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I. Introduction

CARE's vision makes fighting discrimination, promoting empowerment and dignity, and respecting human rights central to our work of eliminating poverty. CARE's work to advance gender equity and diversity (GED) seeks to ensure that we need to uphold these principles both within the organization and within our programs. This training curriculum aims to build skills within ourselves and within the organization, to deepen our sensitivity to power dynamics, to value differences, and to learn how to utilize the rich diversity within CARE. The ultimate goal is to enhance our effectiveness as a relief and development organization.

It is important to note that the diversity curriculum is only one component within a broader organizational change process, and was implemented two years after a long organizational dialogue that established the definition, business rationale, and a framework for action toward diversity. The curriculum was designed and piloted over a three-year period in Atlanta and in select Country Offices. It is intended to be a resource for how to create the space for learning and reflection about gender equity and diversity. Since the first three modules were primarily designed and piloted within the US context, a number of the categories and case examples are US-based. However, the methodologies used are transferable and can be adapted to each unique context.

This manual consists of four sections as follows:

- I. Managing Inclusiveness:** This first module focuses on building basic awareness of many diversity dimensions including diversity of perspectives, work styles and cultural worldviews.
- II. Dialogue across Differences:** This second module delves more deeply into power dynamics by focusing on the three most pressing diversity challenges within CARE: gender, race and culture. This module focuses on building dialogue skills as an effective tool in managing diversity.
- III. Managing Diversity for Managers:** This third module examines the role of a manager in supervising a diverse team. This module builds management skill in handling diversity issues in the workplace.
- IV. Advancing Gender Equity:** This fourth module focuses exclusively on gender, because gender is a cross-cutting organizational priority. It has been designed and tested in CARE India, but can be tailored to other contexts. It offers additional exercises to build basic understanding of gender; addresses gender stereotypes, gender discrimination and violence; and explores institutional and traditional barriers to advancing gender equity.

This manual is not intended to be prescriptive or exhaustive. Rather it should be viewed as a menu of options to create a tailored curriculum. A facilitator can elect to draw from the different exercises and

modify and make changes as appropriate to achieving the objectives for each unique context. The many methods presented here are illustrations of how to engage staff in dialogue around these complex issues. In addition, many other concepts and methods have already been utilized in Country Offices, and within other organizations. A facilitator is encouraged to explore other existing resources that can complement the activities recommended.

This manual is also primarily focused on internal organizational dynamics. The fourth gender module briefly explores gender issues in our program work. However, more emphasis is given to how these issues impact the workplace. Plans are underway to design future modules to specifically explore diversity issues within our communities, partners, and programs. Please view this manual as a work in progress.

We hope this is a resource that can foster new ideas and be a catalyst for creativity in designing an effective training program both for CARE and for other organizations.

II. Background Information

A. How Does CARE Define Diversity?

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

Embracing diversity at CARE means valuing, respecting and fully benefiting from each individual's unique qualities and abilities in order to fulfill and strengthen our vision and mission.

B. Why promote Gender Equity and Diversity?

Our success in advancing quality programming depends on our ability to harness and apply the talents of our staff within an environment of respect, trust, and value for the contribution of all. Understanding and appreciating GED internally is a process to create these conditions.

Our business rationale for GED is as follows:

In order to enhance and advance our relief and development work, we need a variety of perspectives to inform relevant and responsible choices about how programs are designed, and how projects are managed and implemented;

To increase capacity within the communities in which CARE works, we need to build collaborative relationships and partnerships amongst people with a multiplicity of similarities and differences;

CARE's mission calls for affirming the dignity and worth of all people. This includes, but is not limited to, combating discrimination in all its forms;

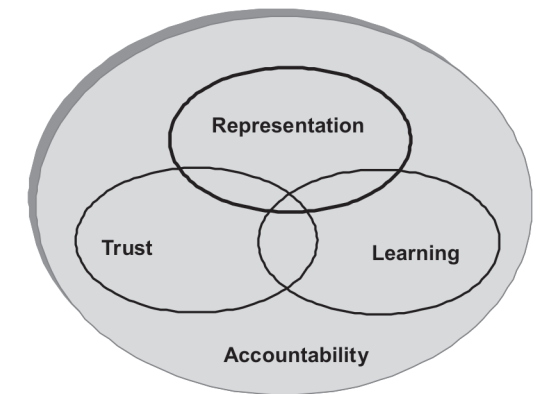
CARE's successful future is dependent upon our ability to learn and innovate. Our differences in knowledge, approach and perspective are the source and spring of innovation and learning;

CARE promotes diversity because we believe it is the right thing to do and it upholds CARE's core values of Respect, Integrity, Commitment and Excellence.

C. What is CARE's Framework for Action?

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

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



Representation

Refers to the ability of an organization to attract and retain talented staff representing different backgrounds, gender, ethnicity, age groups and experiences; and staff who offer different perspectives, and opinions in order to collectively foster relationships that contribute towards the organization's effectiveness. Advancing representation implies not only a focus on demographic patterns, but works toward ensuring that staff at all levels have an opportunity to contribute to a variety of ideas for effective decision-making and innovation.

Learning

Refers to the ability and willingness of staff to learn from each other, to respect, value and fully capitalize on diverse people, perspectives and new knowledge and innovation. A culture that supports diversity will encourage learning from one another about how to be more effective, and learning from personal experience will enable staff to honor one another and create an empowering team culture.

Trust

Refers to the quality of relationships within an organization. In order for diversity to contribute to effective decision-making and innovation, relationships built upon trust must exist, and systems and structures that support trust building must be available.

Accountability

Refers to the organization's ability to accomplish and sustain its commitments. In order for progress to be made in advancing representation, trust and learning, we need strong and vital systems to hold staff at all levels accountable for progress. Leadership support and accountability at all levels is integral to this process.

The diversity training workshops were designed to highlight these four areas and give real life experience around what these elements mean to staff in their personal and work lives.

D. Historical Timeline of CARE's GED Journey

As stated in the introduction, the diversity curriculum is only one component of a long-term journey for CARE. Note the time-line described below describes the broader organizational journey, but clearly each Country Office has its own story and journey to share.

1993 - 1997

- There were several efforts to advance GED within CARE. A gender policy was developed in 1993, followed by a national staff development policy in 1996. Shortly after, several efforts were also undertaken to develop a diversity policy.
- However, these efforts did not succeed for several reasons. First, GED was not considered an organizational priority; second, it was perceived as a top-down effort with no clear organizational strategy to build buy-in and commitment at all levels; third, there was little leadership commitment and few resources; and finally, staff understanding of diversity was limited to representation without considering the broader organizational cultural changes that were required to sustain change.

1998

- CARE felt strongly that it should re-commit itself to a Gender Equity Initiative and formed an organizational task-force to examine progress and develop a clear action-plan to mainstream gender.
- An extensive gender audit was undertaken and analyzed by the task force.
- This dialogue quickly surfaced that gender issues needed to be addressed both within the organization and within CARE's programs, and that gender was only a subset of many other diversity issues that CARE faced.

1999

- CARE expanded the gender initiative to a GED Initiative, and re-dedicated itself to a broader diversity agenda. This new phase took into account lessons learned from prior efforts.

- CARE's Senior Vice President of Human Resources, and the Senior Vice President of Program, both played key leadership roles in promoting this effort.
- Staff time and financial resources were allocated to support this initiative.
- A broad organizational dialogue across many levels began and a new task force representing staff from CARE Headquarters and Country Offices was formed.
- Case examples and stories were gathered from Country Offices to demonstrate how GED impacts CARE's work.
- A cultural audit was completed and reviewed by the organizational task force.
- CARE's diversity definition and business case were defined and communicated.

2000

- CARE International (CI) endorsed CARE's new vision, and this reinforced the case for promoting GED.
- The GED task force developed a diversity framework for action after nine-months of gathering feedback from across the organization.
- CARE's Leadership Conference 2000 endorsed GED as a priority in the strategic plan.
- CARE's Rights-Based Approach to programming expands and strengthens the case for GED.

2001

- CARE developed organizational guidelines for undertaking an organizational GED gap analysis and all Country Offices and Atlanta divisions were required to complete the analysis.
- CARE also began to develop a three-part diversity training curriculum.
- A global GED change agents workshop was held in Nairobi, Kenya to bring together 50 staff from across CARE to share lessons and best practices.

2002 - 2003

- The diversity gap analysis was completed in 90% of Country Offices.
- CARE International endorsed a set of programming principles, which once again reinforced the case for GED.
- An Asia Regional Conference on GED was held in Kathmandu, Nepal to share lessons between CARE's offices in Asia.
- CARE's Headquarters also did an extensive review of its HR policies and stepped up its efforts to integrate GED into HR strategies.

2004 - onwards

- Country Offices began to implement actions in response to the gap analysis findings.
- A survey to explore Country Offices senior management team decision-making structures and processes was completed and reviewed by the senior management team.
- There was increasing convergence between rights-based programming, advocacy, and GED

efforts. Three global workshops relating to GED, Rights-Based Approaches and Design Monitoring and Evaluation reinforced integration of all these initiatives.

- A regional GED conference was also held in Cairo for Country Offices in the Middle East Region to share best practices.
- CARE's Leadership Conference 2004 attendees and CARE USA Board of Directors reviewed progress to date, and gave recommendations to deepen and expand this effort.
- CARE's next phase of its journey will include a focus on three areas:
 - o Increasing diversity in governance at all management levels and ensuring that GED is central to all systems of accountability
 - o Identifying best practices and winning strategies to enhance skill and capacity
 - o Measuring progress and impact of GED on organizational effectiveness and efforts to alleviate poverty.

III. Designing and Implementing a Training Curriculum

After three years of implementing the training curriculum, in which over 300 staff have participated, we have learned a number of important lessons. We recommend that these lessons be taken into account, as they affect the success of any diversity training program:

A. Conditions for Implementing a Successful Training Program

- **Leadership commitment and buy-in at top management levels** - The leadership team plays a critical role in encouraging staff participation and in holding staff accountable for implementing what they learn. Staff participates when these programs are mandated, and they participate even more readily when they see senior leadership fully engaged.
- **Resource commitment (both human and financial)** - It takes a dedicated team of staff and external facilitation experts to participate in design and implementation of GED activities. This requires the allocation of adequate funds.
- **Clear understanding of the linkage between the training and organizational strategies** - The training must reinforce the organizational strategies and not be seen as a stand-alone program. Staff needs to understand how diversity impacts organizational effectiveness and program quality.
- **Clear understanding and assessment of the gender and diversity issues that need to be tackled** - The results of a cultural audit and diversity gap analysis have been used as critical data in ensuring that the design focuses on existing challenges and opportunities, and are based on real-life CARE experience.
- **Time for learning and reflection** - Staff needs time to engage in training. It is extremely difficult for staff to participate in these programs when their work demands compete with available time for learning. Participation in these programs needs to be incorporated into their work plans.
- **Follow-up and on-going learning** - Learning is an on-going process, and one training program alone cannot be the only opportunity for staff to build awareness and skill. On-going follow-up activities are critical for sustained impact.

B. Tips on Organizing a Facilitation Team

We have also learned that it is important to use a team approach in designing and facilitating these programs. We recommend that a team comprised of both external experts and CARE staff be formed. Here are some suggestions from experience:

- **Build a diverse facilitation team** - It is invaluable to have a team (of both external experts and CARE staff) composed of different gender, background, culture and work-styles. Successful teams have included representation from both a headquarters office and a sub-office. The team's diversity in itself is a resource that can contribute to the content and provide the opportunity to both model and put into practice the concepts being taught.
- **Utilize local resources as external facilitators** - Local knowledge and expertise adds tremendously to developing content that is context specific. It is helpful to have external facilitators to support the design and development of a program.
- **Take the time to reflect and share personal perspectives on gender and diversity issues** - The team should take the time to share individual experience, personal thoughts, concerns and emotions about GED. Taking time to reflect is an important part of the process. Our attitudes and values affect the way we work and interact with others. It is important to understand these and how they might affect the way we facilitate training workshops. Below are some guiding questions:
 - Why is it important to talk about gender and diversity?
 - What gender and diversity issues are you comfortable talking about, and which issues make you uncomfortable, and why?
 - What values and attitudes are important to you about gender and diversity?
- **Clarify team leadership** - Prior to implementing the workshops there must be clarity around leadership. Who is the lead facilitator? Who is the CARE team leader? While the facilitation is a team effort, team members must recognize the value of delegating leadership within the team to ensure efficiency in decision-making and communication.
- **Clarify roles and expectations** - The lead facilitator and CARE team leader should clarify upfront the expectations and roles from the team. It is essential that team members are clear from the beginning what level of contribution is expected around design and facilitation of the program.
- **Feedback and coaching** - Team members can improve their individual and collective

effectiveness by sharing their personal work styles, strengths and weaknesses by openly encouraging honest feedback and by coaching one another. This opens up an atmosphere of trust and honesty.

- **Schedule de-brief sessions following the workshops** - Time for team facilitators to reflect and provide feedback is helpful in re-designing the program and further building the team and learning from one another.

C. Tips for Identifying an External Facilitator

Selecting the right facilitator for the diversity workshops is a key element for workshop success. It is ideal, when possible, to use a team that reflects both internal and external expertise. The guidelines below, compiled based on consultation with several Country Offices, can help ensure a well-rounded team with both internal staff and external consultants. Please consider these suggestions. Clearly no one individual can hold all these characteristics.

- **Familiarity and experience with GED:** Does s/he have an understanding and sensitivity to GED issues gained either through life experience and/or demonstrated work experience, which is pertinent to the local and/or regional context?
- **Demonstrated knowledge and experience in local context or region:** Has s/he worked or lived in the region or country? Is s/he fluent in the local language, familiar with the local culture, customs, traditions and the economic and political environments?
- **Experience working with international organizations:** Does s/he have exposure to addressing issues of poverty and some familiarity with non-governmental organizational structures and cultures?
- **Experience with organizational development:** Does s/he have organizational development experience [implying familiarity with organizational change, systems approach and analysis, sensitivity to power dynamics, inter-group relations]? Does his/her specific training include human behavioral science [i.e anthropology, sociology, psychology, etc.] and experience with adult learning?
- **Facilitation:** Does s/he have strong facilitation skills to encourage dialogue and to engage staff and provide an open and safe space for dialogue? Does s/he have experience with designing and delivering training or workshop designs relevant to gender equity or diversity issues?

- **Style and values:** Does s/he have the ability to relate well in interviews with staff of diverse levels and backgrounds? Is his/her work style inclusive and participatory? [Get references from peer organizations who have had experience with the consultant's work style, effectiveness as a facilitator and in building relationships]. Is his/her philosophy and work style reflective of CARE's core values?
- **Technical skills:** Does s/he have knowledge of gender and diversity issues? Does s/he have skills in other areas such as conflict resolution, decision-making, problem-solving, teamwork, coaching, management and leadership?
- **Willingness to coach and work closely with internal staff:** The consultant should be open and willing to share their expertise and coach staff to build internal capacity.

D. Role of the Facilitator and Facilitation Team

The facilitation team plays a critical role in influencing the design and learning experience. Below are some helpful lessons about the role of the team:

- **Create a learning environment** - People learn best in an atmosphere where they can interact with others, are encouraged to ask questions, take risks, exchange ideas honestly, and feel supported. Facilitators play an important role by modeling behaviors that create a learning environment. Sharing personal stories and lessons learned can be very effective.
- **Know your participants** - The design of the training program needs to be responsive and tailored to the participants. Below are some guiding questions to consistently ask yourself prior to and during the training:

- *Who are your participants?*
- *What is their gender, ethnic, religious, cultural background, work experience, education, years with CARE?*
- *What region are they from? (example: urban or rural, sub-office or headquarters)*
- *Do they have previous knowledge of the subject?*
- *What are their attitudes regarding gender and diversity?*
- *Do cultural or religious taboos exist amongst your audience that may become barriers to learning?*
- *What will participants need help with?*

This information will enable you to plan and modify the training and meet the needs of participants. Remember that even during the training, modifications may have to be made to the design. Be flexible.

- **Give adequate time for reflection** - When planning your training schedule, remember that you are providing information about gender and diversity that may be new and in opposition to a whole life-time of learning and experience. Keep the information simple. It also takes time to overcome well-rooted beliefs and attitudes. Allow for this in your training. The more time you are able to spend on a topic, the more chance of success you have. Keep some time for the participants to self-reflect and discuss topics in detail.
- **Allow for humor** - Humor is an important tool in the training process. Talking about gender and diversity can raise many anxieties, embarrassments and concerns that may lead to stress. Humor can be used sensitively to reduce some of the stress and increase the participants' comfort levels. At the same time, do not over-use humor to the extent that it dilutes the point or seriousness of the issue at hand.
- **Respect different view points** - Participants need to feel heard and respected. Facilitators should ensure that respecting other people's right to an opinion is covered in the ground rules for any training, and that all participants feel equally heard.
- **Dig deeper!** - People have varying opinions, attitudes and experiences that shape the way they think. What people say in a discussion may not represent how they understand and explain the idea to themselves. Never take what someone says in a discussion at face value. Think about the kind of questions you can ask that will probe more deeply into the statements made, and surface underlying beliefs and values.
- **Create comfort and safety** - Providing a comfortable and safe environment is essential for learning. Facilitators should work with participants to ensure confidentiality, an easy exchange of information, a non-threatening environment, with good interactions between participants and facilitators.
- **What not to do** - Apart from understanding the responsibilities of a facilitator, it is also necessary to make sure you do not behave in an inappropriate manner.

Do not ...

- Be inflexible;
- Tell people they are wrong and pass judgment;
- Value some opinions over others or ignore views that do not fit in with what you are advocating during training;
- Discourage participants from sharing their experiences;
- Give information and instructions that are too confusing;
- Discuss things inappropriate to the situation;
- Make participants feel self-conscious;
- Let a few participants dominate;
- Use language or terms that are difficult to understand;
- Be insensitive to local culture and context;
- Make jokes about the ideas expressed by participants.

E. What Makes a Positive Learning Experience?

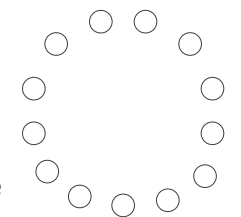
- **Engaging with a broad range of perspectives and experiences across organizational hierarchies, divisions, gender, ethnicities, religions, etc.** - The training becomes more powerful when the participant group is diverse because the learning comes from different experiences.
- **Engaging people at a personal level** - Lasting change comes from within, especially when people grapple with ideas and values that are meaningful to them. Sharing personal stories can be a powerful learning tool.
- **Encouraging people to own the process** - Participants support what they create. They can only gain when they give equally to the process.
- **Acknowledging that we are all teachers and we are all learners** - Everyone has something to contribute. The facilitator should not be viewed as the only expert, rather the facilitator creates a participatory learning environment where each participant teaches others. Everyone carries an expertise that can be shared.
- **Suspending judgment and engaging with curiosity** - It is important in some situations to correct a factual error or inappropriate statement, but those situations are more rare than most think. Participants need to be open about their own biases and judgments, and the role of the

facilitator and participant is to engage in dialogue about the truth of a participant's experience, enable she/he to suspend judgment and engage with curiosity.

- **Discovering relevance and application to daily work** - Participants should be able to identify how they can use their GED knowledge and skills in their day-to-day work. They need to walk away from the experience knowing how they can integrate the learning into their present work.
- **Building awareness of CARE's local, yet global, culture** - Participants should be able to learn how their local experience can inform what we do at the global level, and how our global efforts can inform local experiences.

F. Logistics

- ★ **Location** - It would be preferable to conduct these trainings off-site or out of the office building. An off-site experience allows for participants to fully engage with each other and build relationships. Natural light, flowers, and greenery make a significant difference in lifting up the spirit and energy of participants.
- ★ **Room arrangement** - Arrange a set-up that allows for participatory plenary activities in which everyone can see each other. The best arrangement for these workshops is creating a large circle (see diagram on the right) that ensures that people are not too far away from the facilitator and they can see as many other people as possible. We have found that tables are not necessary.
- ★ **Technology** - Since participants are always moving and engaging in activity, we have found that flipcharts are the most useful in illustrating concepts and definitions. However, we have also included a Powerpoint® tool as a resource.



IV. Overview of Concepts in Diversity Curriculum

We have identified key concepts drawn from external research that we use in every module in the training curriculum. These concepts are not exhaustive and we recognize that there are many more; however, we have selected these based on their usefulness in stimulating dialogue and providing a framework for analysis. It is important for the facilitator and planning team to familiarize themselves with the concepts presented in order to better understand the methodologies used to explore them. Reading materials with additional information on all the concepts below are included in the manual.

Learning-and-Effectiveness Paradigm - This concept has been adopted from the work of Robin Ely and David Thomas, two researchers who undertook extensive analysis of how organizations advance diversity. They argue that organizations should adopt a learning and effectiveness paradigm. This paradigm measures how well learning takes place and how effective an organization incorporates different perspectives in substance, structures and processes. It goes beyond focusing on discrimination, representation and policies, and challenges organizations to integrate diversity as a resource to enhance organizational effectiveness. Ely and Thomas also describe the eight pre-conditions for fully advancing toward a learning and effectiveness paradigm. CARE has adopted this paradigm and the training manual explores what this means for CARE.

Going Beneath the Iceberg - Observable representational characteristics, such as race, gender, nationality, and religion, are often the focus of attention when thinking about diversity. This concept forces participants to go beneath the iceberg, surfacing assumptions, values, history, perceptions and beliefs. It encourages a dialogue about what it takes to see the "whole" individual, and to acknowledge the unknown in order to better understand each other.

Dominant-Subordinate Group Dynamics - In any given context, power dynamics arise when certain identities gain or lose. In other words, people belonging to the group with more power by virtue of their identity have Dominant Group Membership. Those belonging to the group with less power by virtue of their identity have Subordinate Group Membership. Each of us carries aspects of both dominant and subordinate identities, and in any given context can experience either privileges or systematic bias. This concept provides an opportunity to explore what the Dominant Group Memberships and Subordinate Group Memberships are in CARE, what the implications are of this power dynamic, both internally and externally, and how to challenge these societal norms.

Cultural Differences - In multi-cultural studies, two primary types of cultures have been identified: high-context [or 'being'] cultures, and low-context [or 'doing'] cultures. High-context cultures are those in which the group shares a large range of experiences, beliefs, and assumptions. Most developing countries can be characterized as high-context. Low-context cultures are those in which

individuals are not so highly socialized into the same set of beliefs, assumptions and behavioral norms. Most western countries can be characterized as low-context. This is a useful model in stimulating a debate about how CARE as a global organization can create a corporate culture that gives value to both low and high context cultures.

Gender - This describes certain attitudes, roles and responsibilities assigned through a social process to males and females, and can often result in different opportunities and behavior for both men and women. Gender is determined by society and influenced by cultural, economic, political and environmental factors. It also varies within and between societies.

Gender Equity - This is defined as the condition of justice in relations among women and men, leading to a condition in which women and men enjoy equal rights, opportunities and status. CARE has identified gender equity as a cross-cutting organizational priority.

V. Suggested Ways to Use This Manual

Exclusive Workshops - Ideally, it would be best to use this manual to design a full workshop experience. The modules can take up to 3-5 days or more. The modules are organized in the format and process utilized in CARE-Atlanta Headquarters, and each module is scheduled at different times throughout the year. Country Offices can elect to design a program that would best fit into their plans.

Integrate Within Existing Workshops - You can also integrate various exercises within existing workshops or conferences depending on how much time you may have. We have found that Module I in particular has exercises that can be easily integrated into existing programs. We have also combined some exercises in Module I with those in Module II or III depending on the needs of each group. We have also used the various methodologies in different formats, for different categories. For example, instead of a conversation on race, we used the same methodology to have a conversation on gender. You can pick and choose which methodologies work best for your context and combine and mix exercises as appropriate.

Team-Building - You can also use some of these exercises for short team-building exercises within a work-unit, or a leadership senior team meeting. Here is a suggested list of exercises that work well in a short time-frame (30min - 1hr).

Module I	Activity 2 - Exploring Our Expertise About Diversity
	Activity 8 - Exploring our Diversity of Workstyles
	Activity 11 - Exploring our Diversity of Functions
Module III	Activity 3 - Diversity Treasure Hunt