness. The climate survey was adapted from CARE USA, and translated into French. It was given to a few staff members and the SMT for evaluation and modification. Upon approval, it was distributed to all 240 staff members, and responses were received from 200.

A concern expressed about the survey was the level of detail in the demographic information requested which would easily surface the identity of the participant. To address this issue, certain demographic indicators such as one's grade level were not asked. Unfortunately, when analyzing the data it became difficult to assess whether staff in lower grades had in fact participated fully in the process and their concerns adequately captured. Furthermore, there was no assessment of whether the language used in the survey was understandable for staff at different literacy levels. Despite these challenges however, the survey did surface some key findings.

The Country Director and Senior Management Team played a key role in overseeing the entire process and analyzing the data. The Gender Task Force further validated the data through focus group discussions. The discussions in themselves provided a forum for learning, and contributed to a climate of communication.

The information was shared in several ways:

- A written report detailed the process and the findings.
- The Gender Task Force presented the findings to all senior staff
- Information sessions were planned
- Every sub-office has a gender sub committee, which has a member of the Gender Task Force on it, and this was a useful vehicle for communication to sub-office staff.

Some of the key findings from the survey data and discussions

The survey showed that employees have a high degree of commitment to CARE's vision and mission, but it underscored dissatisfaction with compensation, job security, workload and quality of supervision. Discussions also pointed to perceptions amongst staff that there is strong resistance and fear around the implications of the gender initiative. Staff also felt that supportive behaviors at work are not sustained outside of work. For example, after mixed project meetings are held, the men and women separate, not allowing for the opportunity of informal discussions and to get to know each other. Staff also expressed concern around trusting management, which limits their ability to fully voice their concerns. There was also strong sentiment shared that resource constraints -- both time and financial -- limit full commitment to the success of this work. This information and the process undertaken have allowed CARE Niger to experiment with various strategies.

Some Experiments and Actions

- CARE Niger is in the process of seeking gender balance in its recruitment. One experiment has been the revision of the recruitment strategy for a women's savings and credit program. In the past, the program included only women. Now men are being recruited as well. Staff members have found this new approach a key demonstration that gender does not only imply the empowerment of women, and have greater appreciation for the value of equitable policies and systems.
- A Young Professional Program was also designed to increase opportunities for recent college graduates. This eight-month program has recently completed its first cycle for five women and four men. The groups participate in a series of training modules, and gain project experience and skills that will help them acquire work in development professions.
- The GTF has also been involved in organizing awareness building efforts, some of which have covered topics such as gender and Islam, gender and human resource management, and have been held at sub-office and headquarters. Seminars have also been held with external partners.
- The GTF has also played a key role in developing gender principles that will be the basis of a gender policy to be finalized in FY2002. They also participated in the development of sexual harassment and HIV/AIDS policies.

Some Key Lessons Learned

- An initiative becomes a priority and institutionalized when top management encourages and fully supports it. Support implies not just verbal agreement, but the commitment to help create the structure and resources to carry out the work required.
- It takes authority to initiate a process, but more importantly confidence in what staff are doing, a willingness to accept their work, and be willing to *Let Go!* Senior Management must be willing to be open to criticism to foster real participation.
- It is important to put in place mechanisms for staff participation. It creates buy-in, generates diverse ideas, and disperses the workload.
- When staff participate in a task force, or other time consuming activities, it is important that they be recognized for it, for example, by adding it to the IOP.
- It is important to keep in mind that the CARE Niger Gender Initiative is a process over time, and that change is an on-going process.
- There is a tendency to employ analytical tools for a quick fix, however staff need to reflect and more carefully examine the meaning of the information gathered and adopt long-term strategies that address them.

The gap analysis will enable CARE Niger to further explore issues around Trust and Learning, and will be an additional venue to continue dialogue and to revise and strengthen strategies for influencing change.

Additional Information:

Contact: Doug Steinberg, Country Director, CARE Niger – douglas@intnet.ne

Resources Available

- ◆ **Gender Equity Initiative Activity Report FY2001** – Doug Steinberg, Country Director, provides a progress report on activities undertaken, lessons learned and further areas of work.
- ◆ **Climate Survey in French** - CARE USA Climate survey adapted to Niger context.

- ◆ **CARE Denmark Trip Report May 2001** - Katarina Johansson, an intern with CARE Denmark, provides an overview of the impact of the Gender Initiative in the Maradi region from both the institutional and programming perspective.
- ◆ **CARE USA Trip Report May 1999** - Elisa Martinez, Special Projects Officer for CARE USA, provides a summary of interviews, focus group discussions, and recommendations after the CARE USA Gender Audit, and a two-day gender workshop in Niger.

d. CARE USA-HQ

What was the Approach to Advance Issues of Gender Equity and Diversity?

In 1996, CARE USA re-dedicated itself to advancing issues of gender equity and diversity within the organization. Prior efforts demonstrated that this work would not only imply a change in numbers, but required significant cultural change, and would need the full commitment and support of CARE USA's leadership. In 1999, based on the lessons derived, CARE USA's objective was not only to reflect greater diversity in staffing, but also to ensure that CARE USA's work environment would fully support diversity. The Executive Team engaged two organizational development consultants and designated a specific position within the organization to assist in the development of a course of action and to facilitate the organizational learning process around gender equity and diversity. In addition, a cross-organizational task force which included three members of the Executive Team was formed to work with and advise the Executive Team on issues pertinent to diversity.

Cultural Audit

With the assistance of external consultants, the first task that CARE undertook was a cultural audit of the organization to identify opportunities and institutional barriers to effectively manage diversity. To undertake this audit, key questions pertinent to diversity were included in CARE's climate survey. The survey was distributed to all CARE USA staff and select national staff, and compiled by an external firm. The organizational development consultants then reviewed staff responses to key questions around diversity management. In order to clarify and validate the meaning of the data that was gathered through the survey, they conducted a series of individual interviews and focus group discussions. The consultants also gathered lessons learned from other organizations by reviewing available literature and by interviewing key external organizations to learn about their diversity initiatives and lessons learned.

Review of Audit Findings and Feedback and Analysis Process

The Diversity Task force committed four days between September 28 to October 1, 1999, to review the cultural audit, learn from the experiences of CARE Country Offices and other organizations, provide a definition on diversity based on the data and findings, and establish preliminary recommendations. It was clear from reviewing the data and the lessons learned that organizational diversity action-plans, measures, indicators and strategic outcomes could and should not be developed without first investing in understanding the complexity of diversity within CARE, and in building ownership and awareness at all levels. Thus, for six to eight months, each task force member committed to disseminate information and engage staff in dialogue and discussions around these issues. The cultural audit data was shared and feedback on the definition for diversity was gathered through informal brown bag discussions, regular staff meetings, discussions during conferences and workshops and through CARE newsletters. Opportunities for Country Office staff to engage with the process were made available through overseas workshops and Conference 2000, which brought together CARE USA's Country

Directors and select senior national staff. CARE USA's Board also had the opportunity to engage in discussion and provided input to the process.

In April 2000, a second task force meeting was held to thoroughly review all the lessons learned and feedback received from the past 8 months, and utilize this information to frame the issues and define a shared organization-wide framework for action. The three areas identified were: **Representation, trust, learning and accountability.** The task force recommended that throughout CARE, staff should work towards advancing these three areas as the building blocks for effective management of gender equity and diversity. A gap analysis against these levers of change should be undertaken and action plans should be designed towards advancing these areas.

Undertaking the Gap Analysis

In CARE USA-HQ, the first task accomplished was to establish diversity workgroups within each of the five divisions: the Executive area, External Relations, Finance, Program and Human Resources. Each division was charged to undertake the gap analysis and to propose specific action-plans. The teams were composed of staff from diverse backgrounds and levels within each division. Their primary task was to review the finalized cultural audit data, employee survey and other relevant data, and identify specific actions pertinent to their respective division to undertake to advance representation, trust and learning. To complement this effort, the Executive team devoted time to review diversity data and articulate priority areas to make progress. Divisional teams met regularly to review the articulated priority areas, the quantitative and qualitative data gathered and brainstorm ideas for change.

In addition to individual team meetings, two cross-divisional meetings were organized. This opportunity was to allow for learning to be shared across divisions and to discuss organization-wide issues pertinent to diversity and to compare and contrast similar challenges existing within each division. Team members also presented their ideas and work in both senior management and divisional staff meetings to ensure that staff throughout their division engaged in the dialogue.

As a result of the learning, analysis and engagement, each division with their senior management team has now identified realistic priority actions to undertake for FY 02 and have incorporated these key actions in their divisional and unit AOPs.

What are the Articulated Goals?

To provide direction to the divisional work and to articulate organization-wide priorities, the Executive team also took time to review data and articulate specific goals. The long-term goals are to:

- ◆ *Create an organizational climate where learning and trust are cornerstones, in order to fully capitalize on the talents of all staff, requiring us to change our attitudes and behaviors and to embrace change.*
- ◆ *Bring gender balance to senior management positions and to promote more national staff to senior positions in U.S.-based offices and among international staff.*
- ◆ *Incorporate the rich diversity within the U.S. by increasing representation of U.S. minority groups in senior positions in headquarters and U.S.-based field offices.*

Examples of Some Gaps Identified

Communication and Collaboration – The External Relations team identified a need for building stronger internal customer relations between select External Relation units located in Atlanta, HQ and those based in US field offices, and need for understanding how all players in External Relations contribute to overall objectives. The team felt strongly that improvement in this area will lead to enhanced learning, morale, trust and effectiveness.

Clarity on Roles, and Relationships– The Finance team felt that the division had done well in advancing diverse representation, but there is a need for clarity of roles and relationships within the division, and more emphasis on building awareness on managing the existing diversity to enhance Finance effectiveness.

Risk-Taking and Innovation– The Executive Area team interviewed select staff in their area and through this exercise felt that risk taking and innovation were key areas that impacted on trust and learning. The data indicated that risk-taking is not fully encouraged and this limits innovation.

Advancing representation – Most teams identified a need to broaden networks to expand candidate pools, a need to revisit job requirements and hiring practices, a need to establish more growth opportunities for internal staff and a need to improve on retention through supporting new staff.

Enhancing Learning About Diversity Management

To complement the organization-wide awareness building effort, a partnership was established with the Institute for Multi-Track Diplomacy (IMTD) to design a two day training on *Managing Inclusiveness in a Multi-Cultural Workforce*, that combined IMTD's expertise in diversity, organizational development and conflict resolution. This training program was designed by a team of CARE staff and by consultants from IMTD. The purpose of this training was to provide an opportunity for staff to learn more about their colleagues, broaden awareness about the value of diversity, and enhance their skill in managing diversity. It has steeped enthusiasm for this effort and truly enhanced the engagement of staff.

Some Lessons Learned

The efforts that were undertaken over these years surfaced a number of important lessons.

- ◆ Both gender equity and diversity are complex issues, requiring both individual and organizational reflection, change and development
- ◆ These issues should not be isolated in a task force or program, but rather require on-going and sustained attention and effort to inform and be integrated into the ways in which CARE approaches, articulates and effectuates its vision, strategies, work practices, decision-making processes and teamwork.
- ◆ Building awareness and organizational support at all levels of the organization is critical
- ◆ Leadership support and engagement is key in maintaining commitment and support.
- ◆ Allocating time and resources to this work is vital for it to be sustained.

Contact for Resources

Joy Shiferaw, Gender Equity/Diversity Manager, Shiferaw@care.org;
Walter Fordham, Senior Advisor for Gender Equity and Diversity, fordham@care.org
Elisa Martinez, Special Projects Officer, martinez@ny.care.org

Select Resources Available

- ◆ Summary of Divisional Action-Plans for Advancing Diversity – August, 2001 - matrix of each HQ-division's action steps and commitment to diversity as a result of divisional gap analysis.
- ◆ Almis #5301 – May 17, 2001 - Articulates expectations for advancing gender and diversity work in COs
- ◆ Managing Inclusiveness in a Multi-Cultural Workforce training materials– May 2001 this includes all the materials distributed during the training.
- ◆ Workshop Training Minutes – this includes detailed minutes of each training held, issues discussed, detailed description of the design process, and methodology used.
- ◆ Almis #5287 – March 7, 2001 -- Executive Team Expectations for Advancing Gender Equity and Diversity in CARE
- ◆ Almist #5205 – May 9, 2000 -- Report on the Framework for Action to Advance Gender Equity and Diversity
- ◆ CARE's Revised Diversity and Gender Equity Policy – revised in May 2000
- ◆ Almis #5134 – June 28, 1999 – Rededication to CARE's diversity efforts
- ◆ Report on CARE's Gender Equity and Diversity Initiative March 1999 – report compiled for CARE USA's Board, includes select CO experiences.

Appendix II

Survey Instrument Samples

a. Employee Survey Questions Included in the CARE USA Cultural Audit

Fifty-seven questions in the Employee Climate Survey were organized into four categories (Commitment; Professional Opportunity; Supportive Organizational Environment; Managing Differences) for inclusion in the Cultural Audit. The categories and questions were selected because, as a composite, they describe characteristics of an organizational culture that is hospitable to diversity. The responses to these questions were then analyzed to identify Strengths and Opportunities for Improvement.

Category: Commitment
I am personally committed to CARE's mission
I do not feel like part of the CARE organization
I feel a connection with those whom CARE serves
I do not feel emotionally attached to CARE
I feel my job makes a meaningful contribution
I would take a job with another organization if I were offered one with similar pay and benefits

Category: Professional Opportunity
Resources, such as training and meetings, are available to orient new employees to CARE's work
I am satisfied with the career development opportunities at CARE
Salary increases are consistent with performance
I am paid fairly for the kind of work I do
Our benefits compare favorably with those offered by other organizations
Working at CARE provides me with the opportunity to grow and contribute to my fullest extent
I believe I can achieve my career goals at CARE
It is easy for me to obtain the information I need to do my job effectively
The atmosphere in my unit helps me to be productive
My supervisor gives me regular feedback about my performance
If I perform poorly, my supervisor will work with me to improve

Category: Supportive Organizational Environment
Sr. Management communicates a clear & consistent vision for CARE's work
At CARE senior management's actions are consistent with the organization's core values
CARE clearly values teamwork
Overall, how satisfied are you with your employment at CARE
CARE is successful in providing a satisfying work experience to employees
CARE's management works to create a trusting environment
Mechanisms are in place for senior management to get feedback and support for its initiatives
The results of this survey will be used constructively by senior management
CARE's management responds to employees' ideas, suggestions and concerns
I have confidence in the way management makes decisions that affect me
Policies & procedures are clearly communicated at CARE
Reasons for changes in policies and procedures are adequately explained
CARE has the capacity to sustain the organizational changes it is promoting
CARE's management provides resources and support to help employees maintain their performance when changes are introduced

CARE provides adequate guidance to help staff operationalize critical values such as diversity, gender equity and excellence
My co-workers help me to learn from my mistakes
Others at CARE help me treat mistakes as opportunities for learning
CARE is an organization where risk taking is encouraged and employees are coached, not punished, if a mistake results

Category: Managing Differences
At CARE we practice what we preach about diversity
I would recommend CARE to others as a good place to work
Individuals in my unit treat each other with respect
Management in my division treats everyone with dignity & respect
Senior management treats everyone at all organizational levels respectfully
The different parts of CARE cooperate well with each other in the interest of the organization as a whole
At CARE senior management makes meaningful efforts to manage the different cultures within the organization
CARE does a good job of managing the differences between country offices and headquarters
Career development opportunities exist for headquarters and country office staff equally
I have opportunities to work in team settings with diverse groups of people
In my unit, differences in opinion are taken seriously, but do not block decisions
My unit produces better results and makes better decisions when we explore different perspectives
Members in my unit reconcile differences to achieve mutually beneficial solutions
My unit is comfortable with discussing issues about difference
I feel encouraged to come up with new and better ways of doing things
I feel free to contribute my thinking and perspectives, even when I know they might be unpopular
I can give my honest opinion without fear of negative reprisals
I seldom speak up in meetings
Most of the people I work with at CARE see the world the same way that I do
I often feel impatient when the people I work with cannot agree
I feel I have a reasonable workload
CARE allows me sufficient flexibility to balance my work and family commitments

b. Employee Opinion Climate Survey

Staff were requested to rate each question listed below against the following:

1- Strongly Agree 2- Agree 3- Neither Agree nor Disagree 4- Disagree 5- Strongly Disagree

Mission/Vision

1. I feel my job makes a meaningful contribution to the overall goals of CARE.
2. My supervisor demonstrates integrity.
3. Senior management communicates a clear and consistent vision for CARE's work.

Commitment

1. I am personally committed to CARE's mission
2. I feel a connection with those whom CARE serves.
3. I do not feel like part of the CARE organization.
4. I do not feel a strong sense of belonging to CARE.
5. I do not feel emotionally attached to CARE.
6. I really feel as if CARE's organizational problems are my own.
7. I would be happy to spend the rest of my career with CARE.

Planning/Priority Setting/Workload

1. I see a clear link between my work and CARE's objectives.
2. My supervisor treats everyone at all organizational levels respectfully.
3. Roles and responsibilities in my unit are clearly understood.
4. My supervisor provides information to enable me to see how my objectives relate to CARE's strategy.
5. I am given adequate resources to handle my job duties.
6. My supervisor helps me set priorities effectively.
7. It is easy to obtain assistance from others in my unit if I am overburdened.
8. I feel I have a reasonable workload.

Team Effectiveness

1. The people I work with cooperate to get the job done.
2. Management in my division encourages employees to work collaboratively.
3. CARE clearly values teamwork.
4. The atmosphere in my work unit helps me to be productive.
5. I am encouraged to work with employees in other departments to share ideas and resources to meet CARE's objectives.
6. Changes in priorities are clearly communicated within our division.
7. The different parts of CARE cooperate well with each other in the interest of the organization as a whole.

Performance Management

1. My supervisor holds me accountable for my work.
2. If I perform poorly, my supervisor will work with me to improve.
3. My supervisor works with employees to improve performance and develop capabilities.
4. I get enough feedback about my performance to know if I am performing up to expectations.
5. CARE's management provides resources and support to help employees maintain their performance when changes are being introduced.

Organizational Satisfaction

1. I would recommend CARE to others as a good place to work.
2. CARE is successful in providing a satisfying work experience to employees.

3. CARE's management responds to employees' ideas, suggestions and concerns.

Core Values/Respect/Integrity/Trust

1. Individuals in my unit treat each other with respect.
2. Management in my division treats everyone with dignity and respect.
3. Senior management treats everyone at all organizational levels respectfully.
4. I can give my honest opinion without fear of negative reprisals.
5. CARE's management works to create an open and trusting environment for employees.
6. The results of this survey will be used constructively by senior management.
7. CARE has a particular environment; we seek to involve all interested employees in the decision-making process.
8. At CARE, senior management's actions are consistent with the organization's core values.
9. Management in my division regularly talks about core values.
10. I have confidence in the way management makes the decisions that affect me.

Diversity/Inclusion

1. I have opportunities to work in team settings with diverse groups of people.
2. My unit produces better results and makes better decisions when we explore different perspectives.
3. In my unit, differences in opinion are taken seriously, but do not block decisions.
4. Members of my unit reconcile differences to achieve mutually beneficial solutions.
5. I seldom speak up in meetings.
6. I feel free to contribute my thinking and perspectives, even when I know they might be unpopular.
7. My unit is comfortable with discussing issues about difference.
8. CARE allows me sufficient flexibility to balance my work and family commitments.
9. I often feel impatient when the people I work with cannot agree.
10. At CARE, senior management makes meaningful efforts to manage the different cultures within the organization.
11. CARE provides adequate guidance to help staff operationalize critical values such as diversity, gender equity and excellence.
12. Most of the people I work with at CARE see the world the same way I do.
13. At CARE, we practice what we preach about diversity.
14. CARE does a good job of managing the differences between country offices and headquarters.

Leadership

1. I have confidence in the ability of management at my location.
2. All in all, CARE is an effectively managed, well-run organization.
3. My supervisor inspires high performance through his/her personal leadership.
4. CARE's management considers both long-term and short-term implications when developing plans.
5. Mechanisms are in place for senior management to get feedback and support for its initiatives.

Internal Communications

1. My supervisor gives me regular feedback about my performance.
2. It is easy for me to obtain the information I need to do my job effectively.
3. Policies and procedures are clearly communicated within CARE.
4. I receive enough advance notice about organizational changes that are going to occur.

Creativity/Innovation/Organizational Learning

1. I feel encouraged to come up with new and better ways of doing things.
2. My co-workers help me learn from my mistakes.
3. My supervisor encourages me to look beyond the organization for innovative ideas and practices.
4. Reasons for changes in policies and procedures are adequately explained.
5. Others in CARE help me treat mistakes as opportunities for learning.
6. CARE is an organization where risk-taking is encouraged and employees are coached, not punished, if a mistake results.
7. CARE's management rewards innovation and creativity among employees.

Management

1. My supervisor takes accountability for his/her work.
2. Resources, such as training and meetings, are available to orient new employees to CARE's work.
3. My supervisor clearly sets standards of accountability for our unit.
4. CARE has the capacity to sustain the organizational changes it is promoting.
5. CARE provides me with the tools and resources to help me manage change.
6. CARE provides mechanisms to help me manage work-related stress.

Compensation/Benefits

1. I have a good understanding of our compensation policies.
2. I would take a job with another organization if I were offered one with similar pay and benefits.
3. I am paid fairly for the kind of work I do.
4. Our benefits compare favorably with those offered by other organizations.
5. I am satisfied with my total compensation and benefits program.
6. Salary increases are consistent with performance.

Career Development

1. Working at CARE provides me with the opportunity to grow and contribute to my fullest extent.
2. I believe I can achieve my career goals at CARE.
3. I am satisfied with the career development opportunities at CARE.
4. I have a formal development plan to help me achieve my career goals.
5. Career development opportunities exist for headquarters and country office staff equally.

Miscellaneous Questions

1. Recognizing that workload has many different causes and solutions, which of the following do you feel would have the most positive impact on workload where you work?
 - a. More investment in automation
 - b. Improved up-front planning
 - c. Clearer priority-setting by management
 - d. Fewer levels of approval
 - e. More headcount
 - f. None of the above/no opinion
 - g. Other _____
2. Given your choice, how long are you likely to work for CARE?
 - a. Less than 2 years
 - b. 2-5 years
 - c. 6-10 years
 - d. 11-20 years
 - e. Over 20 years

3. Overall, how satisfied are you with your employment at CARE?
 - a. Very satisfied
 - b. Satisfied
 - c. Neither satisfied nor dissatisfied
 - d. Dissatisfied
 - e. Very dissatisfied

Demographic Information

1. How many years have you worked for CARE?
 - a. 0-2 years
 - b. 3-4 years
 - c. 5-6 years
 - d. 7-8 years
 - e. 9-10 years
 - f. 11-12 years
 - g. 13-14 years
 - h. 15-16 years
 - i. More than 16 years
2. With which of the following ethnic groups do you most closely identify?
 - a. White
 - b. Black
 - c. Hispanic
 - d. Asian
 - e. American Indian
 - f. Other _____
3. With which of the following nationalities do you most closely identify?
 - a. US/Canadian
 - b. African/Middle Eastern
 - c. European
 - d. Central/South American & Caribbean
 - e. Asian/Pacific Islander
 - f. Other _____
4. Please identify the highest education level achieved.
 - a. Some high school
 - b. High school diploma
 - c. Some college courses
 - d. Associate's degree
 - e. Bachelor's degree
 - f. Some graduate courses
 - g. Master's degree
 - h. Doctorate
 - i. Other _____
5. What is your gender?
 - a. Male
 - b. Female
6. What is your employment status?
 - a. Professional/Exempt
 - b. Administrative/Support/Non-exempt

7. Do you supervise others?
 - a. Yes
 - b. No

8. Which part of the organization do you work for?
 - a. External Relations – Headquarters
 - b. External Relations – Field
 - c. Executive (President’s office, Legal, Internal Audit, Advocacy)
 - d. Finance
 - e. Human Resources
 - f. Information Systems
 - g. Program – Domestic (US)
 - h. Program – International staff (Asia)
 - i. Program – National staff (Asia)
 - j. Program – International staff (East Africa/Middle East)
 - k. Program – National staff (East Africa/Middle East)
 - l. Program – International staff (South and West Africa)
 - m. Program – National staff (South and West Africa)
 - n. Program – International staff (Central/South America & Caribbean)
 - o. Program – National staff (Central/South America & Caribbean)
 - p. Other _____

c. CARE Nepal Gender and Diversity Audit 2000

**Adapted from the 1998 Gender Audit of the Commission on the Advancement of Women
American Council for Voluntary International Action**

I. PROGRAMMING

A. Program Design and Planning

This section focuses on approaches and methods used to design projects in CARE Nepal. Staff were asked to rate these questions as follows: 1. To the fullest extent; 2. To a great extent; 3. To some extent; 4. Not at all; 5. Do not know

1. Are goals related to gender equity included in CARE Nepal's project designs and written into the logframe?
2. Is an analysis of gender roles and responsibilities in targeted communities done as part of project design?
3. Are "lessons learned" from evaluations and studies about integrating gender into programming incorporated in subsequent project designs?
4. Does your project use participatory methods to include the views and preferences of both male and female community members in project planning?
5. Is the strengthening of Dalit roles and well-being included in the design of your project?

B. Program Implementation

This section focuses on how CARE Nepal's development projects actually operate in the field. Questions were rated as follows: 1. To the fullest extent; 2. To a great extent; 3. To a moderate extent; 4. To a limited extent; 5. Not at all

6. Does the annual implementation plan (AIP 1.2) for your project include activities that strengthen women's skills and provide them with equal access to services and training?
7. Does the implementation plan for your project include activities that strengthen men's skills and provide them with equal access to services and training?
8. Female beneficiaries of CARE Nepal's projects value our projects and see them as beneficial to their lives.
9. Male beneficiaries of CARE Nepal's projects value our projects and see them as beneficial to their lives.
10. CARE Nepal's activities in the field contribute to changing unequal relations between men and women.
11. CARE Nepal has developed the capacity to recognize and handle organizational resistance to addressing gender issues at the project level.
12. Does the annual implementation plan for your project include activities that strengthen skills of Dalit community members and provide them with equal access to services and training?
13. At the project level, CARE Nepal ensures that Dalits are represented in trainings or other capacity building opportunities.
14. Dalits in CARE Nepal's project areas value our projects and see them as beneficial to their lives.
15. CARE Nepal's projects contribute to the empowerment of Dalit and the changing of their unequal representation and relations.

C. Technical Expertise

This section focuses on the level of CARE Nepal's staff expertise in gender and caste analysis and evaluation.

16. Do staff have the necessary knowledge to carry out their work in a gender sensitive way?
17. Do staff have the necessary skills to carry out their work in a gender sensitive way?
18. Do staff have the necessary attitudes to carry out their work in a gender sensitive way?

19. Have you received training in gender analysis and planning? yes no
20. Do you have a clear understanding of gender analysis and planning so that you can apply these in your work?
21. To what extent have your attitudes and behaviors become more gender sensitive in the past two years?
22. Do you have a clear understanding of methods for increasing caste equity so that you can apply them in your work?
23. What support or training would help you to apply gender concepts more effectively in your work?
24. What support or training would help you to contribute more towards CARE Nepal's objective of increased caste equity?

D. Monitoring and Evaluation

This section focuses on the extent to which disaggregated data and information is incorporated in the monitoring and evaluation of CARE Nepal's projects.

25. Does your project collect gender-disaggregated data for its activities?
26. Does your project have a monitoring and evaluation system to detect and evaluate how its interventions affect men and how they affect women?
27. Does your project collect data disaggregated by caste (Dalits/others) for its activities in order to assess whether Dalits are participating in and benefiting from project activities?
28. CARE Nepal's projects contribute to a positive change in the lives of women in the following areas: The items below were rated on a scale of 1-5; 1 is very positive; 3 is some change; 5 is no change
Economic security /Access to resources/Access to training/Participation in decision-making/ Self-respect/Confidence/Legal status/Control over benefits/Control over resources/Participation in the wider community

E. Partner Organizations

This section focuses on the level of gender and caste integration in CARE Nepal's partner NGO's.

29. Is a demonstrated commitment to gender equity a criterion in CARE Nepal's selection of partner NGO's?
30. Are gender issues considered when identifying a partner NGO's organizational developmental needs?
31. Does CARE Nepal provide training and tools on gender planning, analysis and evaluation to partner NGO's?
32. Are questions or criteria on Dalit required to screen project proposals submitted by partners?
33. Are issues concerning caste equity considered when identifying a partner NGO's organizational developmental needs?
34. Partner NGO's have come to support our focus on gender and caste equity.

F. Summary

35. What are some of the obstacles to incorporating gender analysis in project planning, implementation and evaluation in CARE Nepal? Please circle all that apply.
project size/office culture/environment/cultural practices/lack of financial resources for gender programming/confusion about gender issues/ lack of staff training on gender/lack of gender analysis tools/project design and logframe restrictions/lack of support from senior management/lack of cooperation from staff/lack of support from partner NGO's/lack of support from the community/low organizational priority for gender issues/other, please specify
36. What are some of the obstacles to increasing caste equity in project planning, implementation and evaluation in CARE Nepal? Please check all that apply.
project size/office culture/environment/cultural practices/lack of financial resources for Dalit-sensitive programming/confusion about caste issues /lack of staff training on caste/lack of social analysis tools/project design and logframe restrictions/lack of support from senior management/lack of cooperation from staff/low organizational priority for caste issues/other, please specify
37. CARE Nepal is doing as good or better a job than other development organizations with which I am familiar, in addressing gender issues.

Strongly Agree Agree No Opinion Disagree Strongly Disagree
(and for question below)

38. CARE Nepal is doing as good or better a job than other development organizations with which I am familiar, in addressing caste inequity.

II. Organization

A. Gender and Diversity Policies

This section focuses on CARE Nepal's gender and diversity policies.

39. Does CARE Nepal affirm a commitment to gender equity in its human resources policies and strategic plan statements?
40. Do you understand the existing gender and family-friendly policies in the Personnel Manual?
41. Does CARE Nepal affirm a commitment to caste equity in its human resources policies and strategic plan statements?
42. Everyone in the organization feels the need to address the issues of Dalit discrimination.
43. Is there a maternity and paternity leave policy in CARE Nepal? yes no do not know
43. Is there a child care policy that enables mothers to breast feed their infants while at work?
44. Everyone in the organization feels responsibility for the implementation of the gender policies.
Strongly Agree Agree No Opinion Disagree Strongly Disagree

B. Staffing

46. At the Kathmandu office, has there been an increase in the representation of women in senior management positions in the past two years?
47. In the sub-offices, has there been an increase in the representation of women in management positions in the past two years?
48. Does CARE Nepal have strategies to recruit women or to promote them into more senior positions?
49. Everyone in CARE Nepal is supportive of the idea of increasing the representation of women at senior levels.
50. The increase of women in senior management is beneficial.
51. CARE Nepal has a commitment to recruit and select members of Dalit groups for its staff.
52. It is important that CARE Nepal increase the representation of Dalits on its staff.
53. Setting aside some staff positions for members of Dalit groups (quota) is a useful way to increase their representation on staff.
Strongly Agree Agree No Opinion Disagree Strongly Disagree
54. What are the positive and negative implications of CARE Nepal's efforts to increase the representation of women on staff? Positive Negative
55. What are the positive and negative implications of CARE Nepal's efforts to increase the representation of Dalit on staff? Positive Negative

C. Human Resources

This section focuses on human resource policies as they relate to gender and caste issues.

56. Is gender awareness one of the criteria included in the recruitment, selection and promotion of staff?
57. Does CARE Nepal have adequate facilities for female staff to carry out their work in a safe and secure manner? (e.g. providing a safe working environment, transportation arrangements)
58. Is gender awareness one of the criteria included in job performance appraisal?
59. CARE Nepal creates an environment where men and women feel comfortable working together.
Strongly Agree Agree No Opinion Disagree Strongly Disagree

D. Financial Resources

This section focuses on the level of CARE Nepal's resources budgeted for gender and caste equity.

60. Has CARE Nepal budgeted adequate financial resources to support its gender integration work?
61. Has CARE Nepal budgeted adequate financial resources to support its objectives of increased caste equity?

E. Organizational Culture

This section focuses on the level of gender and caste sensitivity in the culture of CARE Nepal.

62. Does CARE Nepal have policies and procedures to prevent and address harassment?
63. Are gender issues discussed openly by men and women in CARE Nepal?
64. Does management respect women and men's different working styles as a source of strength for CARE Nepal?
65. There is a difference between how women and men in CARE Nepal view gender issues.
66. Women in CARE Nepal think that the organization is "women friendly".
67. Men in CARE Nepal think that the organization is "women friendly."
68. The culture of CARE Nepal places a higher value on the ways males tend to work and less value on the ways females tend to work.
69. Discussions in meetings in CARE Nepal tend to be dominated by male staff.
70. The working environment in CARE Nepal has improved for women over the past two years.
71. In CARE Nepal women receive promotions on the basis of competence rather than their sex.
72. In CARE Nepal, males have a much easier time making friends and developing professional contacts within the organization than do females.
73. What obstacles does CARE Nepal need to overcome to achieve gender equity?
74. What are the personal and professional gender equity issues CARE Nepal staff continue to face, and what can CARE do to assist them to assist staff to deal with these? 1)Personal 2) Professional
75. Is there anything else you want to say about the process of increasing gender equity in CARE Nepal?
76. Are issues about Dalit discrimination discussed openly by all the staff in CARE Nepal?
77. CARE Nepal could do much more than it is currently doing to treat people of all castes fairly.
78. In CARE Nepal, members of higher castes have a much easier time making friends and developing professional contacts within the organization than do members of lower castes.
79. What can CARE Nepal do to assist staff members to deal with issues regarding caste equity on a personal and professional basis ? 1)Personal 2)Professional

E. Demographics

This section focuses on basic demographic information. Note that information provided here will only be used to assist in the analysis of information, and will not be used to identify respondents.

80. Are you male or female?
81. What is your position in your organization? Senior management team/Kathmandu-based Technical Specialists/Kathmandu-based Program Support Staff (finance, administration, procurement, inventory, HR, secretarial, drivers, housekeepers)/Project Based Program Staff (Project Managers, Training Officers, Sector Heads, District Coordinators, Site, Area and VDC-based staff)/Project Based Program Support Staff (secretarial, finance, logistics, drivers, housekeepers)
82. Do you identify yourself as a member of a Dalit group? yes no
83. What is your grade? 1-2 3-4 5-6 7-8 9-10 International
84. If you are a project staff, Which project do you work with? _____
85. Are you regular or contract staff? regular contract
86. What is your age? 20 years or younger, 21-30 years, 31-40 years, 41-50 years, 51 or older
87. What is your marital status? unmarried married widowed
88. Do you have children under five years of age? yes no
89. How many years have you worked at CARE Nepal?
6 months to 2 years/2-4 years/5-6 years/7-8 years/9 or more years

Appendix III

Sample Policies

a. CARE USA's Gender Equity and Diversity Policy

I. RATIONALE

CARE operates in approximately seventy countries world-wide, each with its unique culture, perspectives, and socioeconomic environment. It is CARE's diversity found in our global presence that will provide the resource and strength to fulfill our vision to overcome poverty and promote social justice. Continued success in the future will be determined by our ability to harness the full potential of diversity within CARE. This will require us to fully apply the talents of our staff within an environment rich with innovation, creativity, mutual respect, and value for the contribution of all. Understanding and appreciating diversity is a process to create these conditions; a way to engender respect for differences, talents, and perspectives; and a vital process to identify untapped potential to maintain CARE's excellence in addressing complex development issues.

CARE values and believes in diversity because:

- In order to enhance and advance our relief and development work, we need a variety of perspectives to inform relevant and responsible choices about how programs are designed, and about how projects are managed and implemented;
- CARE's success in the future is dependent upon our ability to learn and innovate. Our differences in knowledge, approach and perspective are a source of innovation and learning;
- To increase capacity within the communities with which CARE works we need to build collaborative relationships and partnerships with people who have both similarities and differences;
- CARE's mission calls for affirming the dignity and worth of all people. That includes, but is not limited to, addressing discrimination in all its forms;
- CARE promotes diversity because we believe it is the right thing to do and it upholds our core values of "Respect, Integrity, Commitment and Excellence".

II. POLICY STATEMENT AND DEFINITION OF DIVERSITY

This policy affirms CARE's commitment to advance diversity as an organizational imperative, and to take full advantage of our global diversity to improve our organizational effectiveness and the quality and impact of our programs.

By advancing diversity, CARE will ensure that, collectively, CARE's partners and staff at all levels embody the richness of diversity found in the socioeconomic and cultural environments in which we work. Embracing diversity at CARE means valuing, respecting and fully benefiting from each individual's unique qualities and abilities in order to fulfill and strengthen our vision and mission.

CARE conceptualizes diversity in the broadest sense, going beyond regular classifications of gender, race, nationality, ethnicity, religion, sexual orientation, age, disability, among others, to also include diversity of *perspectives that uphold CARE's core values*, and to emphasize the value of creating and maintaining a work environment that promotes diversity.

III. GOALS AND FRAMEWORK FOR ACTION

To ensure progress in advancing diversity, a multi-faceted framework composed of three fundamental leverage areas for change is meant to serve as the foundation for the organization's goals and actions. At all levels, and throughout CARE, there will be a commitment to advance the goals as outlined in the following three critical areas:

- **Representation**

Advance representation by building diversity at all levels throughout the organization, and ensuring that staff have an opportunity to contribute to decision-making, including both strategic and operational issues.

- **Facilitate an Environment of Trust by Effectively Managing Change**

Build an environment where staff feel trusted, authorized to contribute fully to CARE, and valued for who they are and what they do.

- **Learning**

Build the capacity of staff and the organization to learn and to utilize this learning towards advancing diversity and organizational effectiveness.

IV. IMPLEMENTATION

CARE recognizes that building on diversity will progress at different rates and by different means around the CARE world. While we must respect the flexibility of this process, CARE will hold all its staff accountable for achieving measurable progress toward a situation where all individuals are valued, respected and have the opportunity and resources to contribute towards advancing the organization's vision and mission. To this end:

- All Headquarters Divisions, Regional Management Units, and Country Offices will be accountable to develop and integrate diversity objectives and plans within current planning processes, systems and operations.
- The Executive Team will monitor progress and ensure that all areas of concern are adequately addressed.
- The Program Division will ensure issues of diversity are integrated into programming objectives with its rights-based framework.
- An annual review process will ensure the review of lessons learned and progress made.

b. CARE USA's Revised Gender Policy

I. RATIONALE

CARE's vision of a world of "hope, tolerance, and social justice" challenges the organization to combat discrimination in all its forms. CARE recognizes that in our societies and organizational cultures, biased stereotypes and social norms prevent women and men from exercising their free choice and from taking

full and equal advantage of opportunities for individual development, contribution and reward. Gender disparities and biases can undermine the effectiveness of CARE's operations, in both stable and emergency contexts.

CARE recognizes that gender equity is a critical component of the organization's commitment to diversity. This Gender Policy, along with related policies that support diversity, seeks to clarify the organization's expectations and guidelines to assist staff in their efforts to advance gender equity. The policy is marked by two fundamental principles:

- That all people, by virtue of their shared humanity, carry inherently equal dignity and rights. Therefore, CARE should always affirm and uphold the equal rights, and opportunities of men and women.
- That each person, by virtue of her or his particular character and context, has a unique identity and combination of aspirations and abilities. Therefore, CARE must strive to understand how the particular conditions of each individual or social group shapes their ability to excell, and create tailored opportunities for each to thrive.

Realizing our vision and upholding our mission and core values will require staff to apply standards to our organizational behavior that support and reaffirm the equal dignity and rights of all.

II. POLICY STATEMENT

In order to fulfill our mission and vision, CARE is dedicated to advancing *Gender Equity* in our organization and in our programs.

CARE will improve the ability of men and women to work creatively and effectively in the organization and in communities in the developing world by increasing awareness of gender inequities and, by working with women and men to change the conditions that create and maintain them. We will advance gender equity within the institution through our management of human resources and the organizational culture, and within the communities we serve through our programming and our advocacy. Ultimately, by harnessing the full potential of all women and men, this commitment will improve our organizational effectiveness and the quality and impact of our programs.

III. GOALS

A. In Our Programming

To enhance program quality and to affirm our commitment to uphold the dignity and rights of all, CARE's goal will be to promote gender equity through programming systems and structures where:

- 1) CARE systematically analyzes gender relations as a critical element of Household Livelihood Security (HLS), and uses this gender analysis and learning to design and implement projects that maximize impact on gender equity as well as HLS.
- 2) CARE targets project activities towards appropriate participants, balancing consideration of gender roles and responsibilities with a commitment to also advancing long-term strategic gender interests.
- 3) CARE monitors and evaluates all projects, measuring the relative impact on women and men, and on the relations between them.

B. Within the Organization

CARE will seek to create and maintain a gender sensitive environment built on systems, policies, practices and structures where:

- 1) Based upon available talent, an equitable gender balance exists at all levels of the organization, and women and men are represented in senior management positions and the decision-making process.
- 2) All employment decisions related to hires, transfers, compensation and promotion at CARE are uniformly based upon qualifications, including skills, abilities, knowledge, experience, and responsibilities.
- 3) CARE's benefits policy is equitable and responsive to the need to balance work, family, civic life, and the different gender roles of staff (e.g. responsibilities of pregnancy, childrearing and family care).
- 4) CARE fosters an environment of trust where non-discriminatory working relationships and respect for diversity in work and management styles is encouraged.
- 5) CARE encourages and integrates learning about gender equity into its daily operations.

IV. IMPLEMENTATION

CARE recognizes that gender equity will progress at different rates and by different means around the CARE world. While we must respect the flexibility of this process, CARE will hold all its staff accountable for achieving measurable progress toward a situation where men and women enjoy equal opportunities, rights and access to resources. In some cases, this may require changes in the way we work, and how we design our intervention strategies. CARE staff and partners must develop innovative approaches that provide responsible support to communities to explore gender dynamics and advance gender equity.

Three minimum standards to ensure implementation of this policy include:

- All CARE USA Country Offices will commit to implement this policy and monitor progress.
- CARE will invest human and financial resources at all levels to support implementation, monitoring and evaluation of plans to advance gender equity.
- CARE will integrate activities to advance both programming and institutional goals within planning tools such as: Annual Operating Plans (AOPs), Individual Operating Plans, Long Range Strategic Plans (LRSP), and will utilize performance evaluation tools such as Annual Performance Appraisals (APA) to ensure accountability.

For More Information Contact:

Walter Fordham, Senior Advisor for Gender Equity and Diversity, Learning and Organizational Development Unit-- fordham@care.org

*Walter's primary role will be to **support Country Offices and the RMU** in undertaking this gap analysis process and in advancing gender equity and diversity within COs..*

Joy Shiferaw, Gender Equity/Diversity Manager, -- Shiferaw@care.org;

*Joy will continue to work **as an organization-wide coordinator** in advancing these issues in Headquarters, be a liaison with the Executive Team on organization-wide efforts, and will work closely with Walter to coordinate and monitor the gap analysis process in COs.*

Elisa Martinez, Special Projects Officer -- martinez@ny.care.org

*Elisa will collaborate with regional and technical units, as well as COs and staff/partner networks to promote gender integration within all **programming**, with a focus on our evolving rights-based approaches.*