"LEADERS CREATE LEADERS"

A reflection on CARE Georgia's journey to integrate Gender and Diversity

Report by
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Executive Summary

Over the past few years, CARE has been making consistent efforts to promote internal organizational practices and work culture that support staff to address issues of gender and other social inequities through our programming. In an effort to promote reflection and learning from our current experiences, CARE USA initiated a process to document and reflect on the promising practices in some Country Offices that support GED objectives.

CARE Georgia was selected as one of the countries for this documentation in FY05 and a staff person from CARE India was selected as the documenter. Triggered by the GED gap analysis process mandated by CARE USA in 2001, CARE Georgia has made consistent progress in the around gender and diversity and an impressive momentum as been maintained both at the leadership and staff level. This reflective process offered on opportunity to document the GED journey of a CO and to identify key achievements, challenges, lessons learned and specific strategies that could be recommended for adaptation by other COs.

The documentation process was carried out in consultation with CARE Georgia using the framework offered by the generic scope of work (Appendix 1). A combination of focus group discussions as well as individual interviews was used. Out of 75 staff of CARE Georgia, the author was able to meet with 15 staff, a majority of whom was directly involved in the GED efforts. To get an objective view on the initiatives, deliberate attempt was made to include some staff who were either new or had not been engaged directly in the GED efforts. .

A key finding from the gap analysis was that staff from junior and mid-level management positions, especially women felt they had less voice and representation in decision making. Series of short-term and long-term activities were designed to address this specific finding. However, the most significant initiative is the creation and coaching of a Human Resource Advisory Team, comprised of persons who were excluded from decision-making structures, due to their rank within the organization. The main purpose of this body was to influence critical decision-making processes at the mission level, and also to act as a leadership development strategy. It is important to note that while this strategy is a significant effort in itself, other efforts to institute and promote relevant changes and processes at the CO level provided a supportive environment for the HRAT to carry out their work in the true spirit.

Some of the critical achievements resulting from these processes include: more inclusive and transparent decision making, expansion of SMT to include more women, gender sensitive recruitment process and staff policies, more men willing to be engaged in gender and diversity initiatives, strengthening of the programming work, and institutionalization of commitment to gender and diversity through the Long Range Strategic Plan for the CO. One of the most significant enabling factors has been the tangible commitment of the Senior Management Team along with the commitment and passion of the HRAT team members. The use of diversity as the entry point also allowed for greater acceptance and participation by staff across levels, since many staff were of the view that gender was not a relevant issue in the Georgian context.

However, there were challenges that demanded extra caution in planning and implementation of the various initiatives. The socio-cultural context is extremely conservative, with the Church having a strong influence on practices related to work, family, health and political engagement of people. According to local staff, there exist clear norms about the roles, duties and position of women and men in society and within families, which, if followed, do not create any inequities or discrimination but rather greater harmony. In addition, there was also an initial resistance from staff to change CARE's management and other organisational processes and discomfort to discuss issues of sexual exploitation and harassment. A primary concern amongst staff was that promotion of gender

initiatives might create a sort of a divide amongst male and female staff in an otherwise 'family-like' environment of CARE Georgia.

Experience of CARE Georgia highlights some valuable lessons for institutionalising strategies and mechanisms for influencing key organizational processes to promote and support gender equity objectives.

- GED work in its true spirit does not pitch women and men against one another, rather it creates greater dialogue and understanding between them provided the processes adopted are participatory and inclusive.
- Sustained and lasting changes in the programming and organizational work around can not be achieved without the critical engagement, championship and mentoring from the SMT.
- Leadership is not related to hierarchy alone, it is about commitment and ability to drive change. The staff from junior and mid-level position were able to effectively ensure gender and diversity integration in critical organisational processes. Moreover, leadership in its true spirit necessitates creation of more inclusive processes that promote greater ownership by staff.
- Greater participation and ownership by staff at different levels is an important ingredient for the success of the change process. This requires placing value on diversity of ideas, experiences and suggestions of staff in all critical decisions and the use of external resource persons/facilitation where necessary.
- Personal experiences/values need to be recognised to enrich professional and programmatic work. Although an impressive momentum and serious implementation of plans around GED was maintained there were many staff who had still not fully reached a level of comfort on their personal opinions, fears and apprehensions around GED work. This was coming in the way of their true participation and perhaps contribution to the GED work.
- It is important emphasize the interconnectedness of promoting GED externally and internally. Any CO that chooses to first focus on integrating GED in organizational processes should simultaneously promote ways for staff to take these learnings to their work, to ultimately achieve greater impact on social injustice and poverty.
- Creating and institutionalizing a body to play an advisory role for SMT, is a powerful tool for developing ownership over key organizational decisions and processes of change. This strategy can be of particular relevance to country Offices where the staff strength is large. CARE Georgia's effort to create a body and build its capacity to influence key decisions relating to human resource management - largely an arena traditionally reserved for the senior managers, needs to be viewed as 'power multiplier' strategy. This conclusion emerges from the discussions with the members of this body as well as other staff who expressed a sense of empowerment staff felt vis-à-vis mission-level decision making processes. *"Good leaders create new leaders, and we feel HRAT is a good opportunity provided by our SMT…. and this is unique even when we look at what other organizations are doing."* HRAT member
- Allocating funds in the form of internal RFPs (UNR could be a potential source for such a fund) is a useful strategy for promoting innovation and excellence around GED in programming. It seems to create interest and healthy competition amongst various programs to think of innovative ways to integrate GED in their ongoing work.

*I*n conclusion, it is evident from CARE Georgia's experience that

gender equity and diversity integration requires changes that are beyond the identification and addressing of specific gender and diversity issues per se. Rather, it necessitates changes in all critical organisational processes, even structures, or as in the case of Georgia, creation of mechanisms that can influence these structures in a manner that gender equity and diversity become integral values in these. It requires a departure from more traditional top-down ways of managing people and change.

I.   Introduction

Over the past few years, CARE has been making consistent efforts to strengthen its response to gender and other social inequities to achieve greater impact through programming. A significant realisation in the past few years has been the need to reflect on the internal organizational practices and work culture that motivate staff to address these issues in their work. Responding to this need, a Gender and Diversity Gap Analysis Framework was developed in 2001 and circulated across Country Offices. This framework was intended as a tool for COs to assess gaps and find out ways of promoting Gender Equity and Diversity in its staff composition and organizational processes. In the last 2-3 years, most COs completed the GED gap analysis process and have been implementing actions to address issues that emerged as gaps and some COs have been employing strategies rather successfully to address the identified gap areas.

Recognising the need to capture some of these initiatives and reflect on the promising practices already being promoted by COs, CARE USA initiated a unique approach of using internal staff, individuals who had been championing GED issues in their COs to document these. The key focus areas for this documentation are:

- o   Promoting and retaining women in leadership positions/roles in CARE
- o   Building more representative, diverse and inclusive decision-making teams and processes
- o   Developing and implementing policies to prevent and respond to sexual harassment/ exploitation, particularly of beneficiaries

II.   Key guiding questions

The key guiding questions provided by CARE USA were:

1.   What does the CO want to achieve through the gender and diversity work? Is there an articulation of the desired the end-state/ goals/ success indicators?
2.   What are the key actions planned to close the gaps and progress towards the desired end-state?
3.   Is the Gender and Diversity work linked up with any other organizational initiatives leadership, communication, etc.)? How?
4.   How is the CO measuring or plan to measure the results of its diversity work?
5.   How is the diversity work being done IN the organization is affecting programming work being done OUTSIDE of the organization?

However, in addition, to capture the reflections of staff who were new, or were not directly involved in initiatives around GED, following questions were generated to be able to look at diverse perceptions around the various initiatives, especially the process that had been adopted:

1.   What according to you is CARE Georgia doing to support GED?

2.   How and when did this work start?

3.   Who led the process?

4.   Why do you think it is important or relevant to CARE's work in Georgia?

5.   What are your thoughts about the process?

      ▪   What are the 2-3 things you really liked about the process?

▪ What are the 2-3 things you would have liked to be differently done?

6. How have these changes touched/benefited your personal life/views? How has it benefited your program?

7. What lesson would you like to share with CARE globally about CARE Georgia's GED work?

III.   Process adopted for documentation

In order to make the documentation useful and reflective the focus was on using both group discussions as well as individual interviews.

❑ To include staff from field offices a one-day visit to Akhaltsikhe region was made.

❑ Staff from across levels as well as from program and program support were met.

❑ Individual interviews with 4 SMT members, including the Country Director were conducted

❑ A separate group discussion with the Human Resource Advisory Team (HRAT) which was the key body advancing GED work in the Country office was held to get their reflections on the GED initiatives

❑ Staff who were not part of the various processes around GED were also met to know how they perceived the process that was adopted, how engaged they were in all that had happened at the CO.

❑ New staff were also met to get any new thinking and how much they knew about what was happening on GED

Some individual interviews were conducted without the presence of HRAT members to ensure there was no influence in responses due to their presence. Some of these responses have been captured in individual interviews as well as in the form of group discussions and will be mentioned as and when relevant in the report. Overall the author was able to meet 15 staff – program managers, program support staff, senior managers, drivers, administrative assistants, field staff as well as one community member.

IV.   CARE in Georgia

CARE in Georgia began its work in 1993 in response to the refugee crisis caused by armed conflicts in Armenia, Azerbaijan and Georgia delivering food, medicines and blankets. It responded to the needs of Georgia and underwent shifts in its approach to include economic development, civil society strengthening and recently it has decided to collaborate more closely with government and other critical stakeholders to strengthen its impact on the underlying causes of poverty.

CARE Georgia in its vision states its commitment to serve socially and economically disempowered individuals and families so they can overcome poverty with dignity. It seeks to work in partnerships to realise this vision by modeling the principles of transparency, accountability, participation, equity and continuous learning.

V. Reflections on key milestones

CARE Georgia has been consistently supporting initiatives to keep pace with the commitments to GED promoted by CARE globally. It has maintained an impressive momentum, ensuring follow-ups to plans and activities. There have been some strategic efforts that qualify as milestones since they have played an important role in strengthening organizational and programmatic responses to GED integration and offer lessons for internal organizational practices and systems.

Focus on the GED Gap Analysis, and its results over the next 9 months resulted in the evolution of a GED strategy which guided the CO over the next two years. Recognizing the lack of progress made by the CO in the past in the area of GED, the CO decided to allow the strategy to evolve as needs and concerns were raised by increasingly engaged staff. This required:

- Expansion of the Senior Management Team (SMT) to include all Project Managers and Department Heads, and regular SMT minutes which were circulated to all staff;

- Review and revision of the Human Resource Policy Manual to support the diverse needs of staff within the organization, including revising hiring practices to promote greater gender equity and diversity in hiring.

  This subsequently led to greater numbers of field staff being promoted based on competencies rather than English language proficiency or technical degrees which were traditionally held by males in Georgia;

- Increased support for staff to participate in external training events and conferences, both in Georgia and outside of the country to expand the number of advocates for better GED programming and internal policies and practices; and

- The creation and coaching of a Human Resource Advisory Team, comprised of persons who were excluded from decision making structures, due to their rank within the organization.

At the time of this review, the CO had recently approved its new Long Range Strategic Plan, which also included a revised organizational structure to support the CO commitment to address underlying causes of poverty with due consideration, both internationally and internally, This most recent change will now position the CO to focus more explicitly on issues of GED within the CO and its program, and will support the continuation of the work done to date.

A. What triggered GED work?

The CARE USA GED Gap Analysis Framework was received in 2002 and this became a trigger for various processes supporting GED work in CARE Georgia. The purpose, process and methodology outlined in the document was taken very seriously by the Senior Management Team, with the Country Director, Marie Cadrin, fully endorsing the significance of such an initiative for CARE Georgia.

B. *What have been the critical milestones?*

In its journey towards GED integration, CARE Georgia achieved critical milestones that have reflected strong inter-connectedness and a healthy pace and momentum for sustaining progress made.

* The visual does not depict all the critical milestones mentioned in the narrative.

March 2002: Creation of Gender and Diversity Task Force

An important requirement of the gap analysis was creation of a gender task force comprising internal staff. The SMT ensured there was a thorough review of the guidelines, and sufficient thought and discussion on the constitution of the task force to ensure there is adequate representation across levels. Ten members were nominated to anchor the process with assistance from three other persons from the CO.

May 2002: Visit by Marge Tsitouris

In May 2002, what is defined as a significant milestone by the Georgia staff, Marge visited the CO and reviewed what the CO had done on GED/RBA and provided the CO with some ideas on how to chart out its GED journey.

June-July 2002: GED Gap analysis- Quantitative Analysis

Quantitative data collection was done through a questionnaire focusing on trust, learning and representation and was administered to over 63 staff, 54 national staff and 7 international staff. Two key gaps were that female staff have less opportunity for learning than men and that they feel less represented in decision making. There were differences based on location of staff, with staff outside Tbilisi expressing lesser representation in mission level processes.

July, 2002: Expansion of Senior Management Team to promote inclusivity

Following the mid-term review of the LRSP, the CO expanded the Senior Management Team to include all Project Managers and Department Heads. The new Senior Management Team was subsequently empowered to take decisions in various areas of program and program support.

November-December 2002: GED Gap Analysis - Qualitative analysis

Qualitative analysis was done in order to gain a deeper understanding of the results from the quantitative survey and to give as many people a chance to express their opinions. A total of 7 Focus Group Discussions covering staff from all grades were conducted. There were 5 single-sex discussions and two mixed group discussions. An external consultant along with three members of the GDTF were the key facilitators for this process.

May, 2003 : Establishment of Human Resource Advisory Team

The creation of HRAT comprising women from mid and junior level positions was intended to address two key findings from the gap analysis of female staff feeling less represented in decision making and other mission level processes and of providing them opportunities for learning and skill building on leadership. (This has been discussed in more detail later as one of the most significant efforts by the SMT to promote leadership amongst women at junior positions).

June 2003: Workshop "Promoting Rights through Respecting Gender and Diversity"

A workshop, facilitated once again by Marge Tsitouris, was organised with the objective of raising awareness of issues around power relationships in CARE's internal relationships and how power structures influence and affect programming and its impact. Apart from classroom sessions for staff, the workshop included field visits which required staff to engage in focus group discussions with community participants and collect enough data/information to be able to reflect on issues of power, exclusion. The workshop was critical in showing connection and relevance to work that was happening internally, to what is happening through programming.

September, 2003 – September 2004: Conducted full review and update of Human Resource Manual

As follow-up to the preliminary GAP analysis, the CO decided to review its Human Resource Manual to ensure that it supported greater GED within the organization. An average of 5 SMT members met monthly over a 4 month period to review sections of the Manual and recommend revisions. HRAT members also reviewed the manual and made their recommendations for changes, based on discussions with other staff members and amongst themselves. This included conducting surveys and collecting historical data, so that they could present to the SMT solid evidence to support their recommendations.

January 2004: Issued an internal Gender and Diversity RFA ($2500) for GED

Recognising the need to promote new ways to allow GED understanding and innovation at the project level the CO offered flexible funds for interested staff to move forward with GED research to identify key issues at community level affecting program impact. A proposal on "Survey of Women's Status in Adigeni" was awarded the funds and a research was initiated to identify reasons for limited participation of women in making decisions at community level and reveal attitudes of the community towards females' participation in decision-making processes.

February 2004: CARE USA HR staff support HRAT formalization

Although objectives of HRAT were articulated, the CO recognized that members could benefit from support from CARE USA HR staff in building ownership for the process. Two HR Coordinators, Laura Lea Clinton and Teresa Kamara, had planned to visit the CO and facilitate a workshop on coaching and mentoring as key competencies. The CO engaged these persons to also support the HRAT to develop guiding principles to support their work.

April 2004:Field-based inductive research on power-relations/ dignity for LRSP 2

This exercise, facilitated by an external consultant, helped Georgia staff to question their assumptions about the formation of community-based organisations (CBOs) and how representative these were of the diverse groups in the communities. This workshop, a combination of classroom discussion and community focus group and key informant discussions, raised staff awareness of the challenges in promoting inclusivity within communities. Staff realised the need to explore issues of who has power, who gets excluded if they are to use these CBOs as democratic forums rather than as groups merely formed for construction activities, agriculture activities, etc.

October 2004: Study on learning within organization for LRSP 2

Although the area of learning was covered under the gap analysis process, it was felt that more needed to be known about how staff feels about learning and what opportunities they value most for learning. A short study was initiated separately on learning which highlighted that staff valued on-the-job training, participation in global learning forums as most useful. Some felt that ongoing guidance by supervisors and their encouragement to take up responsibilities beyond job description add to learning around newer areas. This survey confirmed the new CO strategy to expand participation in both local and international learning events, as well as the importance of on-the-job coaching to build capacities necessary to support the CO vision, and the results subsequently informed the strategic directions of LRSP2.

June 2004: CARE USA Code of Conduct and Accountability to Program Participant Communities Regarding Harassment and Exploitation

Two separate three-day workshops were organized, one at Tbilisi and the other at Akhaltsikhe region facilitated by external Georgian consultants. The main objective was to familiarize staff on issues of sexual harassment and exploitation and review and modify to the Georgian context the Code of Conduct prepared by CARE USA. The suggestions for change emerging from these workshops were presented before the SMT who endorsed the changes and included it in the Human Resource Manual for use and reference by all staff.

July 2004- July 2005: The period between 2004-2005 has been spent in consolidation and finalisation of the several initiatives, especially the Code of Conduct, and on reflection on the GED journey. This has meant a rethinking into the constitution of the HRAT and greater clarity

on roles and responsibilities to ensure that there is adequate engagement of all members and workload sharing.

C.   *Who were the key actors?*

Although external consultants have been used to lend expertise to the various processes, SMT members, including the Country Director, along with some staff from junior and mid-level positions have been the key actors anchoring the various initiatives. The Country Directors direct engagement was thought to be critical to ensure there is adequate seriousness to the initiative by the entire CO.

D.   *What was the process/approach?*

❑ **Processes adapted to suit local context:** A unique feature of CARE Georgia's efforts has been effort to ensure that all processes related to GED work keep in mind the socio-cultural and political context of Georgia, thereby ensuring staff ownership over all that has been done so far. A first such modification was introducing the GED initiative with diversity as an entry point. This was in recognition of the fact that staff did not view gender as a relevant issue within the Georgian culture,. Due to the presence of minority groups from neighbouring countries, diversity was considered a more relevant issue with which to begin the process. Over time, however, issues such as gender inequity in hiring practices and benefits internally, and gender inequity in participant communities began to be introduced.

❑ **Inclusion of as many staff as possible in key processes:** Including as many staff as possible across all levels to get diverse views as well as ownership of all seems to have been the overall guiding principle. This meant careful facilitation so as to avoid staff getting defensive or offended with the new ideas/issues for discussion that these various initiatives ought to bring out.

❑ **Capacity Building**: The CO supported interested HRAT members to participate in GED courses within Georgia, and appointed 3 HRAT staff members to participate in CARE GED external workshops in order to strengthen their understanding of the principles and practices which can promote GED within the CO

❑ **Use of external facilitation where necessary:** Workshops at critical junctures facilitated by external resource persons, followed up by discussions and meetings by internal teams seem to have been the norm. This strategy has been very useful to first build an understanding on the issue, then generate reflections by staff across levels and arrive at decisions integrating diverse perspectives. Members and consultants from CARE Global team, including CARE USA HR staff, have also been used as resource persons.

❑ **Delineation of roles and responsibilities**: The creation of HRAT helped in delineating key responsibilities related to GED to specific individuals i.e. women from junior and mid-level positions to look at the design and implementation of specific initiatives.   In addition, the identification of a GED point person for the CO to support initiatives and track progress relevant to the GED milestone adopted in FY05 institutionalized the CO commitment further.

VI.   Creation of HRAT- *Sharing power to multiple it!*

"Good leaders create new leaders, and we feel HRAT is a good opportunity provided by our SMT…. and this is unique even when we look at what other organisations are doing." HRAT member

Created as one response to the GED Gap analysis findings, the HRAT seems to be a visionary effort that reflects commitment of senior leadership to share power with staff, as a critical complement to the expansion of the SMT. Usually the norm across many organizations is to view hierarchy as the key source of power. CARE Georgia's effort to create a body that influences all key decisions relating to human resource management- largely arena of senior managers, needs to be viewed as **'power**

multiplier' strategy and a promising practice for creating institutional mechanisms for transparent and participatory decision making integrating gender and diversity concerns. This conclusion emerges from the discussions in groups and individual interviews that highlighted a sense of empowerment staff felt vis a vis mission-level decision making processes.

Done in conjunction with the other strategies articulated above, it has added significant depth to the GED work in the CO. First, it has provided junior and mid-level staff with the opportunity to participate directly in decision-making at the CO level. Second, through various training opportunities and on-the-job learning, the CO is building the capacity of traditionally excluded individuals to gain the competencies necessary to become valuable contributors to the CO's growth.

Because of its pilot nature, this paper will now focus on the creation of the HRAT, its successes and ongoing challenges.

A.   Objectives

HRAT was created in 2003 with the following two objectives:

1)   To provide a skills-building opportunity for HRAT members in management and leadership issues as they relate to human resources management and leadership.

   This forum was also intended to allow HRAT members to discuss issues of leadership and management, help members consider management implications of HR decisions and to learn to analyze problems/issues and look for creative ways to problem-solve and address issues in ways that minimize risk/negatives and build on positives.

2)   To serve as an another advisory body to SMT on priority/selected HR policies, issues and practices

B.   Guiding principles for HRAT

With help from two CARE USA's Human Resource Coordinators in February 2004, the HRAT underwent a process to identify Guiding Principles that would serve as lenses through which the HRAT would view and analyze their HR related tasks and activities. These are:

❑   *Diversity:* Consider interests of diverse groups (age, background, education, levels, where they're from).

❑   *Transparency:* Ensure organization and employees cooperate and that communications are clear.

❑   *Accountability:* Employee and organization must be accountable to each other for decisions/ actions.

❑   **Equity:** Fairness, ensuring that processes are viewed equitably.

The initiatives and processes adopted by HRAT seem to be in complete consonance with the spirit of these principles, even if it meant investing more time and energy, which at times meant delay in finalizing decisions.

C.   *Operational modalities, norms*

❑ **Composition and membership:** The HRAT comprises women from junior and mid-level positions across program and program support units. In 2003, the membership was basically through nomination by supervisors or willingness on part of some employees to get engaged in GED initiatives.

❑ **Roles and responsibilities:** There was no clear division of responsibilities as such within the HRAT. Recognizing the need to have a team leader to coordinate important processes and bring the team members together for planning and implementation of activities was felt as important. The team leader was selected on a rotational basis. In addition, the senior manager responsible for HR issues, an expatriate, provided critical coaching and mentoring, and ensured that actions were minuted.

In late FY 2004, the CO nominated a GED point person for the CO, Nino Vardosanidze. She became responsible to ensure that the HRAT's activities and meetings were completed as per the decisions as well as take the lead in organising meetings with SMT.

❑ **Meetings and interactions:** HRAT met regularly, once a month to plan activities and take stock on ongoing processes. The purpose was to get all the members together, with even members from the field making specific arrangements to attend these meetings. These meetings were usually one-half day in length, beginning usually with a stock taking and then focussing on future initiatives. Most recently, day long "retreats" away from the office were begun to enable HRAT members to focus on the many issues arising from the GED work.

D.   *Key tasks and accomplishments*

Since its inception, HRAT has taken responsibility for engaging all staff in many initatives intended to promote greater participation, inclusion and learning.   They have responded to all global changes, proposed activities and have ensured there is ample reflection around these. A summary of the key tasks and accomplishments of the HRAT are presented below.

❑ **Date reward system:** HRAT designed and implemented a date reward program as one of the ways of recognising staff and their contribution to the organisation. Initially envisaged as a way of recognising those who champion issues relevant to CARE's mission, it was changed into a date reward system which would honor all staff and would not lead to unhealthy competition, reflective of Society times. Under this system, on a monthly basis, staff whose birthdays fell on that month were honored through testimonials from colleagues and given a token gift from the organization. The date reward system is widely appreciated and viewed as a non-monetary recognition and motivation for staff.

❑ Reviewing policies in the Human Resource (HR) Manual in consultation with all staff, and making recommendations to SMT on proposed changes, including the following:

* **Winterization:** Although the SMT had initially considered monetizing this benefit and rolling it into annual salaries, HRAT effectively advocated to have this special allowance continued to provide additional cash to staff during winters, when heating costs increased significantly due to extremely low temperatures.
* **Bereavement:** HRAT lobbied to include a new policy to provide staff with one-week paid bereavement in order to enable them to participate in the funeral ceremonies followed under Georgian tradition. The policy was effective for the deaths of parents, siblings, spouses or children

∗ **Transportation:** Uneven practices related to transportation benefits across projects and with support staff were being applied. The HRAT worked with other staff and negotiated with the SMT for standardization of the allowance across all staff to promote greater equity within the organization.

∗ **Flexible and compensatory time:** HRAT assisted the SMT to determine the appropriate boundaries for flexible and compensatory time, in order to meet different familes and personal priorities/needs..

❑ An HR Fact sheet was developed to provide staff a brief overview of the contents of the HR manual. This Fact Sheet was developed in both English and Georgian and is now being reviewed for the necessity of translation into Armenian or Russian, to meet the needs of other ethnic groups.

❑ HRAT was instrumental in the process of reviewing the Code of Conduct prepared by CARE USA, which was not an easy one given the resistance to the issues from some staff within the organisation. Detailed preparations, meeting with the external facilitators to prepare agenda, identify tools/modules for sensitisation were done by HRAT with great sincerity to make it a useful process for all and handle resistance sensitively. HRAT members worked closely with two external Georgian consultants who facilitated the workshops to ensure that all issues were dealt with sensitively and respectfully.

❑ The HRAT was also entrusted with the responsibility to gather staff views and concerns related to CARE's salary structure, given the devaluation of the US Dollar, the currency in which contracts were denominated. These views helped influence decision making at the SMT level. This has been a tough and challenging task for the HRAT. Nonetheless, their input was valuable in demonstrating the need for a salary survey, which resulted in positive changes for many grades within the CO.

The team has enabled a deeper understanding of HR issues among CARE staff through regular updates, being responsive to any questions, and explaining information related to decision making. Although bi-weekly SMT minutes were drawn up and disseminated to all staff, it appeared that most staff did not make use of the information as it was presented. Most recently, HRAT has taken on the responsibility of summarizing the key decisions taken at each SMT and translating them into Georgian for dissemination to all staff.

In conclusion, HRAT has played a very significant role in bringing the voice/opinions of staff across levels to the SMT for consideration and inclusion in critical decisions related to CARE's human resource management practices, which has strengthened the CO's ability to promote equity and diversity internally..

E. Shifts in HRAT membership and scope

There have been some positive shifts and some rethinking into the role, membership and functioning of HRAT. Since year 2004 the HRAT members have been interacting with SMT to reflect on the journey of the HRAT, and make changes according to the growing interest and commitment to GED in the CO. A new scope of work has also been prepared which will be sent out to all staff, inviting staff who will be interested. Key highlights of the new scope of work envisaged for HRAT are:

❑ Making the membership based on election. Circulation of the scope of work will be followed by preparation of a list of interested candidates which will be shared with all staff. This would involve a system of voting which will be institutionalised.
❑ Opening the forum for men to make it more representative. This was also done in response to the growing interest and demand from male staff to be included in GED work.
❑ There was also learning that there were some active members who took the entire burden, while others although interested were not able to devote adequate time to the HRAT's activities. A clear mechanism to ensure that those elected to this body will ensure adequate time and commitment

to the work of HRAT needs to be put into place. HRAT members are advocating with the SMT to incorporate responsibilities of HRAT in member's job description and Individual Operating Plans to ensure accountability as well as recognition.

F.   Some lessons they want to share with others…..

❑ "Engaging and promoting young women's leadership in participation and decision making is a powerful strategy in itself since women are able to link their experiences around GED to their work and are more open to differences in opinions an perspectives. Promote young women as leaders and you will see change."

❑ "GED integration is a continuous process which requires constant learning, exposure to new thinking and a willingness to try these out! Do not ever decide how much is enough!"

❑ "Beginning with diversity is a smart strategy to get everyone on board…there exist some pre-conceived notions about gender issues, you can bring these on later..much more forcefully"

❑ "Having a clear strategy would have been a better way to go about things…sometimes we would stop to think where are we going with all this, what is our ultimate goal?"

G.   Some of their fears….

❑ Will moving to elected members increase the number of men in HRAT, and thus slow down the pace?

❑ Will new leadership at the top change priorities with regards to GED?

VII.   Celebrating achievements

As already stated, the concept of an advisory body to SMT is very unique and is a good step at promoting women's leadership across levels. However, the benefits extend beyond the envisaged objectives, since it has led to greater engagement of other staff across levels in decision making and ownership over critical processes. Some of the benefits and changes as perceived by Georgia staff clearly reflect the impact of

1. Inclusive and transparent decision making

Almost all persons met during the visit, about 14 persons on the whole, there was one common reflection - that of a feeling of being included in critical decisions at he mission level related to human resources. The HRAT played a critical role in being the link between the SMT and the rest of the staff. On various occasions/issues the SMT has been particular about ensuring voices of those in the field offices is heard, and this has required HRAT members to include travel, or evolve other ways of getting different views- telephonic conversations, email-exchanges.

- *Staff opinions valued and accepted:* Staff express great faith in the capacity and commitment of HRAT to ensure that all decisions are taken only once it has gone through a round of seeking opinions and views of staff across grades and headquarter and field offices. Some such decisions which were taken after serious consultations are- the bereavement policy (Georgian tradition which requires family to be together for at least 5-7 days for mourning), winterisation policy which

" We are consulted for all decisions. Sometimes our views have contradicted the stand by SMT, and our decisions have prevailed. In other times, endless discussions have been encouraged to arrive at the best solutions."

A recent effort has been to resolve the issue related to a revised salary structure which is on hold due to the wide differences between the stand of SMT and what the staff feels. Attempts are being made to resolve the issue in a manner which is fair and responsive to the concerns of the staff. HRAT members and other staff appreciate the fact that although there has been a delay in decision making regarding the issue, at least the SMT are not deciding what they feel is right, and through excellent advocacy by the HRAT members are being consistently reminded of the opinions of the staff.

- *Information on 'why' of certain decisions*

There have been times when the SMT stand has prevailed. On such occasions the HRAT was met separately to explain why certain decisions had to be taken and what the implications would be. According to HRAT members there has been regular coaching to us on how to seek opinions, how to weigh pros and cons of certain suggestions, and look at the broader implications of some decisions.

"Sometimes, we have learnt to look at decisions from the side of the SMT too. They are ultimately accountable to ensure compliance of decisions. We have learnt a lot from them about decision making".

They have also been encouraged to send out regular updates with regards to decisions being taken, the process that was followed, opinions/ views that were considered and why certain views were accepted to all staff. SMT meetings usually end with HRAT members being called and updated on the themes and decisions of SMTs. The HRAT members then share this information through emails with all staff. This has also helped in 'demystifying' what happens at the SMT meetings and has brought he staff closer to the SMT. This information has 'transformed' the way staff feel about decision making and have even made them sensitive to the pressures on SMT for maintaining organizational discipline as well as to constantly ensure staff satisfaction and motivation.

2. More women promoted to senior management positions

A conscious decision post the gap analysis was to consider internal staff for senior positions, especially women. For every vacancy the decision was to look at all women working in program management positions, whether in Tbilisi or outside. Review of their contribution to CARE's work, capacities and commitment were the major criteria kept in mind. CARE Georgia has recently undergone an organisational restructuring process. Some other internal female staff have been promoted to SMT positions and more importantly national staff now occupies most SMT positions. These are viewed as important steps towards making SMT a more diverse body.

3. Recruitment process more gender-sensitive

Another area which has gone thorough significant change is recruitment. It was soon realized that more conscious efforts had to be made to adopt gender-sensitive approach during recruitment and seek women candidates. The Country Director, also played a critical role in raising the issue at SMT meetings and encouraging all managers and program support managers to see ways of encouraging entry of more women in management positions. Advertisements announcing 'women encouraged to apply' were posted and the interviewer's also challenged their beliefs around what 'competencies' really mean, and how biases might creep in the way candidates may be assessed. The HRAT members are although not involved in recruitment, but from time to time have been involved in reviewing C.Vs so as to not eliminate candidates on the basis of gender and diversity-language, region, educational qualifications.

4. Gender-sensitive policies in place

An important task handled by the HRAT has been the revision of the Human Resource Management Manual. Their responsibility was to ensure that all policies demonstrate GED sensitivity. Certain specific policies/components added were flexible working hours for staff with young children, as well as interns who were pursuing studies/courses side by side, breaks for breastfeeding for young mothers, maternity leave, policy to ensure transportation of staff to work, etc. to ensure all staff is aware of the HR manual and policies, the HRAT prepared a brief fact sheet on the manual which has been widely disseminated and appreciated and acts as a ready reckoner for staff, especially new recruits.

5. Promoting inter-connectedness of organisational work with programming work

"Due to positive experiences of internal efforts on GED, I realised the need for involving Community-based organisations and other stakeholders in program-related decision making. So far the experience has worked very well. This is a life-long learning."

Internal practices and processes have been the focus of all efforts for CARE Georgia, yet from time to time unique efforts have been made to look at programs and how GED/RBA can be integrated to strengthen impact. The practice of issuing internal RFPs to support innovation around GED has been an excellent opportunities for staff/programs to explore ideas/build understanding on gender and power issues at the community level. Survey of women's status in Adigeni Rayon from March-May 2004 was a pilot that helped established factors that hinder women's participation in programs. Adigeni is one of the most diverse Rayons of Georgia since it comprises Muslims, Catholics, Orthodox Christians and people of other religious affiliation. Inductive research facilitated by a consultant from CARE USA also allowed staff to be exposed to GED/RBA issues in programming.

This is one area that staff is excited about but have expressed a need for greater capacities and handholding. Even HRAT members express the need for some systematic efforts to look at programs since they are essentially focused on issues of organizational process and human resource management.

6. Men willing to be engaged more in GED initiatives

"Yes I have often thought of how gender integration can happen in programs traditionally not thought to be ideal for such exploration…like agriculture, construction work. Now I am open to new ideas, suggestions and would like to go for such trainings."

It is important to note that although the HRT comprised of women only, male staff did not express a feeling of being 'left-out'. Rather they were inspired by the work of the HRAT and expressed a desire to be more engaged with the GED work. Some were even keen to be exposed to more training and experiential learning so that they could strengthen components within their programs. However, there was another opinion that true test of diversity would have been if the HRAT had men as well, would the same type of changes have happened, would the process have been any different, would the momentum be the same-better, worse? Men have welcomed the revision in HRAT's thinking on team composition, and are sure to self-nominate when elections will happen.

7. LRSP and AOP reflect commitment **to GED**

"We want to really strengthen our efforts towards GED integration and come up with more concrete strategies to do this within the organisation and in our programs. And so including this commitment in the LRSP and AOP was done with the view to institutionalise GED work rather than have an uneven process with some moments of high excitement." Marie Cadrin, Country Director.

Consistent work and the advocacy of HRAT has kept GED under everyone's attention. The progress made has been impressive, and the revised LRSP and AOP FY05 reflect more sincere commitments to exploring GED. Under learning and innovation, the LRSP has defined the objective to establish a GED monitoring and evaluation system for replication. Another important consideration was to move beyond personal motivation and initiative of senior managers, especially Country Director, institutionalising commitment to GED puts pressure on all senior managers to dedicate their own time and commitment to supporting GED work. This is more relevant now in Georgia, when there has been organisational restructuring with a new Country Director and some new senior managers in different roles.

VIII.   Enabling factors

1. Senior leaders championing GED

Perhaps the most significant enabling factor has been the senior leaders demonstrating commitment to GED as has been expressed by all staff met during the visit. Every kind of support has been provided - time, financial resources, encouragement through on-the-job training and participation in workshops, inclusive decision making processes – all of which have promoted an environment and culture that is highly motivating for staff to work around issues of

"If we don't do it ..(engage ourselves in GED work), we are not doing our job." Country Director

GED. The Country Director's knowledge and passion for GED and involvement in almost all initiatives provided further push for staff to think of more creative ways to take the GED work forward. Staff shared how some senior managers have made it a habit to look at more consultative decision making in routine program work as well. For some, having a woman as Country Director was also a statement of power, which needs to be encouraged across other CARE countries as well!

HRAT members value immensely the feedback they receive from the SMT. *"Many times, we have realised that even we may have used our own biases to talk to some people and not others! This was cautioned to us by the SMT and it changed the way we worked."*

2.   Commitment and passion of individuals anchoring GED work

"We have to work harder and more proactively push the GED agenda forward." HRAT team reflecting on its journey so far.

"We are lucky to have such dynamism in the form of HRAT. These women are special. They listen to us patiently and answer hundreds of questions we have at our end. They have really been champions…they are sure to rise in their careers." Manager, Akhaliske region.

HRAT comprises of young and dynamic women, and, until recently a young and dynamic man. They are critical of themselves and the newer grounds they have to uncover when it comes to strengthening GED in organisational practices. They also realise their 'privilege' over many other staff who are away in field offices. This level of sensitivity has been the key driving force for many of the initiatives they have undertaken, and is reflected in the time they have been spending time and patiently listen to the views of all staff. They have maintained an excellent pace for follow-up activities and have done a great job of documenting all efforts. Before making presentations to SMT summarising views of staff they organise joint reflections to ensure amongst themselves to ensure no

misrepresentation of views of staff has happened, no critical issue is left out. The HRAT has also been particular about documentation of all its efforts and all important events. This made it very easy to know what activity followed what, what was the follow-up and so forth.

3. SMT member as a close confidante and mentor

" We were asked tough questions by Jennifer, and this helped us prepare ourselves better, at times question our own recommendations and make more investigation so that they are truly representative".

Although membership in HRAT was strictly for mid and junior-level female staff in order to provide them hands-on training on leadership, they needed a coach and mentor. Abby Maxman, ACD/PS, and then Jennifer Rosenzwieg, Senior Health and Program Advisor, provided this support . Both helped HRAT by anticipating probable questions of SMT so this helped in better presentation and at time better investigation and analysis of issues.

4. Diversity as entry point

There was an initial recognition at the time of GED gap analysis, of the possible resistance to issues around gender due to the mindset that it is about women only and that there are no gender issues in Georgian context. Due to presence of people from different nationalities, minorities from neighbouring countries, and due to differences in opportunities amongst Georgian's especially, post separation from Soviet Union, people were more open to discussion issues of diversity and exclusion. Thus very early, a key decision was to use the term diversity, and then introduce discussions around gender as part of the discussion around diversity.

IX.   Challenges

The GED initiatives in Georgia were also confronted with challenges. A lot of extra time and careful facilitation had to be designed so as to ensure there is no setback to the momentum and enthusiasm around these issues. Some of these were:

❑ Socio-cultural and political context

As shared by staff, the socio-cultural context is extremely conservative, with strong influence of the Church influencing the practices related to work, family, health and political engagement of people. There were also clear norms about the roles, duties and position of women and men in society and within families. Men were the heads of families and so were viewed as key decision makers. Issues around gender and sexuality were considered as private matters which need to be handled within families.

"Religion keeps in mind what is good for people. Having a man as a head of the family is to keep things in order and under control. Women keep the family together."

In spite of widely accepted norms defining what men can do what women can do, there was complete rejection of ideas that implied existence of any inequities based on gender. Gender inequity is for many Georgians, even CARE staff, a problem of developing countries. Such mindsets presented several concerns at every stage and the Gender and Diversity Task Force and later HRAT also had to constantly respond to constant questioning on relevance of GED work in Georgia, as well as the relevance of GED to CARE's internal policies and procedures.

❑ Resistance to idea of change in organisational practices and management issues

Some staff members were initially uncomfortable about the need for any change in the way internal processes operated and saw GED as possible distraction. It required careful facilitation and designing of workshops to allow for such opinions to be expressed and debated. Also the intention for these

initiatives was explained as preventing any possible discrimination or misuse on the basis of power, hierarchy and being more conscious of how we work and relate with one another.

❑ **Discomfort around ideas of exploitation and sexual harassment**

The review and modification of the Code of Conduct for Participant Communities for was not an easy process, since many staff members were not open to recognising the issues and their relevance to the Georgian context. In a workshop aimed to discuss issues around sexual harassment and exploitation, and review and modify the "Code of Conduct and Accountability to Program Participant Communities Regarding Harassment and Exploitation" prepared by CARE USA.

There was unprecedented resistance to the themes being discussed. While some questioned the necessity of discussing issues irrelevant to Georgia, others called the effort 'a waste of time' since they were being taken away from their routine work. On the other hand, the exercise assisted some staff to recognize powers they have as CARE staff vis a vis the communities, a considerable achievement, since most staff saw themselves as objects of exploitation rather than as potential exploiters.

X.   Lessons Learned

❑ **GED work in its true spirit does not pitch women and men against one another, rather it creates greater dialogue and understanding between them**

Discussions and initiatives around gender can lead to greater sensitivity and understanding between women and men about each other, rather than create animosity and distrust. There was discomfort around 'gender' being looked at as an important organisational priority and was viewed as a potential issue for distrust and antagonism between female and male staff in an otherwise 'family like' environment of CARE Georgia. However, once the workshops and follow-up actions were rolled out, staff began to feel a greater sense of appreciation for the diverse experiences women and men bring to the organisation and started questioning rigid gender norms defining what only women or men can do.

❑ **Diversity is a proven route towards greater organizational effectiveness and impact**

A diversity perspective requires an organization to provide greater voice and space to its employees, which transcends into greater ownership. This directly leads to better organizational effectiveness- the bigger the internal cadre committed to the organisation's vision, the closer it is to achieving greater impact. However, practicing diversity also brings forth several challenges, yet in the longer run there is no other more effective way to work with people. The expansion of the SMT and the creation of the HRAT enabled greater debate and decision-taking which was informed by the opinions of a diverse group of staff. This has led to better decisions being taken that are owned by all.

❑ **Institutionalizing GED both internally and within programs requires a combination of strategies which must support each other**

Over the three year time frame reviewed, the CO adopted a number of strategies that promoted greater GED sensitivity both internally and externally. Whenever an opportunity arose, workshops to strengthen understanding of rights and responsibilities emphasized the message that rights could only be protected through promoting GED both internally and externally. As the CO becomes more diverse in its representation and decision-making, it is more able to model these behaviors in its work with participant communities.

❑ **Process followed to address GED issues is as important as the identification of the issues**

CARE Georgia's experience of creating HRAT shows that although the identification of key issues to be addressed -such as promoting leadership of junior and mid-level staff is critical, more important was the process followed, which was highly participatory and inclusive, and which created greater commitment to the initiatives. Contrary to initial fears, a majority women team in the form of HRAT did not lead to promotion of women's issues only, nor did it create conditions or feelings of disempowerment of men since the processes that were adopted by the team were participatory and inclusive. The recent decision of the HRAT to become an elected body is a reflection of the faith held by HRAT that representation of a diverse group of traditionally marginalized staff is best done through direct elections. Thus, the perspective that guides GED work is much more critical rather than who is leading it.

❑ **Personal experiences/values need to be recognised to enrich professional and programmatic work**

Although an impressive momentum and serious implementation of plans around GED was maintained there were many staff who had still not fully reached a level of comfort on their personal opinions, fears and apprehensions around GED work. This was coming in the way of their true participation and perhaps contribution to the GED work. In fact, personal change/sensitivity should be the starting point for more effective GED work through sensitive facilitation rather than be completely set aside from work they do in office. Therefore more forums for bringing these out need to be institutionalized. The revised Terms of Reference for HRAT identifies regular roundtables with staff as important and this could be one possible forum for identifying areas of concern/discomfort.

❑ **Committed senior leadership is a critical factor in ensuring sustained GED work**

When the leaders demonstrate commitment to GED, it creates ripples across the mission and leads to greater progress in promoting GED both internally and within programs. As more "champions" are recruited, the CO can confidently move forward, knowing that the progress made in promoting greater GED will be sustainable.

❑ **Leadership is not related to hierarchy alone, it is about commitment and ability to drive change**

CARE Georgia's experience shows how leadership is critical at all levels and that there need to be shiFts in definition of leadership as reflected below

One who can take fast decisions →	*One who ensures certain processes even if time consuming are followed*
One who contacts people who will agree to decisions taken →	*One who takes time to ensure diverse opinions are sought …does not fear difference!*
One who believes pressure is the best way to make things happen →	*One who believes if there is ownership, things will be well done!*

## XI.	Areas that need attention

In any social change process, it is natural to find what has really worked and what has not, or what aspects still need more attention. The reflections below are a summary of what different actors in the change process felt, and some are the author's own analysis:

❑ **Not all staff, especially new staff are on board with the GED work**

Reflections with staff who were not engaged directly in the GED initiatives, knew little about the work that was being done. They did not perceive the existence of HRAT as an effort to address any specific gender or diversity issues. They were not aware of any specific activity that had been led by HRAT, and claimed to use supervisory channels for raising any issues or getting information on anything. Even though they were engaged and consulted for the finalisation of the Code of Conduct, they did not relate it to GED work or that led by HRAT. This was in contrast to those members who had been engaged previously in the work, or due to personal motivation kept track of what is happening through regular reference to updates sent by HRAT.

HRAT has already been very effective in reaching out to staff, what is needed is a more proactive strategy to raise awareness on what is happening and how other staff can contribute. The decision of HRAT to move towards an elected body may change this, but the CO will need to monitor this closely.

❑ **There is still a need to bring out the discomfort staff share about GED issues**

GED is like jam on buttered bread... tastes good, but is not necessary!

Staff across levels carry different values and opinions about GED and seem to have created their own boundaries as to what is open to change, what aspects do not reflect any GED issues. For some, GED are alien concepts and issues that are 'the latest buzz words'. Some others are indifferent to what is happing but do not question any activities at the CO level. Some however do not like workshops or discussions that "*intrude into people's personal lives…like who does what at home…these are not issues that concern anyone else…and the organisation.*"

❑ **Recognition that there are no boundaries for learning around GED**

The HRAT seems to have brought together staff who are keen to learn and grow in their knowledge and understanding on GED. However, during interactions with others there was a sense of selective focus on what kind knowledge is needed and what is relevant for CARE Georgia. Sexuality, for example is not considered an important area, although staff in the Guria Project for adolescents are beginning to recognise the relevance and need for understanding sexuality and see it as an important thematic area to help them better related to adolescents. Even having gone through a process of reviewing of the Code of Conduct, staff feel that there are still areas around sexual orientation that may cause discomfort.

❑ **More work to strengthen inter-connectedness of internal organisational work on GED with program impact**

So far there has been tremendous progress made by HRAT to look at organisational initiatives. From time to time there have been efforts to encourage staff to look at their programs with a gender and rights perspective and issues of dignity and exclusion. However, some staff still do not view organisational and program level initiatives as inter-related. Some staff felt that the

focus on programming is more important since there are several issues of exclusion and discrimination at the community level that need to be understood and strategies put in place to address them. They would rather attend and participate in activities which give them this 'know-how'.

Changing attitudes and behaviors that influence GED is a long-term process, and the CO will need to remain proactively committed to this change process, so that the momentum gained to date is not lost. All leaders within the CO, including HRAT members will need to continue to emphasize the importance of promoting GED in everything the CO does so that further progress in behavior change can occur.

XII.   The way forward ….

Building on the lessons learned some of the broad recommendations and immediate steps are shared below. However the staff of CARE Georgia who have already gained so much experience around GED are the best people to put their heads together and chart out a clear path for future.

1. **Evolve a strategy or an approach to GED with a clearly defined goal and objectives.**

   Over the last 3 years, the CO have implemented strategies which promote greater GED. The LRSP and AOP have already insitutionalised commitment to gender, and the milestones developed for the MERMU region provide direction to what is needed for future initiatives. At this point, it will be best for CARE Georgia to reconnect with the global GED team for guidance to formally articulate a strategy that will be a useful reference for all staff and identify what the desired end-states for the mission should be.

2. **Continue to reinforce connection between internal practices and GED work through programs**

   There is a need for more emphasis to staff on how internal practices on GED can lead to greater commitment and focus on these issues in programming. Some Project Managers who have already started changing they way they work with partners and communities can be used as 'advocates' for bringing more program people on board.

3. **Enhance capacities of those in HRAT and other program staff on GED**

   HRAT as well as other program staff have expressed a need for more capacity building around GED integration in programming, over and above the formal training opportunities already supported by the CO and described above. Adopting unique non-traditional approaches for capacity building such as experiential learning through cross-visits to other organisations, other CARE country offices will be useful strategies. Another idea that could be tried is to promote internal temporary duty assignments in field offices to collect more information, stories that push for more discussion around gender, diversity and exclusion issues.

4. **Expand sphere of influence of HRAT/GED champions**

   The idea to reconstitute HRAT to make it more inclusive is good. The mission also needs to more proactively encourage role of GED advocates in significant initiatives such as governance, peace building etc. This is how truly GED work will start adding greater value.

5. **More proactive sensitisation/expanding the internal cadre on GED**

   Sensitisation workshops, forums for reflection and dialogue need to be institutionalised. These could focus on stories from field that are emerging from various programs, specific themes around which the CO still has little expertise like sexuality which is felt as important by staff working with

adolescents in the Guria Adolescent Project. Introducing themes/issues around GED in newsletter can also be tried out. Even little snippets from what's happening elsewhere in CARE can be prepared to push for more reflection, bringing more people on board.

6. **Synthesizing learnings from programs through reflective documentation**

There is a need to capture what's good in GED that is already happening in programs such as the Guria Adolescent Health Project. The Community Initiatives Program (CIP), which has focused on issues of inclusion in community-based organizations, could act as encouragement/push for other programs. The CO should utilize program meetings to emphasize new developments in the area of promoting greater GED in the field as a way to ensure cross-fertilization of ideas.

7. **Select sites for learning/pilots**

Selecting a site for demonstration of innovative strategies- gender analysis, learning cycles bringing in staff from other programs for important exercises may offer ideas for replication/wider discussion.

8. **Taking the code of conduct to community**

More thinking and complete clarity and comfort around the contents and spirit of the document is needed before staff prepare themselves to take it to communities.

XIII.   Replicable strategies

The author feels the Georgia experience offers some valuable strategies that can be replicated across other CARE COs, which can allow for integration of GED in the organisational culture and key processes through greater participation and ownership of staff and bringing in diverse thoughts, experiences and suggestions of staff in all critical decisions at the CO level.

A. SMT championing GED

As is evident from the Georgia experience the commitment came right from the Country Director and across all SMT members. This was recognised by staff as the key motivating factor for sustained GED work. Moreover, having one of the SMT members who works with other staff appointed as point persons for GED work is an added enabling factor, which also makes it easier to influence decision making with the rest of the SMT team.

B. Adopting a two-pronged approach to emphasize the interconnectedness of promoting GED externally and internally

The CO has taken a two-pronged approach to changing attitudes and behaviors around GED. Internally, progress has been made through changes to human resource policies and practices, expansion of the SMT and creation of HRAT. From a programming perspective, the CO has attempted to change perceptions around inclusion and representation, so that GED can be promoted through project strategies. This approach will need to be continued, and strengthened, if all staff are to eventually change their attitudes towards GED and its relevance for achieving impact.

C. Creating and institutionalising a body to play an advisory role for SMT

HRAT is a significant example of institutionalising inclusive processes of decision making as well as promoting leadership amongst staff from junior positions of the organization. Such a practice may be particularly useful in large COs where there is a significant gap between senior managers and field staff. An advisory body comprising mid-level and junior level staff may allow SMT to get the

perspectives and suggestions of staff on important organisational processes. Such a body can also become critical during organisational change or restructuring processes and will help promote greater ownership over key decisions/changes and more importantly ensure greater commitment for achieving organisational priorities and goals.

D. Allocating funds for promoting innovation and excellence around GED in programming

Setting aside internal funds during annual planning and budget preparation processes as in the case of CARE Georgia in the form of internal RFAs is another potential strategy that can be replicated. COs can consider using the funds available under Unrestricted Resources (UNR) to promote innovation around GED in the form of proposals with specific objectives and clearly defined learning areas. This creates interest and healthy competition amongst various programs as well as acts as a motivating factor for staff to think of innovative ways to integrate GED in their ongoing work.

XIV.   Conclusion

In conclusion, it is evident from CARE Georgia's experience that gender equity and diversity integration requires changes that are beyond the identification and addressing of specific gender and diversity issues per se. Rather, it necessitates changes in all critical organisational processes, even structures, or as in the case of Georgia, creation of mechanisms that can influence these structures in a manner that gender equity and diversity become integral values in these. It requires a departure from more traditional ways of managing people and change. The creation of Human Resource Advisory Team (HRAT) was an innovative strategy aiming at inclusive decision making processes and leadership development of women. The tasks for this team were clear. Yet the impact of this body would have been limited and perhaps even superficial had the CO not made specific attempts to reflect on all management processes and structures that truly support and sustain GED work.

Appendix 1

Suggested Scope of Work for Documentation of CO GED experiences

Background

In the last 2-3 years, most COs completed a GED gap analysis process and have been implementing actions to address issues that emerged as gaps and some COs have been employing strategies rather successfully to address the identified gap areas. Over a similar period, we have been using different global and regional forums to provide space to staff for reflection, sharing and documentation of our successes and challenges. Some of our key lessons have been captured in workshop reports and global updates. However, there was a need expressed by a number of our CO staff to get documents that look more in-depth at organizational practices and processes and offer positive examples for other COs grappling wit similar issues.

This initiative is in response to that felt-need to document some of the promising practices and lessons learned in advancing GED internally in the Country Offices. Considering the current and continued priority areas for FY06, we decided to focus our documentation efforts this year to capture our experiences and lessons learned on the following topics/themes
- Promoting and retaining women in leadership positions/roles in CARE
- Building more representative, diverse and inclusive decision-making teams and processes
- Developing and implementing policies to prevent and respond to sexual harassment/ exploitation, particularly of beneficiaries

Instead of using external consultants, we have decided to use internal CARE staff, especially those who have been active as change agents and shown the interest and potential to assume higher position/ responsibility to advance GED within CARE. We believe that this kind of focused cross-visit would give them some international exposure and would also serve as a recognition/ motivation to continue to champion this work.

Objective
The broad objective of this exercise is to coordinate a reflective dialogue and sharing of experiences to answer the question, "What can we learn from the experiences of country offices on how CARE exemplifies being a rights based organization internally? The specific objective is to document the selected CO's experience in developing awareness and understanding of what gender and diversity issues mean in their context, and how the commitment to gender and diversity translates (or not) into organizational practice, with a particular focus on their experiences on one or more of the above mentioned areas. The documentation would be used to promote wider organizational sharing and learning around promising initiatives/ practices to promote GED in organizational practice. This piece of documentation – in conjunction with the documentation from other COs – should help CARE understand and promote practices to advance specific areas of GED work in line with the values inherent in our vision.

Approach
The proposed documentation exercise is seen as an active learning process with the CO GED Group. An appropriate, open-ended process will be used to bring out the key triggers of change, promising practices, and lessons learned from the CO experience for internal learning as well as for wider organizational sharing.

Suggested Activities
- Finalization of itinerary and activities including logistics
- Discussion and agreement on roles/ responsibilities between the two documenters
- Collect and review any documentation from the CO that will provide the background to the CO and its GED work
- Meeting with the CD/ key contact persons/ GED group
- Review CO documents related to the specific focus areas

- Individual and group discussions with staff at different levels of the organization, in homogenous or mixed groups as appropriate to collect information (see questions below for initial guidance)
- Debriefing meeting with CD/ key contact persons
- Writing and sharing draft documentation with the CO contacts and CARE USA GED Advisor for feedback
- Finalization of the documentation incorporating feedback

Expected output

- A short document (not more than 15 pages) capturing the answers to the key questions being explored. More emphasis on analysis and providing concrete examples of break-through strategies and innovations that have worked well and that can act as an inspiration for other COs.
- A brief note (Max 2 pages) that captures the personal reflection of the documenter about the overall learning experience. Some questions are provided here that might guide the personal reflection – was the experience useful? In what way? Were there any surprises or challenges that you did not foresee? What did you learn as a person? How do you anticipate using the new learning? Will you recommend this to other CO staff? What could have been done to make the experience more useful to you?

Guiding questions to document CO experiences of GED

1. What does the CO want to achieve through the gender and diversity work? Is there an articulation of the desired the end-state/ goals/ success indicators?
2. What are the key actions planned to close the gaps and progress towards the desired end-state?
3. Is the Gender and Diversity work linked up with any other organizational initiatives (leadership, communication, etc.)? How?
4. How is the CO measuring or plan to measure the results of its diversity work?
5. How is the diversity work being done IN the organization is affecting programming work being done OUTSIDE of the organization?

For each of the GED "initiative" (Women in leadership, CO SMT/ decision-making, sexual exploitation etc.) being explored:

1. Describe the initiative being studied – How did it start? What was the issue or problem being addressed?
2. What was analysis of the problem? What were the key/underlying causes of the problem?
3. What was the objective and expected outcomes?
4. What were the key strategies/steps/ processes implemented? Who led it? Who were all involved?
5. What is the level of success or achievement?
6. What were the supporting or enabling factors?
7. What were the barriers or challenges faced in the process? How were they addressed or overcome?
8. What are remaining challenges, if any? What is the plan to address these?
9. What is the effect or impact of the initiative on the CO?
10. In what ways are the internal GED initiatives linked to our programming work?
11. What are the key lessons learned?
12. What are the one or two key recommendations for the CO with regard to this work? What support (internal and/or external) will they require to implement these recommendations?
13. What would be your one or two recommendations to the global CARE to support this work?

Appendix 2

CARE-Georgia's Gender Equity and Diversity Work, Summary of Actions and Learnings to date from FY02 and FY03 Gap Analysis, Update May 2004

By Tamuna Kapanadze and Abby Maxman
CARE International in Georgia

From May 2002 to January 2003, CARE Caucasus established a Diversity and Gender Task Force, supported by three consultants for specific technical support, to conduct a GED Gap Analysis. The analysis was intended to identify gaps which the mission could then fill, in order to increase the mission's understanding of, and ability to address issues linked to diversity and gender, both within the organization and at the field level.

These iterative exercises provided quantitative and qualitative data for analysis, some that reinforced information we may have already been aware of, and other that offered new insight into some internal unconscious practices or biases that our systems or actions unintentionally enable. The initial focus was internal – in other words, at ourselves organizationally -- but all the time linked with the critical interdependence between how we are organizationally and what that means to the work we do at the community level.

Indeed, the analysis reinforced that CARE's work will have a greater potential for impact if staff awareness of diversity and gender, both within the communities they work, and with each other, is increased. The analysis noted that *"it is important for CARE's work that staff have a sound understanding of issues around differences within communities relating to how power relations are affected by socio-economic status"* and offered specific examples of areas around which perceptions could be enhanced to help us increase our impact.

In response to the gap analysis and its findings and learnings, CARE-Georgia has taken various actions at different levels of the organization and through our field work. The table below provides a summary description of the major action or initiative taken, with a summary of the associated finding or learning from the Gap Analysis that the action was/is intended to redress.

Action Taken	Summary of related Finding/Learning
Field Level	
➢ Conducted "Promoting Rights through Respecting Gender and Diversity" workshop and field practicum to challenge, test and analyze our assumptions about GED in our field work --. (June 2003)	• <u>Learning, trust, representation and accountability</u>: Need to enhance staff understanding of issues around differences within communities around power relations as it relates to GED (socio-economic status, religion, gender, other lesser-seen or lesser represented marginalized groups)
➢ Undertook field-based inductive research exercise to explore further the issues of power-relations and dignity as a lead in to the LRSP 2 -- (April-May 2004)	• Advancing the work done vis-à-vis the finding above.
➢ Issued an internal Gender and Diversity RFA ($2500) for staff interested in exploring further GED related issues at the project level. (Awarded in January 2004, study to be completed by end FY04.)	• <u>Learning, accountability, trust and representation</u>: Need to promote new ways to allow GED understanding and innovation at the project level (offering flexible funds for interested staff to move forward with GED research piece). The winning RFA is "Survey of Women's Status in Adigeni". The goal of the exercise is to identify reasons for limited participation of women in making decisions at community level and reveal attitudes of the community towards females' participation in decision-making processes.

Internal/Organizational	
➢ Established a Human Resources Advisory Team (HRAT), comprised of Junior to mid-level professional staff to serve as an advisory body to SMT and as a skills building opportunity for members as it relates to leadership and people management. *(Case study of criteria for members, inherent strengths and weaknesses of the process beforehand, and lessons learnt to date will be drafted in June-July 2004 as a feed-in to Quarter 1 FY05 AOP activity)*	• <u>Representation</u>: Junior-mid level staff do not have a formal voice in decision-making structures or fora (outside of their individual relationships with their supervisor or in their unit) • <u>Learning</u>: People learn better on the job than through formal workshops or trainings, but paradoxically view workshops (particularly those conducted outside) as a reward. • <u>Representation</u>: Female staff have additional responsibilities outside of the office that inhibit their participation in some of the informal learning and networking opportunities that happen "after-hours". • <u>Accountability, trust and learning</u>: (MERMU regional finding) - The importance of a safe space for reflection and dialogue on issues of GED
➢ Drafted a non-monetary Rewards and Recognition program (not yet instituted) to honor, value and recognize each employee's contributions to CARE outside of the performance management process. (February – May 2004, anticipated to be instituted in June 2004)	• <u>Learning, trust and accountability</u>: Staff desire and are motivated by non-monetary forms of recognition, which reinforced literature findings such as "The culture must make workers feel valued. If this precondition is being met, workers feel committed to – and empowered within – the organization and therefore feel comfortable taking the initiative to apply their skills and experiences in new ways to enhance their job performance."[1]
➢ Canvassed CARE COs to identify policies and practices that support an enabling environment for attracting and retaining women. ➢ Included or upgraded new policies in an overhauled Personnel Policy for CARE Georgia as they related to supporting and enabling mothers of infants and small children in general, and breastfeeding in particular; reviewing and strengthening maternity leave; creating possibility for compensatory time off, etc. ➢ Senior staff encouraged to proactively look at ways to provide learning & professional development opportunities (formal, informal or quasi-formal (e.g. HRAT) that target women. ➢ Further examine and consider different mechanisms for recruitment to attract and encourage female applicants.	• <u>Representation</u>: Imbalance of women holding national senior level management positions. E.g. of the 8 member SMT, there are three women, but they are international or third country national.
➢ Currently conducting another	• <u>Learning, trust and accountability</u>: Need to dig

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[1] "Making Differences that Matter: A New Paradigm for Managing Diversity", Harvard Business Review, September 1996/October 1006

exploration of internal-practices. This is a qualitative study about unconscious practices that stymie trust and learning in CARE-Georgia (April-June 2004).	deeper in our understanding of internal unconscious practices and assumptions to increase our own awareness (at all levels) and then provide more opportunities to redress these.

Snapshot of the Human Resources Advisory Team and the Rewards and Recognition Program in CARE-Georgia

As we undertook the Gender Equity and Diversity Gap Analysis process we were able to better understand issues of trust, learning, representation and accountability within CARE-Georgia staff and as it relates to the power relations among staff they relate to internal structures and practices.

CARE-Georgia's Human Resources Advisory Team (HRAT), which was created in response to the GED Gap analysis as one step in a Mission-wide effort to respond to the "gaps" identified through the study, notably to address the issue that Junior and Mid-level staff in general (hierarchy) and women in particular (who tend to fall into the mid-level hierarchical structure) do not have formal access to or voice in Mission decision-making fora. With the above in mind, the HRAT's objectives were defined as twofold:

1) **To provide a skills-building opportunity for HRAT members in management and leadership** issues as they relate to human resources management and leadership.
2) **To serve as an advisory body to SMT on priority/selected HR policies, issues and practices**, namely: HR policy development and supporting staff in understanding the policy creating, testing and overseeing a non-monetary staff recognition and rewards system discussing and supporting the internalization and promotion of trust, learning and representation as they relate to gender equity and diversity.

Through the HRAT, the members have been provided the space to discuss and debate an array of issues, represent staff while also gaining a deeper understanding of some of the complexities surrounding HR related issues, policies and decisions. HRAT members practice their debate and presentation skills, challenge each other and themselves in problem-solving and conceptual analysis, and grapple with practical management and leadership issues, examined from the employee and senior management perspective. Concurrently, this group is an advisory body to SMT, with significant investment in time and exploration of an issue before it makes it to SMT for review, consideration and (hopefully) endorsement. The AMD/PS works with individual Managers to discuss individual HRAT member progress and work to identify how they can build on the issues and ideas that come out of HRAT activities and provide HRAT members who demonstrate potential to assume increased responsibilities and participate in wider learning opportunities. Indeed, CARE-Georgia's representative in the Ethiopia meeting is a HRAT member.

Developing the Rewards and Recognition System
Early in the FY the HRAT was given two specific assignments. The first assignment was to support the development of the revised HR manual, including development of a 12 page HR policy FAQ sheet. The second assignment was to develop the rewards and recognition system, in response to the Gap analysis finding whereby people expressed their desire to be rewarded or recognized in non-monetary ways. This activity was included under an FY04 AOP objective and would normally have been an SMT or small group or task force exercise, but it seemed appropriate for the HRAT to take this on directly.

The latter proved challenging to the group, as it was not simply a creative exercise, but one that challenged HRAT member's assumptions about decision-making and moving forward with an initiative even when there did not seem to be a "perfect" solution or full consensus. HRAT members had to challenge themselves to look for creative solutions, and consider ways to minimize the perceived risks such as fears about "promoting unhealthy competition" in the post-Soviet context. At one point there was a feeling in the group that they should abandon the idea altogether. The AMD/PS viewed this as a practical example of some of the issues that senior management faces as well, including how difficult it is to "satisfy everyone" and the importance of

moving forward an initiative, taking ownership in the face of adversity, and explaining and taking a "risk" to try something even if it might fail or be rejected. We took this opportunity to review the importance of taking risks, for change can often not occur without risk or innovation. Even though some members remained uncomfortable with the assignment, HRAT members were encouraged to complete the task. The penultimate product, which will be presented to SMT for their comment and eventual endorsement in mid-May, aimed to minimize some of the fears that HRAT members felt, while still trying to honor the learning from the Gap analysis that supported staff desire and need for such a system.

Lessons learned and a review of the HRAT's inherent strengths and shortcomings and from its experience of taking on key assignments will be developed in June/July by the AMD/PS who is responsible for oversight and guiding the 8 member HRAT team process. While even at its conception there were recognized shortcomings of the approach, we decided to "give it a try" and feel that we would like to complete the activities scheduled for the FY before capturing the qualitative and to a large extent intuitive learnings of the HRAT's first year of existence.

In sum, the Organizational gap analysis framework has been extremely useful in helping us systematically discuss and identify key issues and challenges in advancing gender and diversity work in CARE-Georgia. We look forward to continued learnings and debate as we progress in FY05.

CARE Georgia
Code of Conduct and Accountability to
Program Participant Communities Regarding
Harassment and Exploitation

Consistent with CARE's vision, mission and core values of respect, integrity and accountability, as well as our commitment to diversity, we seek to create and maintain an organizational environment that is free of harassment and exploitation, and to ensure the same in all of our work with communities and partners. This is critical to our effectiveness as an organization. Each member of the community with whom CARE works or provides assistance must have CARE's utmost assurance that they will not be subject to any form of harassment or exploitation. Equally, each CARE employee must have the opportunity to contribute fully to CARE's mission in a work environment that is free from all forms of social harassment and exploitation. To fulfill these aims, CARE expressly prohibits and will not tolerate any form of harassment or exploitation, be it physical, sexual or psychological. CARE workers are obliged to create and maintain an environment that prevents exploitation and abuse and promotes the implementation of our Code of Conduct.

Definitions

1. Harassment

Harassment means any unwelcome, inappropriate verbal, physical or psychological conduct, single or repetitive, undertaken by one person or group of people against another, which is expressed through humiliation, demeaning physical or moral pressure aimed at his/her economic or moral advantage. This fails to respect personal/professional dignity of an individual and doesn't correspond with CARE's vision, mission and core values.

Examples of harassment include, but are not limited to:

- verbal conduct such as threats, derogatory or offensive remarks, insulting name calling, innuendos, slurs, jokes or degrading words used to describe an individual or individual characteristics in general, or any other demeaning or inappropriate comments;
- visual conduct such as leering, gesturing, displaying or distributing offensive objects or pictures, cartoons, graffiti, posters, or magazines;
- offensive remarks in written (letters, memos, emails, etc);
- threats or insinuations that could effect a program participant's entitlement to assistance;
- actual or threatened physical abuse or conduct or signs such as raising a hand as if to strike, pinching and other aggressive moves and actions.

Note: Georgian cultural and traditional particularities should not be considered as Harassment/Exploitation cases. Examples of such conduct include, but are not limited to:

- Signs of friendship such as giving complements traditional Georgian style of greeting, etc.
- appropriate signs of hospitality such as friendly invitation, payment of any kind of small costs such as paying for meals, invitations to dinners or family events, gracious toasting, giving small gifts/souvenirs valued less that USD 25.

2. Exploitation

Exploitation is a single or systematic conduct, which demonstrates any sort of influence, control or inappropriate pressure (threat, fraud, aggression, slander, etc) by any party to another one for one's own advantage or financial profit.

Examples of exploitation include, but are not limited to:

- Offering special benefits (financial or not) to program participants or employees in exchange for expressed, implied or demanded favors;

- Threats and insinuations that an individual's refusal or unwillingness to submit to demands financial or other, will affect the person's entitlement to project assistance and support, or terms and conditions of employment.

CARE does not tolerate any form of exploitation as it leads to:

- the violation of human rights;
- failure of the respect of one's dignity;
- creation of inferiority and dependency complex;
- efficiency reduction and creation of unfair environment.

3. Sexual Harassment & Sexual Exploitation

Sexual harassment means any sexual advance, comment, expressed or implied sexual demand, touch, joke, gesture, or any other communication or conduct of a sexual nature whether verbal, written or visual, by any person to another individual within the scope of CARE's work that contradicts with Georgian culture and traditions (e.g. including but not limited to showing respect to women (offering a seat, helping with heavy luggage, holding a door, any appropriate inoffensive compliment, paying food bill, traditional Georgian style of greeting. For additional details of appropriate signs of hospitality or friendship see section 1.)

The definition includes sexual harassment that is directed at members of the same or opposite sex and includes harassment based on sexual orientation. CARE prohibits sexual harassment of any individuals, employee or program participant, regardless of their work relationship.

Sexual exploitation means pressuring or demanding individuals to provide sexual favors against their will, with the threat of denying project assistance, withholding work support, or any other negative repercussions in the work place or community. Examples of sexual harassment and exploitation include, but are not limited to:

- offering special benefits (including money, employment, goods or services) to program participants in exchange for expressed, implied or demanded sexual favors;
- threats or insinuations that an individual's refusal or unwillingness to submit to sexual advances or demands will affect the person's entitlement to project assistance & support;
- verbal conduct such as sexually derogatory remarks, graphic verbal commentaries about individual's body or dress, sexually degrading words used to describe an individual, sexually suggestive or obscene letters, note, email or invitations, demeaning or inappropriate comments, name-calling, innuendos, slurs, jokes, sexual advances or propositions;

- visual conduct such as leering, sexual gestures, displaying or disturbing sexually suggestive objects or pictures, cartoons, graffiti posters or magazines
- actual or threatened physical contact or conduct, such as patting, pinching, blocking movements, or any other offensive touching

4. Harassment and Exploitation of Children

As a group, children (persons under the age of 18) are the most vulnerable to harassment and exploitation. Because children are so vulnerable to abuse and exploitation, sexual relationships between adult CARE staff and children is prohibited

CARE staff is expressly prohibited from physically, mentally or sexually harassing or exploiting (ex. Forced labor, work w/pesticides, tobacco, tea plantations, physical punishment and etc) children (persons under 18 years of age) for one's own advantage or profit.

5. Sexual or Romantic Relationships

CARE Georgia has a responsibility to protect its employees from potential allegations regarding conflict of interests. Therefore CARE strongly discourages staff from engaging in sexual or romantic relationships with members of participant communities, if such relationships cause, or can be perceived as causing, favoritism, bias, profit, misuse of authority, unequal distribution of resources and conflict of interests.
All CARE employees are expected to make this relationship known to their supervisors. Supervisors are responsible for determining whether a conflict of interests exists and for finding alternative work arrangement to ensure no conflict of interest occurs. Failure of the employee to report, or the supervisor to meet his/her responsibility will be considered a breach of this agreement and will be followed by applicable sanctions.

6. Staff Accountability

All staff will be individually held accountable for their knowledge and adherence to CARE's Code of Conduct and Accountability to Program Participant Communities Regarding Harassment and Exploitation.

7. Reporting Harassment & Exploitation

All employees have an obligation to report harassment or exploitation of any form, if they believe any of abovementioned has occurred in the course of duty within the workplace or in program communities. All employees, if they observe such conduct, or receive information about such conduct, should immediately report to the special point person in the HQ, designated by the CD. The contact information of the point person will be made available to all CARE staff, partners and beneficiaries.

The report may be verbal or written, providing details of what happened, including date, location and names of witnesses. The initial report and all subsequent information developed will be held in the strictest confidence and will be disclosed only on a need-to-know basis in order to investigate and resolve the matter.

8. Investigation of Complaints

A confidential, thorough, impartial and prompt investigation of allegations of any form of harassment or exploitation will be conducted. The investigation may consist of interviews with witnesses and others as appropriate, collection of information about the alleged conduct, gathering of documentation, or other procedures as appropriate. The individual alleged to have violated this CARE policy would have the opportunity to present his or her view of the events in question. CARE will hold its determination until the investigation is completed. Within a reasonable period after the investigation is completed both the complaining employee or program participant and the employee alleged to have violated this policy would be informed as to the results of the investigation. All records of the investigation will remain confidential.

The case shall be reported to the HQ point person. In order to ensure confidentiality, the case shall be investigated by a committee composed of the CD and 2 CARE representatives selected by the CD, depending on the case.

If the complaint involves an international staff member, the CD must report the case to CARE USA, which will be responsible for follow up actions.

9. Reprisal

CARE will not tolerate any form of coercion, intimidation, reprisal or retaliation against any employee who reports any form of harassment or exploitation, provides any information or other assistance in an investigation.

Any claim of harassment or exploitation by an informer that are found to be false or malicious in nature will lead to disciplinary action against the informer accordingly under CARE's policies.

10. Penalties for Harassment and Exploitation

Any violation of this Code of Conduct and Accountability to Program participant Communities Regarding Harassment and Exploitation will be considered an act of misconduct, and anyone subject to this policy who is found to have harassed, coerced, intimidated another in violation of this Code will be subject to prompt and appropriate disciplinary action, up to and including termination as defined in CARE's HR Policy and Procedures.

11. Agreement to Abide by CARE's Code of Conduct and Accountability to Program Participants

I have read, understood and agree to abide by the contents of CARE's Code Of Conduct And Accountability To Program participant Communities Regarding Harassment And Exploitation as described in Appendix 5 of CARE Georgia's National Staff Personnel Policies and Procedures Manual.

Signature: _____

Date: _____

Appendix 4

HRAT Terms of Reference
May, 2005

Overall objective: Empower entry and mid-level staff to be an active part of organisational decision making.

Specific objectives and activities

Specific Objective 1: Promote interest of staff to improve CARE Georgia's organisational policies by advocating for staff interests and promoting dialogue between SMT and staff of CARE Georgia.

Activities to achieve SO 1

- Gather opinions from all levels of staff (both field and HQ) on new and pending HR and organisational issues through regular (no less than quarterly) rountable meetings, opinion surveys and individual discussions.
- Bring staff opinions on new and pending HR and organisational issues to SMT in order to inform decisions taken by SMT (example salary exchange rate decision, Aldagi insurance, Date reward, transportation policy)
- Bring suggestions to SMT for organisational team building and social events
- Participate in development, updating, review of HR policy by bringing suggestions to SMT based on staff concerns/interests and organisational interests

Specific Objective 2: Be a source of information for staff regarding SMT decisions, HR updates, policy review or new policies and social events

Activities to achieve SO 2:

- Circulation of printed materials
- Circulation of translated and exerpted SMT minutes
- Maintain and regularly update staff information board
- Organise staff roundtable discussions
- Hold informal discussions
- Use other relevant methods

Justification

- Shift towards HRAT as a more proactive body which seeks out staff issues/concerns to raise with SMT
- Effective method for bringing junior and mid-level staff concerns and opinions to decision makers
- Ensures that staff opinions, ideas and concerns are taken into account in organisational decision making processes
- ensures that staff have at all level have access to reliable information on a regular basis regarding HR policies and other organisational decisions

HRAT guiding lenses:

- *Diversity:* Consider interests of diverse groups (age, background, education, levels, where they're from).

- *Transparency:* Ensure organization and employees cooperate and that communications are clear.

- *Accountability:* Employee and organization must be accountable to each other for decisions/ actions.

❑ **Equity:** Fairness, ensuring that processes are viewed equitably.

Reconstitution of HRAT

Election of members

- Individuals can self-nominate or be nominated
- Office specific

Representation by office

If we have 75 staff how many HRAT members do we want?

- Ozurgeti: 1 representative for 4 staff
- Akhaltsikhe: 4 reps for 36 staff
- Tsalka: 1 rep for 6 staff
- Tbilsi: 3 reps for 29 staff

Total of 9 staff or 12% of staff

Election process

Nominations by September 10
Election day September 20

Vote by office
- Term of office- 2 years (if staff leaves during term- nomination and election held)
- Nominees self-nominate or are nominated by colleagues
- Nominees must be approved by supervisor
- Approximate time spent per month at least one day
- Regular HRAT planning meetings once per quarter (full day)
- Regular staff roundtables, other discussions at least one per quarter or as demanded
- GRAT members will continue to coordinate date reward
- HRAT membership included into JDs

Appendix 5
MEASUREMENT OF GENDER EQUITY AND DIVERSITY ACHIEVEMENTS IN THE MERMU REGION
DRAFT MILESTONES

MILESTONE 1: Increased gender equity and diversity awareness, ownership and accountability amongst staff

No.	Domains of Change	Illustrative Desired End States
1	Understanding amongst staff at all levels of GED in relation to both programming and organizational development	• Staff can articulate and interpret the programming principles to others • Staff easily relate GED to RBA • Staff communicate GED values and behaviors to partners and communities
2	Behaviors of staff that reflect understanding	• Myriad examples of behaviors of individual staff and in the interactions within teams, amongst different levels of the organization, etc. – trust, openness, good communication • Staff are aware of own biases and self-limiting beliefs
3	Commitment of leadership in CO	• Reward and recognition systems in place to promote desired behaviors • Senior managers pro-actively support GED values and behaviors (not a hindrance or apathetic)
4	Accountability to GED	• Communities and partners hold themselves and CARE accountable for GED behaviors • Staff are empowered to hold higher levels of the organization accountable • All key job descriptions include GED responsibilities

MILESTONE 2: Improved representation / voice of women as well as other relevant categories within the CO environment and its structures

No.	Domains of Change	Illustrative Desired End States
1	Diversity of staff	• Diversity of staff in terms of gender and other categories important to the CO (e.g., national vs. intl staff, ethnicity, education) and CARE's focus on the vulnerable (in programs and in support offices)
2	Representation of women and other relevant categories in senior positions	• Recruitment of new staff and promotion of existing staff are sensitive to diversity without forfeiting standards on performance • Fairness and equity applied in skill building and educational opportunities and are linked to improving representation
3	Inclusive decision making processes or structures	• Various mechanisms for decision making (project teams, committees, working groups, etc.) make consistent effort to be

| | | • representative |
| | | • Adequate mechanisms exist for people to offer their opinions |

MILESTONE 3: Strengthened, clarified role and representativeness of the SMT as a channel for improving trust, accountability, transparency, and representation

No.	Domains of Change	Illustrative Desired End States
1	Representation of SMT	• Diversity of staff is well reflected in the SMT • All voices on the SMT are given equal attention
2	Clarity of roles, responsibility, and authority	• Roles and responsibilities of the SMT as a body and of any positions held in the SMT are clearly spelled out and documented • The authority carried by the SMT is clearly spelled and everyone is aware of the scope and the limitations of that authority
3	Transparency and communication	• All staff are aware of discussions held and decisions made by the SMT consistently • Staff feel the SMT is a participatory, meaningful, and fair body • Information or issues for the SMT agenda is given fair and adequate treatment

MILESTONE 4: A mainstreaming of the focus on gender equity and diversity as part of the organizational culture and ways of operating at CO level

No.	Domains of Change	Illustrative Desired End States
1	GED reflected in the CO policies and procedures	• Various HR practices promoting GED • Gender policy • Sexual harassment policy • Ombudsperson for gender issues
2	Initiatives and innovations in GED	• Flexible funding allocated to GED initiatives • Mechanisms and forums created to promote innovation and resolution of GED issues • External funding sought for GED related to organizational or programming initiatives (e.g., diversity training, research on a gender issue in a project)
3	Ongoing actions to promote GED	• Staff regularly raise issues on GED and seek solutions • Action plans regularly updated and acted upon • No one individual (champion) initiates and advocates for change; it is a shared effort
4	CO environment - trust, openness, fairness, equity	• Staff feel free to express their opinion (diversity of opinion and thought) • People listen to others without judging • Information is not privileged but shared

No.	Domains of Change	Illustrative Desired End States
		and accessible to all • Incoming and outgoing staff note the positive climate and feel valued

MILESTONE 5: Increased diversity in ways of staff learning in GED besides formal workshops and training events

No.	Domains of Change	Illustrative Desired End States
1	Diversity of learning opportunities	• Within a CO, staff have multiple ways to learn about GED – resources, trainings, GED focal point, integration of GED into other forums • Learning is not top-down and formal only but bottom-up and based on personal experience • Resources in CO are widely shared and discussed
2	Intra- and inter-regional exchange	• CO cross-visits or exchange between any two or more COs • Network of GED focal points conversing and supporting one another regularly • Exchange on GED experiences across the CARE world • Multiple opportunities for staff representing different parts of the organization to be updated on GED
3	Generation, documentation, and sharing of experiences in GED	• COs document success stories or ways that issues have been overcome • Lessons and experiences are shared more broadly in CARE