



# Report on the Society for Family Health Gender Assessment

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## ACRONYMS AND ABBREVIATIONS

CT	counseling and testing
FGD	focus group discussion
FP	family planning
GIF	Gender Integration Framework
HR	human resources
MC	male circumcision
NGO	nongovernmental organization
PEPFAR	President's Emergency Plan for AIDS Relief
RH	reproductive health
SFH	Society for Family Health

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## EXECUTIVE SUMMARY

The Society for Family Health (SFH) conducted an exercise to assess gender mainstreaming in their internal organizational processes and programming so that its programming responds to President's Emergency Plan for AIDS Relief (PEPFAR) requirements for gender integration and to further its commitment to gender equity and equality. The internal assessment explored organizational culture, accountability processes, and biases that may affect service delivery, based on the supposition that health managers' and providers' biases reflect the values and beliefs of both the larger culture and of the organizations through which they deliver reproductive health/male circumcision (MC)/family planning services. In order to be truly responsive to the needs of women, men, adolescents and children, health service delivery organizations need to identify the internal gender biases, unequal power relations, and discriminatory practices and policies that may constrain managers and providers from implementing gender equitable policies and laws that govern the workforce and service delivery programs. The assessment methodology was based on an already tested gender audit survey tool developed by InterAction<sup>1</sup> but included additional tools to strengthen the results related to gender discrimination.<sup>2</sup>

The revised multi-method approach linked the "supply side" (i.e., internal organizational commitment to gender equality) to the "demand side" side (i.e., efforts to integrate gender into SFH programs) through a participatory organizational gender assessment and gender equality action planning exercise. Collection of survey data targeted all (365) SFH staff members, 49 of whom were at manager level. In the end, 185 responded through e-mail and hardcopies, making it a 51% all-staff response rate and a 55% program manager response rate (27 out of 49 program managers). Focus group data were collected from head office, platforms, three sites, and the warehouse, including two rural outreach locations. Eleven separate focus group discussions (FGDs) were held for female management, female staff, male management, and male staff for a total of 90 FGD participants. Of the total of 90 study participants, 53% were women (n=48), and 47% were men (n=42).

Data collection took place from July 2011 to January 2012. The methodology included the InterAction quantitative survey of staff and managers, focus group discussions, review of key human resources documents and analysis of the human resources database. The assessment tools examined four dimensions of gender integration in organizations (including political will, accountability, technical capacity, and organizational culture) and five dimensions of gender integration in programming (including program planning and design; program implementation, research, monitoring and evaluation; partner organizations; and human resources), as well as staff perceptions regarding nondiscrimination, equal opportunity, and gender equality at SFH. Within the last category, the existence of gender bias and discrimination was explored.

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<sup>1</sup> Morris, Patricia T. *The Gender Audit Questionnaire Handbook*. Commission on the Advancement of Women. InterAction. Washington, DC. 2003.

<sup>2</sup> From IntraHealth's *Gender Discrimination and Inequality Analysis* methodology.

## Purpose, Objectives, and Major Questions

### Purpose

To promote organizational learning and action related to political will and accountability, leadership and management, technical capacity, organizational culture, human resources policies and programs that promote gender equality, non-discrimination, and equal opportunity and treatment with respect to recruitment, hiring, training, remuneration, conditions of work, and programming at SFH.

### Objectives

1. To identify employee beliefs, opinions, and perceptions regarding gender equality, non-discrimination, and equal opportunity and treatment for men and women at SFH
2. To identify the extent to which gender equality is integrated in SFH's programmatic areas
3. To make recommendations regarding gender equality at SFH.

### Major questions

The assessment also sought to answer three key questions which are at the heart of workplace equity and good human resource management:

- In what ways is SFH responding positively to gender inequalities at work and promoting gender equality?
- What, if any, types of gender inequalities, gender bias, or gender discrimination are suggested by the evidence?
- In what areas could SFH increase efforts toward gender equality at work and in programming?

Conclusions and recommendations were organized around the four dimensions of the gender integration framework: political will, accountability, organizational culture, and technical capacity. The contents of the report are intended for a wider group of SFH staff to be disseminated at a results dissemination retreat to ensure organizational learning and action. The immediate product of the dissemination retreat will be a gender equality action plan.

## Findings and Conclusions

The staff members' and managers' survey (open-and closed-ended questions) and document review yielded the following:

**Staff demographics.** Most employees are married between 30 and 39 years old; about one-quarter have no children; about one-fifth have one child; and close to one half have between two and four children. The largest proportion of staff is concentrated in health services (45.6%), and the largest numbers occupying positions in levels E, G, and H.

**Staff perceptions of gender mainstreaming.** Findings suggested that many staff members perceive SFH to be on the right track with respect to gender equality, strongest in political will to promote gender integration (3.70), an organizational culture that promotes gender integration (3.58), and accountability for gender integration (3.37); and less strong in technical capacity to integrate gender (2.42). With respect to gender integration and equality, staff perceived that SFH is doing well on most of the indicators measuring gender integration and equality at SFH, with the following issues of concern: there is occupational segregation, in terms of the types and level of jobs men and women occupy (e.g., men in reproductive health, women in MC, women underrepresented in upper management and leadership); staff perceive favoritism (nepotism, sexual, pro-male bias); and SFH needs a gender policy, gender mainstreaming committees or a change agent at site- or platform-level, respectively, gender sensitization/awareness activities, and measures to encourage women in decision-making positions.

**Staff perceptions of the conditions of work.** SFH staff reported being more exposed to verbal abuse than other forms of workplace violence in the course of their employment (about 25%), and after that, being bullied by a supervisor or colleagues (about 18%), which are subjects of concern. Among the behaviors associated with sexual harassment, SFH staff reported being most exposed to the experience of sexually explicit discussion (almost 11%) and witnessing sexually suggestive behaviors (about 8%). Sexual harassment also emerged as a key theme in the FGDs. A small percentage of staff (7.57%) reported that family responsibilities prevented them from working as much as they wanted or needed, but other findings suggest that there is strain in integrating work and family responsibilities for some SFH staff.

**Managers' perceptions of gender integration in programs.** Because a gender analysis training and integration activity was deleted from the 2011 workplan, there were no program-by-program gender analysis results on voluntary counseling and testing, MC, and family planning/reproductive health. However, program managers' perceptions and opinions of various aspects of gender integration included the following: Gender mainstreaming is occurring at some level, and is particularly strong in:

1. Human resources (3.99)
2. The use (fullness) of sex-disaggregated data for evaluation and planning, and in a perception that implementation of their SFH programs leads to the empowerment of girls and women (3.67)
3. Program implementation, in terms of the positive value managers believe female and male beneficiaries accord to SFH programs (3.59).

The following are key obstacles to gender mainstreaming: lack of staff training on gender; a lack of financial resources and lack of gender analysis tools; and low organizational priority for gender issues.

A review of SFH documents (i.e., the SFH Employment Manual, HIV and AIDS Policy, the 2010-2014 Strategic Plan, and the Performance Appraisal Form) supplemented perceptions of gender

mainstreaming. SFH documents revealed some foundations of political will for, and accountability to, equal opportunity and gender equality, but the completeness and/or lack of some human resources policies and practices hinder equal opportunity and gender equality in the employment cycle. Policies are not fully gender-sensitive; and procedures (such as for sexual harassment) are rudimentary, pointing to generally weak accountability for gender mainstreaming. The finding about gender expertise points to weak technical capacity for ongoing gender mainstreaming, which is linked to resource allocation, and political will in this direction. However, accountability would be strengthened by integrating equal opportunity and gender equality in the SFH Strategic Plan—objectives, activities, and indicators.

Summary findings and conclusions related to the first major assessment question include:

<b>Major Question 1: In what ways is SFH responding positively to gender inequalities at work and promoting gender equality in programs?</b>	
<b>Organizational culture</b>	SFH is perceived by many staff to be on the right track with respect to gender equality in the organization. The index score of 3.58 represents SFH staff's positive perceptions of its organizational culture with respect to gender integration.
<b>Accountability</b>	Maternity leave for female staff members with two years' continuous service, and baby-friendly and basic paternity leave policies, are positive responses to human life cycle needs.
<b>Political will</b>	Organizational leadership is perceived as open to exploring gender equality at work and in programming. While affirmative action is not an official organizational policy, it has been implemented by the Executive Leadership Team to change the balance in team composition.
<b>Technical capacity</b>	Maintaining the Gender Assessment in the PRISM workplan, including the intended use of results to develop a Gender Equality Action Plan, are efforts to develop gender awareness in the organization.
<b>Programming</b>	SFH programming is perceived by managers as valuable in the empowerment of girls and women. Sex-disaggregated data are available for program design and monitoring.

The gender assessment triangulated data from the FGDs, the open-ended responses on the staff survey questions and analysis of the human resources database to identify gender inequalities, gender bias, and gender discrimination, and found the following:

### **Occupational segregation**

The SFH employee population is fairly well "balanced" in terms of gender composition, i.e., 54% male vs. 46% female employees. However, analysis demonstrates a concentration of staff in "male jobs," "female jobs," and "mixed" or "gender-integrated jobs," with employees concentrated in two "female jobs" (reproductive health; administration); seven "male jobs" (directors, area managers, drivers, male circumcision, sales, finance, research and evaluation) and five gender-integrated jobs (procurement, information technology, communications, warehouse, hygiene, and maintenance). Further analysis of the human resources database demonstrated a pattern of gender segregation by position level, with jobs at the B, D, F, and H levels (and possibly A, if the deputy director position is included here) segregated, in favor of male employees. These results raised questions about a possible gender wage gap, since pay inequity is often present when female workers are concentrated in a few jobs, and/or in lower-ranking jobs, and where men are concentrated in management and technical jobs, which are typically

higher paid. There may also be wage inequity in lower-ranking but segregated jobs (e.g., jobs at the H level), where the segregated nature of positions at this level impedes inequitable access to these jobs.

**Unequal opportunity**

The FGDs suggested multi-causal unequal opportunity for women to be recruited, hired, and promoted in a job of their choosing. Similarly, what was referred to as women’s lack of interest in applying for certain male-identified jobs stemmed from: pro-male bias; an expectation (by married female candidates as well as hiring managers) that husbands will not allow their wives to take certain jobs; a belief that a married woman will not be able or want to be away from family responsibilities for too long; negative bias toward pregnant women or workers with family responsibilities; a presumption of incompetence regarding women; anticipation of a hostile response to women entering male-identified jobs (such as how a female driver was treated by other male drivers); and lack of enforcement of equal opportunity policies. Further, women’s productivity at work is called into question by early release from work and by a perceived inability to leave problems at home. There also appear to be substantially negative stereotypes of women as workers (unproductive, unreliable, disorganized) and as managers/ leaders (emotional, irrational, incompetent) that pervade discussions of equal opportunity and affirmative action. These stereotypes and indications of bias pointed to the existence of discriminatory attitudes and actions in recruitment, hiring, and promotion, based on marital status, pregnancy, and caregiving responsibility as possible sources of the occupational segregation described above.

Summary findings and conclusions related to the second major assessment question include:

Major Question 2: What, if any, types of gender inequalities, gender bias, or gender discrimination exist at SFH?
<p><b>Organizational culture</b></p> <p>The study findings point to: either disparate treatment of, or disparate impact on, female workers in hiring and promotion, as well as the presence of stereotypes of women that affect women’s chances to be recruited for some jobs; pro-male bias in leadership, management, and promotion and negative stereotypes of female managers; evidence that women are treated unequally due to gender norms and gendered division of labor; occupational segregation; and overt bias against women in motor pool hiring, which should be substantiated. There also appears to be a bias against pregnant women and workers with family responsibilities.</p> <p>Some male staff would like to assume greater responsibility for child care and cannot or will not because of a perceived inadequate paternity and parental leave policy and a perceived organizational culture that places higher value on dedication to work, targets, and productivity than on family involvement.</p> <p>The conception of the “ideal worker” at SFH disadvantages those (mainly female) employees whose pregnancies and family responsibilities take attention/time away from delivering results. The “ideal worker” also disadvantages male workers from taking paternity leave.</p> <p>Employees experience some verbal abuse and bullying at work.</p> <p>There is little knowledge of the sexual harassment policy among staff. Clear procedures on how to handle cases of sexual harassment for both staff and management are lacking.</p> <p>The issues of sexual relationships at work and the perceived subjectivity of performance appraisal and remuneration</p>

**Major Question 2: What, if any, types of gender inequalities, gender bias, or gender discrimination exist at SFH?**

may be related and suggest that SFH disseminate and enforce the sexual harassment policy and also implement training for staff in this area.

**Accountability**

The gender-neutral language in the Human Resources Employment Manual, and organizational practices, contribute to disparate treatment of and impact on female workers with respect to recruitment, hiring, and promotion. There is a need to address three related areas of weakness identified by the gender assessment: 1) negative beliefs about women as managers; 2) lack of strategies to recruit women for positions traditionally held by men; and 3) strategies to promote women.

Mother’s Day seems to be function for many as time for antenatal care, appointments for under-fives, and/or a personal or child care emergency in the absence of family-friendly policies or flexibility in schedules. Male staff has less freedom than female staff to engage in family caregiving. There is a lack of clarity on the procedure for a Mother’s Day request.

Baby-friendly policies (such as a lactation or babysitter’s room) are not well-implemented. Family-friendly policies exist though they are minimal and do not include paid maternity leave for workers with fewer than two years of service; child care or personal leave policies for staff; or adequate paternity leave.

The lack of affirmative action or other equal opportunity measures results in the non-protection of female workers’ employment rights.

**Political will**

A formal commitment to equal opportunity, gender equality, and increased family friendliness—perceptible executive-level pronouncements, expectations for accountability—will likely positively impact staff morale and cohesive organizational loyalty mentioned in the strategic plan.

**Technical capacity**

Technical capacity in gender integration needs to be strengthened—both organizationally and in programming. There is no mention in the HIV and AIDS Policy of the role of intimate partner violence in the lives of SFH employees and clients in the transmission of HIV or in hindering treatment for AIDS; nor any suggestion to integrate screening and referral into counseling and testing and male circumcision programs.

**Programming**

There is a need to strengthen gender integration in programming, starting by developing gender analysis capacity. Staff members perceive that there is insufficient commitment to gender equality in partner selection.

## Recommendations

On the basis of the foregoing findings and conclusions, the following recommendations were made:

**Major Question: In what areas could SFH increase efforts toward gender equality at work and in programming?**

**Organizational Culture**

- Examine the possibility of concerted organizational culture change, specifically balancing an institutional culture that promotes a target-driven “ideal worker” concept with one that helps all workers integrate personal and work responsibilities. Redesign the structure of work to take the human lifecycle/reproduction into account.
- Hold forums that analyze and challenge the existence of traditional stereotypes, norms, and roles in the workplace.

**Accountability**

**Major Question: In what areas could SFH increase efforts toward gender equality at work and in programming?**

- Develop and disseminate a gender equality policy, and develop a gender mainstreaming strategy.
- Introduce, disseminate, and enforce a formal equal opportunity policy (in the human resources manual) for all aspects of the employment cycle to effectively challenge male bias in recruitment and promotion and to protect female workers' rights to be recruited for jobs without regard to presumed husband's disapproval, pregnancy, or family responsibilities. This policy should include affirmative action measures.
- Disseminate anti-discrimination and family-friendly policies directly to hiring managers through workplace education, and then pursue rigorously.
- Recruitment announcements should say "Women are encouraged to apply."
- Establish a work/personal life integration program.
- To the extent possible, align SFH equal opportunity policy (including non-discrimination, maternity/paternity, equal remuneration, and family responsibilities) with International Labour Organization standards (Conventions. 111, 100, 156 and 183).
- Review for reasonability the requirement of two years of service before eligibility for the paid maternity leave entitlement and the feasibility of other options. If not yet done, update the employment manual to reflect four months' paid maternity leave.
- The SFH employment manual should clearly outline the entitlements related to pregnancy and child birth.
- Clarify if there is special leave for attending antenatal classes, immunization services for babies, or taking children to the health facility.
- Expand parental, personal leave, and/or child care provisions (which are legitimate family-friendly options) to all staff, to respond to antenatal care, under-five medical appointments, and personal or child care emergencies.
- Promote spaces for on-site lactation and babysitting.
- Augment paternity leave.
- Clarify the procedure for a Mother's Day request (e.g., do women have to indicate in advance when they want to take their Mother's Day, or are they allowed to take Mother's Day off without prior notice?)
- Develop, document, and disseminate a reporting process for sexual harassment and other forms of workplace violence.
- Provide training on the sexual harassment policy and system (e.g., how do we define sexual harassment and steps to take when an employee experiences sexual harassment?).
- Integrate sensitivity to gender issues in the performance appraisal form.
- Revise the HIV and AIDS Policy and SFH employment manual to address intimate partner violence (IPV) in staff members' and clients' lives, as well as to provide guidance for VCT and MC training and service delivery.
- Develop and implement a recruitment/training/mentoring program to address the need for strategies to recruit women for positions traditionally held by men and to promote women.
- Conduct a job-wage evaluation to establish a link between occupational segregation and any gender wage gap.

**Political will**

- Add equal opportunity and gender equality objectives and indicators to the strategic plan.
- Further balance the composition of the executive leadership team to include more women, to counter negative stereotypes of female leaders (e.g., some SFH staff participating in the gender assessment

**Major Question: In what areas could SFH increase efforts toward gender equality at work and in programming?**

suggested a gender-balance between executive director and deputy).

- Executive leadership to articulate and disseminate rationale and official support for affirmative action to de-stigmatize it and to support an equal opportunity policy.
- All (male and female) leaders and managers should support paternity leave policies in formal (verbal and written) statements.
- Advocate/seek/allocate funding for: increased gender expertise; the development of gender analysis tools; sexual harassment training; gender integration in RH/VCT/MC programming; on-site spaces for lactation (to express milk or breastfeed), and babysitting.

**Technical capacity**

- Develop a gender mainstreaming policy and strategy, including the possibility of having champions at decentralized levels.
- Educate SFH staff on equal opportunity and gender equality.
- Build staff capacity in equal opportunity and gender equality in the workplace; gender analysis tools; sexual harassment training; gender integration in RH/VCT/MC programming.
- Select partners with capacity in and commitment to gender integration.

**Programming**

- Integrate response to intimate partner and sexual violence (including screening and referral) into counseling and testing and male circumcision service protocols.
- Train service providers to offer gender-sensitive MC, VCT, and RH services (e.g., gender analysis and integration skills).
- Integrate response to GBV in VCT, RH, and MC services (e.g., create conditions for confidential counseling, provide emergency contraceptives, and create linkages with social services and police).

SFH is to be commended for its openness to this inquiry into its internal processes and programming. Acting on these results to lower both organizational and programmatic gender inequalities would consolidate SFH's leadership in combined change efforts that are as innovative as they are rare.

## BACKGROUND

### Rationale and Purpose

The Society for Family Health (SFH) conducted an exercise to assess gender mainstreaming in their organizational processes and programming, so that its programming responds to President's Emergency Plan for AIDS Relief (PEPFAR) requirements for gender integration. The gender assessment was designed to include internal and external assessment to further its commitment to gender equity and equality. The internal assessment explored organizational culture, accountability processes, and biases that may affect service delivery, based on the supposition that health managers and providers' biases reflect the values and beliefs of both the larger culture and of the organizations through which they deliver reproductive health (RH)/male circumcision (MC)/family planning (FP) services. In order to be truly responsive to the needs of women, men, adolescents, and children, health service delivery organizations need to identify the internal gender biases, unequal power relations, and discriminatory practices and policies that may constrain managers and providers from implementing gender equitable policies and laws that govern the workforce and service delivery programs.

The assessment methodology was based on an already-tested gender audit approach using a questionnaire developed by InterAction<sup>3</sup> but included additional tools to strengthen the results related to gender discrimination.<sup>4</sup> The ultimate purpose was to promote organizational learning and transform organizational processes, policies, culture, and programs to promote gender equality. The revised methodology linked the "supply side" (i.e., internal organizational commitment to gender equality) to the "demand side" side (i.e., efforts to integrate gender into its programs) through a participatory organizational gender assessment and gender equality action planning exercise.

Data collection took place from July 2011 to January 2012. The methodology included the InterAction quantitative survey of staff and managers, focus group discussions, review of key human resources (HR) documents and analysis of the HR database. The assessment tools examined four dimensions of gender integration in organizations (including political will, accountability, technical capacity, and organizational culture) and five dimensions of gender integration in programming (including program planning and design; program implementation, research, monitoring and evaluation; partner organizations; and HR), as well as staff perceptions regarding nondiscrimination, equal opportunity, and gender equality at SFH. Within the last category, the existence of gender bias and discrimination was explored.

The contents of the report are intended for a wider group of SFH staff to be disseminated at a results dissemination retreat to ensure organizational learning and action. The immediate product of the dissemination retreat will be a gender equality action plan.

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<sup>3</sup> Morris, Patricia T. *The Gender Audit Questionnaire Handbook*. Commission on the Advancement of Women. Interaction. Washington, DC. 2003.

<sup>4</sup> From IntraHealth's *Gender Discrimination and Inequality Analysis* methodology.

## **Purpose, Objectives, and Major Questions of the Gender Assessment**

### **Purpose**

To promote organizational learning and action related to political will and accountability, leadership and management, technical capacity, organizational culture, and HR policies and programs that promote gender equality, non-discrimination, and equal opportunity and treatment with respect to recruitment, hiring, training, remuneration, conditions of work, and programming at SFH.

### **Objectives**

1. To identify employee beliefs, opinions, and perceptions regarding gender equality, non-discrimination, and equal opportunity and treatment for men and women at SFH
2. To identify the extent to which gender equality is integrated in SFH's programmatic areas
3. To make recommendations regarding gender equality at SFH.

### **Major questions**

The assessment also sought to answer three key questions, which are at the heart of workplace equity and good human resource management:

- In what ways is SFH responding positively to gender inequalities at work and promoting gender equality?
- What, if any, types of gender inequalities, gender bias, or gender discrimination are suggested by the evidence?
- In what areas could SFH increase efforts toward gender equality at work and in programming?

## METHODOLOGY

The SFH Gender Assessment collected data through 1) a staff survey with a managers' addendum, 2) focus group discussions (FGDs) with staff and managers, and 3) reviews of SFH documents and databases. Two local external gender research consultants were hired: One to conduct the FGDs, and another to administer the staff survey, and to review key program, Human Resources and strategic documents.

### Survey

The staff survey was designed to obtain a picture of SFH's employee opinions on a variety of issues. The staff survey contained a series of multiple-choice items grouped along one or more dimensions of the organization (such as organizational culture, HR, political will [leadership and governance and accountability]). The program managers' addendum was to similarly elicit responses on various dimensions of SFH gender mainstreaming in programs.

The surveys consisted of a structured questionnaire with multiple choice administered to all SFH employees (sent to all SFH employees by e-mail and delivered in hardcopy). The surveys were based on the questionnaires developed by InterAction. Additional (new) questions were added to the staff survey to explore various forms of gender bias and discrimination. There were also open-ended questions to elicit a wider range of experience and memories with respect to gender mainstreaming and equality at SFH.

The pre-test of the survey questionnaires was conducted in July 2011 at the Livingstone platform and *obote* site where 13 employees participated, including employees at platform and site levels. Another 11 employees participated in the pre-test the headquarters office. As result of the pre-test, a data collection strategy emerged that assured that the research consultant was the only person to have access to all completed survey questionnaires. Participants were informed that they were free to participate in the surveys or not, and that they were free not to answer questions that they were not comfortable with. Furthermore, employees were told they had the right to complete or not complete the questionnaire(s). This influenced the completeness of the data on the returned instruments. All surveys included a signed consent form. The survey protocol was reviewed and approved for Human Subjects Protection.

- **Survey distribution:** A Lusaka-based consultant distributed the surveys to all staff. Only 25% of SFH employees are in contact by e-mail. Survey Monkey was used to collect the Program Managers' Survey data and to collect part of the All-Staff Survey data (<http://www.surveymonkey.com/>).

The staff survey aimed to capture responses from the maximum number of SFH staff members possible; however, due to time limitations and the fact that some employees were not available during the survey period, responses were not received from 100% of staff. The target for the staff survey was estimated at 107 respondents to capture the 95% confidence interval, and 185 staff responded. The use of Survey Monkey ensured confidentiality because the responses were not connected to any SFH employees' email addresses. All hard copies that were self-administered were collected by the research consultant immediately as they were answered. The

staff members that were not able to complete the questionnaire while the research consultant was at the site sent them back later by express email. Every participant was assured that the questionnaires would be reviewed only by the research consultant. Twenty-seven out of 49 program managers responded to the program managers' survey addendum. A total of 23 out of the 27 managers used Survey Monkey while 4 used hard copies.

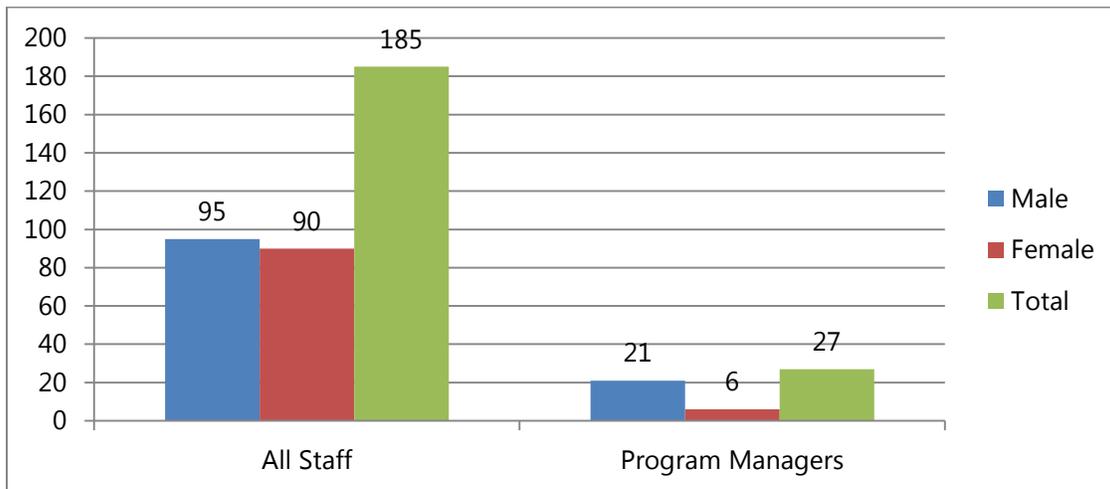
Survey data were collected between July 22 and October 30, 2011 to allow sufficient time for staff traveling for project activities to participate. However, responses were slow to come in. The gender research consultant made several follow-up visits to various platforms and sites to collect as much data as possible (in some cases even waiting for staff to complete the questionnaires); some respondents took as long as a month to complete a questionnaire. Some questionnaires in hard copy got lost or were misplaced. However, this type of follow-up and reminders improved the response rate. It is important to note that the survey instructions allowed respondents the freedom to not answer any question they did not wish to answer. In some cases, this led to missing data, which were indicated this way in the relevant tables (e.g., in Tables 5, 6, and 17).

**Sample:** Collection of survey data targeted all (365) SFH staff, 49 of whom were at the managerial level. In the end, 185 responded through e-mail and hard copies, making it a 51% all-staff response rate and a 55% program manager response rate. **Table 1** describes the final sample of survey respondents.

**Table 1. SFH Survey Respondents**

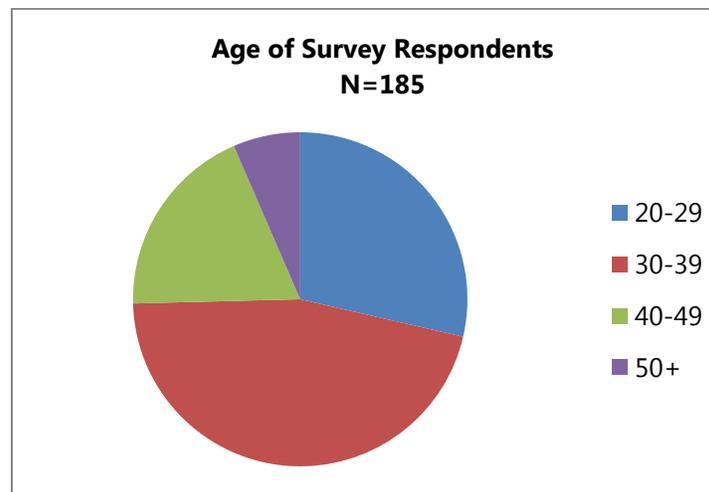
Worksite	Staff Survey					Program Managers Survey				
	Male		Female		Total	Male		Female		Total
	#	%	#	%		#	%	#	%	
HQ	13	54	11	46	24	6	67	3	33	9
Lusaka Platform	5	42	7	58	12	2	100	0	0	2
Livingstone	11	55	9	45	20	2	100	0	0	2
YWCA	5	45	6	55	11	0	0	1	100	1
Warehouse	21	58	15	42	36	1	100	0	0	1
Kitwe	19	51	18	49	37	2	67	1	33	3
Kudu	1	100	0	0	1	0	0	1	100	1
New Start Cairo	3	33	6	67	9	1	100	0	0	1
Mongu	0	0	1	100	1	0	0	0	0	0
Solwezi	5	56	4	44	9	2	100	0	0	2
Kasama	0	0	2	100	2	1	100	0	0	1
Mansa	1	50	1	50	2	1	100	0	0	1
Kabwe	1	33	2	67	3	1	100	0	0	1
Chipata	10	56	8	44	18	2	100	0	0	2
<b>Total</b>	<b>95</b>	<b>51</b>	<b>90</b>	<b>49</b>	<b>185</b>	<b>21</b>	78	<b>6</b>	22	<b>27</b>

**Figure 1: SFH Survey Respondents by Sex**



Source: All-Staff Survey

**Figure 2: Survey Respondents by Age**



Source: All-Staff Survey

## Focus Group Discussions

Focus groups were employed as the preferred method for obtaining a wide range of responses from homogenous groups of people (male, female staff; male, female managers) in areas of interest, in this case, equal opportunity, gender equality, organizational policies, sexual harassment, affirmative action, etc. By using multiple focus groups, we wished to obtain input from a much larger group of people more efficiently than with individual interviews. The group discussions allowed deeper exploration into cultural phenomena, with participants reacting to each other's interpretations, challenging each other's stereotypes, and clarifying individual vs. group held beliefs, perceptions, and values. Focus groups were used to elicit a wider range of experience and memories and to reduce the positive response bias, compared to individual interviews.

A Lusaka-based research consultant conducted the FGDs with assistance from an IntraHealth monitoring and evaluation specialist. Both were female to facilitate maximum disclosure by female participants. The study recruited a stratified sample of employees from the different departments, and recruitment was done in collaboration with the SFH HR manager. To achieve a representative sample of SFH employees for the FGD, data were collected from the head office, platforms, three sites and the warehouse, including two rural outreach locations. Eleven (11) separate FGDs were held for female management, female staff, male management, and male staff for a total of 90 FGD participants. Management included project and support managers, team leaders, and coordinators; staff included all other personnel such as counselors, drivers, packers, and service providers. Of the total 90 study participants, 53% were women (n=48), and 47% were men (n=42). **Table 2** shows the study participants per FGD.

**Table 2. Number of participants per FGD, by sex and position (staff or managerial)**

Worksite	Managers: male	Managers: female	Staff: male	Staff: female	Total
HQ	7	4	10	11	32
YWCA	5	8		9	22
Warehouse			10	10	20
Livingstone			10	6	16
Total	12	12	30	36	90

- Focus group discussion protocol:** The FGD protocol was developed by IntraHealth to address the study's research questions. The protocol was pre-tested in October 2011 during a FGD with a group of 5 female staff members at the Head Office before the start of the actual survey. The protocol was revised according to the pilot findings. The FGD protocol focused on knowledge, perception and experiences with equal opportunities at the workplace for men and women, perception on SFH's policies, procedures and practices with respect to gender equality and the attitudes, beliefs and perceptions about what constitutes a good manager. The SFH Employment Manual was consulted to provide a context to FGD discussion themes.
- Focus group discussion data collection:** The FGD data collection took place in October 2011 at: Head Office, Lusaka; Platform, Livingstone; Site, Livingstone; YWCA, Lusaka; Jesmondine, Lusaka; Chachacha, Lusaka; Warehouse, Lusaka. The FGDs were led by a trained facilitator, and notes were taken by a note taker. The FGDs were recorded digitally and transcribed using Express Scribe.

## Document Review

The following documents were reviewed: the SFH Strategic Plan, the SFH Employment Manual (August 2010), the HIV and AIDS Workplace Policy for SFH, the SFH Leave Application Form, and Performance Appraisal Form, to identify ways that gender equality is promoted for staff or in programs, and to supplement staff perceptions assessed by the survey and FGDs. Part one of the Document Review Form consisted of a structured checklist designed to collect objective data as reflected in SFH policies, plans, and procedural manuals. Available, non-confidential data regarding employment, remuneration, career advancement, access to pregnancy/maternity, and

family-related time off and benefits, the existence of policies for sexual harassment and affirmative action, and the inclusion of gender equality in programs were compiled. Part two consisted of a form to collect qualitative data on the extent to which gender equality is addressed in training and programs. Clarification was sought by following up interviews with HR and other senior staff.

- **Human resources database:** SFH employee data from the HR database, related to position, grade, and gender, were also compiled and reviewed to analyze patterns of gender integration/segregation of occupations. (See **Data Annex 3**, SFH Employee Summary Report.)

**Confidentiality, ethics, and safety concerns:** The surveys contained no employee names. The only information gathered from survey participants was age, level of education, occupation, and number and ages of children. No personal identifiers were in the data collection or analysis for either surveys or FGDs. The data from the surveys were disaggregated by sex, age, and job title but disaggregated at a level that would not be identifiable by employee or employer. Survey and focus group participants were asked to sign informed consent forms and were able to opt to stop their participation at any time. The research consultant completed the document reviews; no personal or salary information from HR records was accessed. It was emphasized that FGD recordings would be destroyed at completion of the assessment and that confidentiality would be maintained. The assessment protocol was reviewed and approved for Human Subjects Protection.

## Data Entry and Analysis

### Quantitative

When quantitative data were collected by completion of questionnaires by SFH staff, data were entered by creating data entry screens. Once data entry was completed and the data cleaned, the local research consultant began data analysis. The data were analyzed using the statistical analysis software package SPSS. The following types of analysis were planned: univariate analysis and composite measure analysis.

- **Univariate analysis:** Univariate analysis focused on the responses of a single question at a time. This analysis was done for each/all survey questions and described the range and average answers that respondents provide to each question. The survey responses on multiple-choice questions lay on scales of 1-5, or 1-6, for the All-Staff Survey and Managers Survey, respectively. For example, we calculated descriptive statistics for responses to questions on the survey such as, "Is gender equality taken into account during planning of your organisation's activities?," and we found average responses of "Not at all," with "To a limited extent," "To a moderate extent," "To a significant extent," or "Fully." In other words, we counted the number of respondents who said "Not at all," "To a limited extent," "To moderate extent," etc. for each question. The totals for each response category were translated into percentages by dividing that number by the total number of respondents. For example, if there were 100 staff members that filled out the questionnaire, and 20 of them say to a limited extent on the above question, it would translate to 20%. The percentages facilitated comparisons across questions. It is also

useful to identify the average answer (means) for each question. (See **Data Annexes 2, 6, and 7.**)

- **Composite measure analysis:** Composite scores were developed from the staff survey for four dimensions of gender integration as measured in: political will; accountability; technical capacity; and organizational culture; and for five dimensions of program integration (See **Data Annexes 1 and 7**). Calculating a composite measure or score is a way to bring together several related questions that represent a concept. Creating a composite measure or index score was a three-part process.<sup>5</sup> For example: Identify the questions that make up the concept or dimension we wish to measure. Associate specific survey questions with variable names and with dimension. We used the InterAction Gender Integration Framework (GIF)<sup>6</sup> which offers four analytic components (see **Figure 3, “The Tree of Gender Integration,”** and **Table 3, Components of the Gender Integration Framework**):

**Table 3: Components of the Gender Integration Framework**

<p><b>Political will:</b> The ways in which leaders use their position of power to communicate and demonstrate their support, leadership, and enthusiasm for and commitment to working toward gender equality in the organization<sup>7</sup></p>	<p>Political will constitutes the organizational “roots” of gender integration.</p> <p>Organizational mandate, goals, indicators, strategies; field staff distribution, board of directors/executive team composition; budgets for gender recruiting or activities</p>
<p><b>Accountability:</b> Mechanisms an organization establishes to ensure it “walks the talk” on gender equality</p>	<p>Accountability is the trunk of the tree of gender integration.</p> <p>Data, policies, performance appraisal</p>
<p><b>Technical capacity:</b> The level of individual and organizational competencies needed to promote and advance gender equality in an organization. The “how to” related to gender mainstreaming.</p>	<p>Technical capacity constitutes the branches of gender integration.</p> <p>Gender experts, gender training, gender analysis, and integration guidelines</p>
<p><b>Organizational culture:</b> The informal beliefs, norms, and codes of behavior in an organization that support or undermine gender equality</p>	<p>Organizational culture constitutes the foliage (leaves) of the gender integration tree, the manifestations of gender equality/inequality.</p> <p>Organizational practices, procedures, behavioural systems, procedures</p>

Source: InterAction

Sum the scores for each respondent’s answer to the question(s) for the selected concept you are measuring. Then divide the sum by the number of questions for the selected concept you are measuring. The result is an index score for each respondent.

To get the index score for *the entire staff* who completed the questionnaire, divide the sum of the individual scores by the total number of questionnaire respondents.

<sup>5</sup> Morris, Patricia T. 2003. *The Gender Audit: Questionnaire Handbook*. Washington, D.C.: InterAction. Module 3.

<sup>6</sup> Morris, 2003.

<sup>7</sup> Political will and accountability are aspects of organizational leadership and governance.

The gender integration scores were based on 185 staff responses, with means on a scale from 1-5, with one (1) being low and four (5) being high. For example:

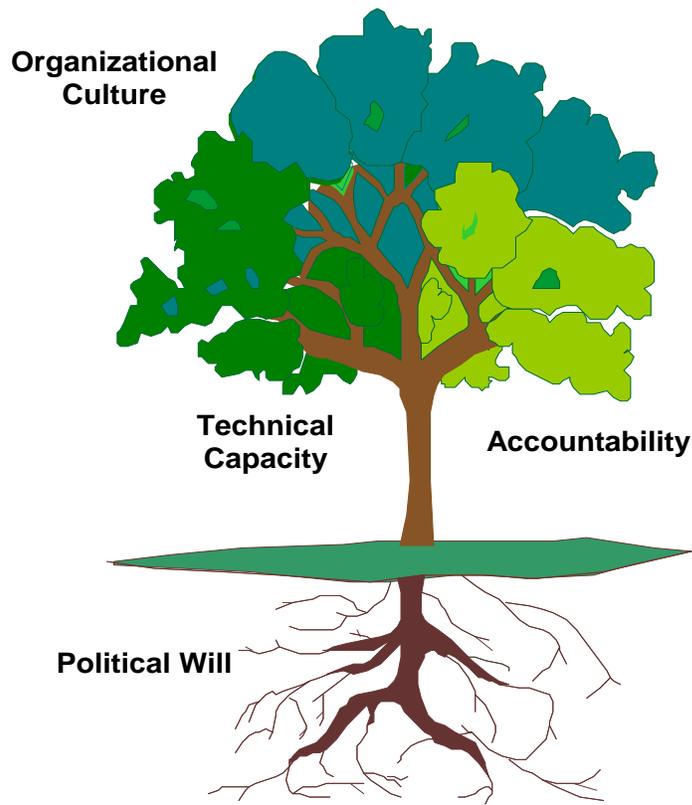
- Positive perceptions were those responses with percentages that fell on the 4 or the 5 point on a 5-point scale: **5 = fully; 4 = To a significant extent; or 5 = Strongly agree; 4 = Agree.**
- Moderate perceptions, neither strongly in favor or against a statement, were those responses with percentages that fell on the **3** point on a 5-point scale: **To a moderate extent** or **No opinion**—neither support or lack of support for the statement.
- Less positive perceptions were those responses with percentages that fell on the 1 point or 2 point on a 5 point scale: **2 = To a limited extent; 1 = Not at all; or 2 = Disagree ; and 1 = Strongly disagree.**

Composite scores were similarly calculated for the extent to which gender is integrated in field programs, based on mean responses to all questions on the program managers' survey in the following areas:

- Program planning and design
- Program implementation
- Research monitoring and evaluation
- Partner organizations
- Human resources.

The program integration scores are based on (27) program managers' perceptions, with mean responses on a scale from 1-5, with one (1) being low and five (5) being high (based on an exclusion of "Don't Know" or 6 responses).

**Figure 3: The Tree of Gender Integration**



### **Qualitative analysis**

- **Focus group discussions:** The FGD transcripts were imported into NVIVO 9.0 qualitative data analysis software. The main themes emerging during the FGDs were included as themes in NVIVO. The coding of the results involved breaking FGD transcripts into quotes or text units and sorting them per thematic category. A coding tree was developed according to thematic categories identified based on the responses. The main thematic categories included socio-cultural context, perceptions and experience of equality, policies and programs, and perceptions and experiences of sexual harassment. Within each thematic category, a number of subcategories were created. To test the validity of the coding, the two study team members simultaneously developed a code book. These preliminary code books were compared and reviewed, and inconsistencies in the coding were resolved through consensus. The results included a wide range of perceptions, experiences, and differing opinions among the participants with respect to gender equality. Key quotations from data using direct quotes were incorporated to illustrate a major idea, or nuances in participants' thinking.
- **Responses to open-ended questions on the All-Staff Survey:** On open-ended questions in the staff survey, qualitative/narrative responses were compiled to get a sense of the range of responses. The most frequently cited responses were identified and presented. (See **Data Annex 5**, Open-Ended Question Responses.)

- **Evidence-based conceptual guidance for the interpretation of findings:** In addition to the four analytic components of the Gender Integration Framework described above, the SFH gender assessment used standard and evidence-based<sup>8</sup> concepts as interpretive foundations for understanding the data. (See **Table 4** and **Table 23**.)

**Table 4: Six Key Concepts**

<b>Equal opportunity:</b> A state or process in which women and men have equal chance to access the conditions for realizing their full rights and potential to participate in the workforce, contribute to health development, and benefit from its results
<b>Gender bias:</b> An inclination, act, or policy that inhibits impartial judgment regarding women or men, stemming from prejudice
<b>Gender discrimination:</b> (A product of bias) defined as “any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms that prevent a person from enjoying full human rights.” <sup>9</sup> Gender discrimination can be employer-driven or driven by larger sociocultural values and norms.
<b>Gender equality:</b> In the workplace this means that women and men have an equal chance of choosing an occupation, developing the requisite skills and knowledge, being fairly paid, enjoying fair and treatment and access, and advancing in a career. It is not enough for employers to avoid gender discrimination and provide equal opportunity and access through policies and programs. Gender equality requires that the life experiences of both genders be treated as the norm <sup>10</sup> in health workplaces, and that workplaces are restructured to integrate family and work, and to reflect the value of caregiving for women and men. To achieve gender equality at work, gender bias and discrimination and any resulting inequalities in opportunity and access must be identified, eliminated, or substantially mitigated through changes in organizational culture, leadership, and HR management. These in turn will contribute to organizational effectiveness in gender mainstreaming in programs and in various aspects of organizational functioning.
<b>Gender inequalities:</b> The differences in men’s/boys’ and women’s/girls’ access to education, jobs, health, services, resources, status, and power, based on their gender. Gender inequalities are institutionalized in policies, laws, and customs and contribute to, or result in, de facto or de jure gender discrimination.
<b>Gender mainstreaming:</b> A strategy which aims to bring about gender equality and advance women’s rights by infusing gender analysis, gender-sensitive research, women’s perspectives, and gender equality goals into mainstream policies, projects, and institutions. Gender mainstreaming is intended to be transformative, changing the discourse of development to include gender equality as a means and an end. With gender fully integrated, “the stream” itself will change direction. <sup>11</sup>

## Limitations of the Study

### Potential for non-response, and positive response, bias

The following sources of bias should be considered: the possibility of positive response bias, or the tendency of respondents to want to please the surveyor, or give the “morally correct” answer; a misunderstanding of the concepts; and unwillingness to respond to a particular question. To mitigate these sources of bias, instruments were pre-tested to improve the validity and reliability of measures. Respondents were also assured of their confidentiality.

### Issues in discrimination research

<sup>8</sup> Evidence-based means that the concepts are documented in relevant, research-based literature and practice.

<sup>9</sup>World Health Organization. Transforming health systems: gender and rights in reproductive health Geneva, Switzerland: 2001.

<sup>10</sup> Bender, Leslie. Sex discrimination or gender inequality. May 1989. Fordham Law Review.

<sup>11</sup> Kerr, Joanne. 2004. Association for Women’s Rights in Development

Gender discrimination research faces particular measurement challenges. First, gender discrimination may be normalized, so that respondents will not necessarily categorize their experience as “discrimination.” In this study, we provided behavioral indicators of discriminatory behaviors, as well as definitions for types of discrimination, on the instruments. Second, people may not know they are being discriminated against because they do not have information about it. For example, if wage data are confidential, respondents do not have access to the information that would demonstrate that they are being treated more unfavorably than others in pay; or, biased recruitment may be covert where policy requires unbiased, equal opportunity.

Further, there were instances in the study of divergence between responses on the multiple-choice questions on the staff survey and the qualitative data from that same instrument, and between the responses to the multiple-choice questions and data from the FGDs. For example, staff responses to the multiple-choice questions regarding affirmative action would seem to indicate that staff think that 1) it is fair to establish organizational measures to make up for historical disadvantage that prevent women from operating on a level playing field; and 2) that affirmative action is an effective way to increase equity in employment opportunity—to which the modal response was “Agree.” However, the FGDs of affirmative action revealed distrust of affirmative action.

To deal with these issues, we drew on the preponderance of data from all data sources and used evidence-based conceptual guidance (**Table 23**) to arrive at conclusions.

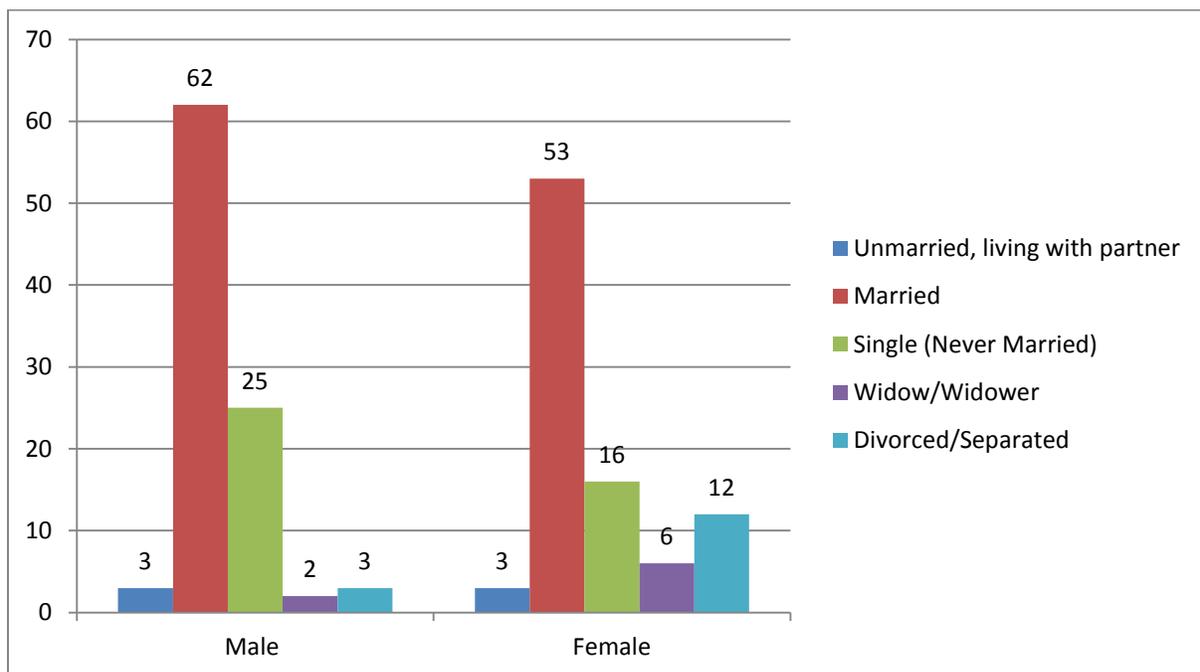
## FINDINGS

### Quantitative Findings

#### Demographic information

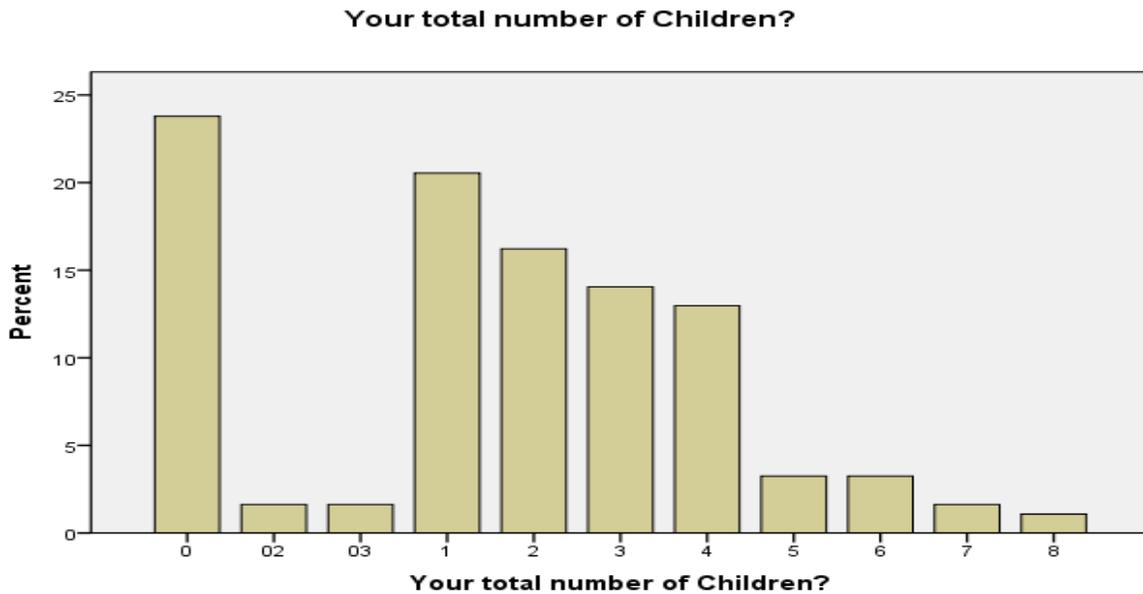
In this section we present information about SFH staff's marital status by sex, number of children, where they work, and in what positions they work. The information regarding marital status (Figure 4) and number of children (Figure 5) should be reviewed in conjunction with Tables 17 and 18, concerning work-personal life integration.

**Figure 4: Breakdown of SFH Staff Marital Status by Sex**



Source: All-Staff Survey

**Figure 5: Percentage of SFH Staff with Children**



Source: All-Staff Survey

**Table 5: SFH Staff by Where They Work**

		Frequency	Percent
Valid	Programs (Child Survival, Contraceptive Social Marketing, Malaria)	4	2.2
	Operations (sales and distribution)	18	9.7
	Warehouse	31	16.8
	Health services (MC, counseling and resting [CT], RH)	86	<b>46.5</b>
	Technical services (IT, Ace (?))	2	1.1
	R/M&E	3	1.6
	Procurement, contracts	2	1.1
	Finance, audit	3	1.6
	Support services (HR, communications, administration, motor pool)	31	<b>16.8</b>
	Total	180	97.3
Missing	(Non-responses)	5	2.7
Total		185	100.0

Source: All-Staff Survey

**Table 6: SFH Staff by Position Level**

		Frequency	Percent
Valid	Level A: senior management	1	.5
	Level B:	1	.5
	Level C:	3	1.6
	Level D:	13	7.0
	Level E	56	<b>30.3</b>
	Level F	17	9.2
	Level G	42	<b>22.7</b>

		Frequency	Percent
	Level H	32	<b>17.3</b>
	Level I	8	4.3
	Total	173	93.5
Missing	(Non-responses)	12	6.5
Total		185	100.0

Source: All-Staff Survey

**Demographic snapshot of SFH staff.** Most employees are married between 30 and 39 years old. The largest proportion of staff is concentrated in health services (45.6%). The largest proportion of staff, about one-quarter, has no children; about one-fifth have one child. Close to half of SFH staff has between two and four children. Staff survey responses indicate that most staff members are concentrated in health services, with the largest numbers occupying positions in levels E, G, and H.

### Perceptions of gender integration in the organization and in programs

Composite scores for four (4) organizational dimensions of gender integration and five dimensions of programming were derived from the staff survey and the program managers' survey addendum.

**Staff perceptions of mainstreaming in the organization.** The scores in **Table 7** are the index scores for the entire respondent group for each dimension of gender integration (i.e., the sum of the individual scores divided by the total number of questionnaire respondents).

- Positive perceptions were those responses with percentages that fell on the 4 or the 5 point on a 5-point scale (5 = fully; 4 = To a significant extent; or 5 = Strongly agree; 4 = Agree).
- Moderate perceptions, neither strongly in favor or against a statement, were those responses with percentages that fell on the **3** point on a 5-point scale: To a moderate extent or No opinion—neither support or lack of support for the statement.
- Less positive perceptions were those responses with percentages that fell on the 1 point or 2 point on a 5-point scale (2 = To a limited extent; 1 = Not at all; or Disagree = 2; and Strongly disagree = 1).

**Table 7: Composite Scores for Gender Integration at SFH**

(See Data Annex 1, for the questions on that comprise each dimension)

<b>Political will:</b> The ways in which leaders use their position of power to communicate and demonstrate their support, leadership, and enthusiasm for and commitment to working toward gender equality in the organization	<b>3.70</b>
<b>Accountability:</b> Mechanisms an organization establishes to ensure it “walks the talk” on gender equality	<b>3.37</b>
<b>Technical capacity:</b> The level of individual and organizational competencies needed to promote and advance gender equality in an organization. The “how to” related to gender mainstreaming.	<b>2.42</b>
<b>Organizational culture:</b> The informal beliefs and codes of behavior in an organization that support or undermine gender equality.	<b>3.58</b>

Source: All-Staff Survey

These index scores suggest that staff members perceive that SFH is strongest in political will to promote gender integration (3.70), an organizational culture that promotes gender integration (3.58), and accountability for gender integration (3.37); and that staff perceive SFH as less strong in technical capacity to integrate gender (2.42). The index scores for political will and organizational culture, being closer to 4 than to 3, are considered to represent positive perceptions (3.70 and 3.58, respectively). The accountability index score (3.37) lies closer to 3 on the 5-point scale, representing a moderate perception. The index score for technical capacity (2.42) lies closest to a point on the scale that indicates less positive perceptions.

- Managers’ perceptions of gender integration in programs:** There were no gender analysis results for SFH service delivery because the relevant capacity-building and analysis activities were deleted from the workplan. However, composite scores were calculated for responses on the program managers’ survey addendum (See **Data Annex 7**, SFH Managers Survey Data) to assess the extent to which program managers perceived that gender is integrated in field programs. The program integration scores are based on (27) program managers’ perceptions, with mean responses on a scale from 1-5, with one (1) being low and five (5) being high (based on an exclusion of “Don’t Know” or 6 responses).

**Table 8: Program Planning and Design**

1 = Not at all 2 = To a limited extent 3 = To a moderate extent 4 = To a great extent 5 = Fullest extent		
	N	Mean
1.) Is gender equality in programs and activities mandated in your organization?	24	2.625
2.) Are gender equality goals and objectives included in your program/activity designs?	25	2.24
3.) For each program/activity, is there a needs assessment, including an analysis of gender roles and responsibilities in the targeted community?	27	1.81
4.) Are best practices in gender integration in programming incorporated in your program/activity designs?	27	2.074
5.) Are gender questions or criteria included in your program or activity approval processes?	25	2.12
6.) Does your organization use participatory methods to incorporate the views and preferences of both male and female community members in program or activity designs?	24	2.875
<b>Composite score: 2.29 (To a limited extent)</b>		

Source: Managers’ Addendum

**Table 9a: Program Implementation**

1 = Not at all 2 = To a limited extent 3 = To a moderate extent 4 = To a great extent 5 = Fullest extent		
	N	Mean
1. Does the implementation plan for programs/activities include activities that provide women/girls with equal access to services and (skills, vocational) training?	22	2.863
2. Does the implementation plan for programs/activities include activities that provide men/boys with equal access to services and (skills, vocational) training?	22	2.772
3. Do your implementation strategies and plans take into account existing gender roles and interests of both male and female participants?	24	3.125
<b>Composite score: 2.92 (To a moderate extent)</b>		

Source: Managers' Addendum

**Table 9b: Program Implementation**

Do you agree that... 1 = Strongly disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly agree	N	Mean
4. Female beneficiaries of SFH programs/activities value and see our programs/activities as beneficial to their lives.	25	3.92
5. Male beneficiaries of SFH's programs/projects value and see our programs/activities as beneficial to their lives.	24	3.83
6. My organization has developed the capacity to recognize and handle staff resistance to addressing gender issues in our programs/activities.	25	3.04
<b>Composite score: 3.59 (Agree)</b>		

Source: Managers' Addendum

**Table 10a: Research, Monitoring, and Evaluation**

1 = Not at all 2 = To a limited extent 3 = To a moderate extent 4 = To a great extent 5 = Fullest extent	N	Mean
1. Is sex-disaggregated data collected for projects and activities?	22	3.41
2. Is the gender impact of activities and programs monitored and evaluated?	19	2.737
3. Does your organization have sector-specific indicators that include a gender dimension?	19	2.263
<b>Composite score: 2.80 (To a moderate extent)</b>		

Source: Managers' Addendum

**Table 10b: Research, Monitoring, and Evaluation**

Do you agree that... 1 = Strongly disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly agree	N	Mean
4. Sex-disaggregated data provides me with useful information for program/activity evaluation and subsequent program design.	23	3.739
5. My programs/activities contribute to the empowerment of women/girls and the changing of unequal gender relations.	23	3.608
<b>Composite score: 3.67 (Agree)</b>		

Source: Managers' Addendum

**Table 11: Partner Organizations**

1 = Not at all 2 = To a limited extent 3 = To a moderate extent 4 = To a great extent 5 = Fullest extent	N	Mean
1. Is commitment to gender equality a criterion in your organization's selection of partners or local nongovernmental organization (NGO) collaborators?	20	2.25
2. Is a gender policy included in the written agreements outlining your organization's relationship with partners or local NGO collaborators?	19	1.5
3. Does your organization provide training and tools on gender planning, analysis, and evaluation to partners or local NGO staff?	18	1.29
<b>Composite score: 1.68 (To a limited extent)</b>		

Source: Managers' Addendum

**Table 12: Human Resources**

1 = Not at all 2 = To a limited extent 3 = To a moderate extent 4 = To a great extent 5 = Fullest extent		
	N	Mean
1. My organization has HR policies that promote non-discrimination based on gender and equal opportunity at work for women and men.	27	4.08
2. My organization takes sexual harassment of staff very seriously.	26	3.96
3. My organization wants to make the workplace woman- and family-friendly	25	3.95
<b>Composite score: 3.99 (To a great extent)</b>		

Source: Managers' Addendum

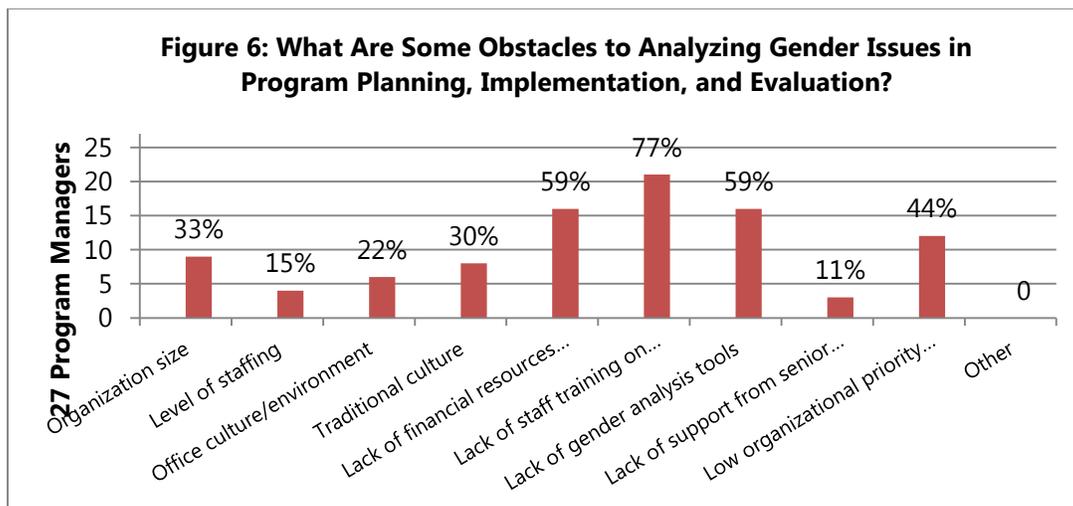
**Table 13: All Index Scores for the Managers' Programmatic Audit**

Categories	Composite Scores
A. Program planning and design	<b>2.29</b> (To a limited extent)
B1. Program implementation	<b>2.92</b> (To a moderate extent)
B2. Program implementation	<b>3.59</b> (Agree)
C1. Research, monitoring, and evaluation	<b>2.80</b> (To a moderate extent)
C2. Research, monitoring, and evaluation	<b>3.67</b> (Agree)
D. Partner organizations	<b>1.68</b> (To a limited extent)
E. Human resources	<b>3.99</b> (To a great extent)

Source: Managers' Addendum

These index scores for programming indicate that SFH managers perceive that gender mainstreaming is occurring at some level in all five programming dimensions but is particularly strong in 1) HR (3.99); 2) in the use (fullness) of sex-disaggregated data for evaluation and planning, and in a perception that implementation of their programs leads to the empowerment of girls and women (3.67); and 3) in program implementation, in terms of the positive value managers believe female and male beneficiaries accord to SFH programs (3.59).

These index scores also suggest that the other aspects of gender mainstreaming in programs should be strengthened, especially in those areas whose composite scores fall at 3 or below.



Source: Managers' Addendum

Figure 6 displays the obstacles to gender mainstreaming perceived by SFH program managers, with the most important being: 1) lack of staff training on gender at 77%; 2) lack of financial resources and lack of gender analysis tools tying second place at 59%; and 3) low organizational priority for gender issues, at 44%.

The most important causes of these obstacles to gender integration in programming are perceived to be related to political will and technical capacity.

### **Staff perceptions of gender integration and equality**

The percentage of responses for questions on the staff survey were analyzed to identify specific areas in which there was a higher proportion of positive or less positive perceptions about gender integration and equality at SFH (See Data Annex 2, Staff Survey Responses, Perceptions of Gender Mainstreaming, for all the questions and color-coded responses). Two broad categories were created to guide analysis:

- **Category 1:** Positive perceptions, those responses with percentages that fell on the 4 or the 5 point on a 5-point scale. For example, 5 = fully; 4 = To a significant extent; or 5 = Strongly agree; 4 = Agree. (These were coded in yellow in the data.)
- **Category 2:** Less positive perceptions, those responses percentages that fell on the 1 point or 2 point on a 5-point scale. For example, 2 = To a limited extent; 1 = Not at all; or Disagree = 2; and Strongly disagree = 1. (These were coded in blue in the data.)

**NB:** Responses whose percentages were above 3.5 were included in the “positive perceptions” category; and below 3, were included in the “less positive” perceptions category.<sup>12</sup>

- **Finding:** The highest percentage of staff responses fell near or on the 4 point on the scale of 5, i.e., indicating preponderantly positive responses for 45 out of the 67 questions. This suggests that staff perceived that SFH is doing well on most of the indicators measuring gender integration and equality at SFH.
- **Finding:** On the remaining 22 questions, the highest percentage of staff responses fell below 3.5 on the 5-point scale; and of these, the highest percentage of responses on 12 fell into the category that included low 3s or 2s. This suggests less positive perceptions of gender integration at SFH on particular indicators of gender equality, and in particular with respect to the following aspects of accountability, political will, and organizational culture:
  - (Q5#; accountability) Commitment to gender equality in partner selection
  - (Q#6; accountability) Policies to support or protect employees who live with intimate partner violence

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<sup>12</sup> The staff survey allowed respondents to select a “No opinion” option, which may have been chosen for a variety of reasons: by those who really wanted to say “Don’t know”; by those who did not have time to respond; by those who did not trust the confidentiality of the survey; or by those who simply abstained from forming or reporting an opinion. There is, therefore, value in analyzing the “No opinion” category by itself, as well as “To a moderate extent,” in subsequent analyses. Further, another useful analysis would be to identify questions for which responses showed a real spread of opinion across all five (5) response options.

- (Q#13; accountability) Does the organization allow workers to have flexible work schedules to accommodate family responsibilities
- (Q#18; accountability) Is there a child care or dependent care leave policy
- (Q#23; accountability) Policies or provisions for breastfeeding breaks at work
- (Q#26; political will) Strategies to recruit women
- (Q#27; political will) strategies to recruit women for non-traditional jobs
- (Q#35; accountability) Affirmative action policy in place
- (Q#43; organizational culture) There is a gap between how men and women in SFH view gender equality
- (Q#53; political will) SFH could do much more to promote equality between men and women.

**Analysis of modes.** The modal responses for questions on the staff survey were analyzed to identify which was the most frequent response to questions regarding gender mainstreaming at SFH (See Data Annex 6, Staff Survey Responses, Perceptions of Gender Mainstreaming-Modes, for all the questions and responses).

The modes for the above questions indicated “To a limited extent” or “Not at All”, or “Agree” and “Strongly agree” as the most frequent responses to the questions above. The pattern of responses confirms that staff perceived that the indicators, above, as areas of organizational weakness.

### Perceptions of workplace climate and conditions of work

Workplace violence is associated with gender discrimination.<sup>13</sup> Results related to survey questions about workplace violence (e.g., bullying, physical assault, verbal abuse, and sexual harassment), gender discrimination, and work/personal life integration are presented below.

### Workplace violence

**Table 14: Frequency and Percentage of Staff Who Reported Having Experienced Bullying, Physical Harm, and/or Verbal Abuse**

Behavior	Frequency	Percent	Valid Percent	Cumulative Percent
<b>To your knowledge, have you or any SFH employee that you know ever experienced any of the following while working at SFH? (N=185)</b>				
Being bullied by a supervisor or colleague(s)	34	<b>18.4</b>	100.0	100.0
Being threatened with or experiencing physical harm by a client	5	<b>2.7</b>	100.0	100.0

<sup>13</sup> Newman, C., De Vries, D., Kanakuze, J., and Ngendahimana, G. *Workplace Violence and Gender Discrimination in Rwanda's Health Workforce: Increasing Safety and Gender Equality*. July 2011. *Human Resources for Health*. Vol. 9. <http://www.human-resources-health.com>

Being verbally abused by a client, supervisor, or colleague	47	25.4	100.0	100.0
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Source: Staff Survey

Among these three forms of workplace violence, SFH staff report being more exposed to verbal abuse than other forms of workplace violence in the course of their employment (about 25%), and after that, being bullied by a supervisor or colleagues (about 18%).

**Table 15: Number and Percentage of Staff Who Report Having Experienced Sexually Harassing Behavior in the Last 12 Months**

Response no.	Behavior	(Total: N=185)	
		Number	Percent
1	Receiving unwanted, unwelcome attempts to establish a sexual relationship	5	2.70%
2	Being coerced, blackmailed, threatened	1	.5%
3	Being offered money in return for sexual favors	0	0
4	Being a target of sexist remarks	0	0
5	Being the object of sexual jokes	9	4.86%
6	Being exposed to sexually explicit discussion	20	10.81%
7	Being sent sexual notes...correspondence	0	0
8	Receiving unwanted requests for dates	3	1.62%
9	Witnessing sexually suggestive gestures	15	8.11%
10	Experiencing attempts to stroke...	0	0
11	Being threatened with sexual assault	0	0
12	Being coerced, assaulted, raped	0	0

Source: Staff Survey

Among the behaviors associated with sexual harassment, SFH staff reported being most exposed to the experience of sexually explicit discussion (almost 11%) and witnessing sexually suggestive behaviors (about 8%).

**Table 16: Number and Percentage of Staff Who Report Experiencing, or Knowing Another SFH Employee Who Experienced, Any of the Following while at SFH**

Response no.	Behavior	Total (N=185)	
		Number	Percent
1	Being asked to take a pregnancy test during recruitment or hiring	0	0
2	Being asked questions regarding planned pregnancies during recruitment or hiring	0	0
3	Not hiring a woman of childbearing age because of likely pregnancy	5	2.7%
4	Being asked or forced to resign upon marriage or pregnancy	2	1.08%
5	Being told to refrain from getting married or becoming pregnant while employed	6	3.24%
6	Having it implied that getting married or pregnant while employed might affect your chances of being hired, promoted	7	3.78%
7	Having work hours (e.g., overtime) cut due to pregnancy or family responsibilities	3	1.62%

Response no.	Behavior	Total (N=185)	
		Number	Percent
8	Family responsibilities (such as child or elder care or care of sick family member) preventing you from being considered for training or promotion	5	2.70%
9	Family responsibilities preventing you from working as much as you want or need	14	<b>7.57%</b>
10	Being encouraged to take part-time, temporary, non-management forms of employment to accommodate family responsibilities	1	.54%
11	Being given a lower salary upon return to work after pregnancy	1	.54%
12	Being demoted upon return to work after pregnancy	0	0
13	Being denied or not considered for a job or promotion because of your family responsibilities	2	1.08%

Source: Staff Survey

A small percentage of staff (**7.57%**) reported that family responsibilities prevented them from working as much as they wanted or needed. While this percentage is small, it should be seen in relation to the issue of work/personal life integration that is described in Tables 17 and 18, below, which also emerges in the FGDs.

**Tables 14a-c, 15, and 16** point to levels of verbal abuse (about 25.4%) and bullying by supervisors or colleagues (about 18.4%) as subjects of concern. In addition, because sexual harassment emerged as a key theme in the FGDs, the more prevalent types of sexually harassing behaviors identified by the survey (exposure to sexually explicit discussion and sexually suggestive behaviors) are also signaled here for further attention.

### **Work-personal life integration**

Two (2) questions were asked to assess staff perceptions of the fit between work and family needs and responsibilities. Recall that the majority (60%) of SFH staff is married and most have children (**see Figures 4 and 5**).

**Table 17: In general, how well do your working hours fit in with your family needs and responsibilities outside of work? (N=185)**

Response	Sex		Total	%
	Male	Female		
Very Well	20	15	35	<b>20.0</b>
Well	42	55	97	<b>55.4</b>
Not very well	27	16	43	24.6
Total	89	86	175	100
Missing			10	
			185	

Source: Staff Survey

**Table 18: Would you like to reduce the number of hours you work per week? (N=185)**

Response	Sex		Total	%
	Male	Female		
Yes	27	24	51	27.6
No	68	66	134	<b>72.4</b>
Total	95	90	185	100

Source: Staff Survey

**Table 17** shows that 75.4% of staff survey respondents, both male and female, reported that their working hours fit well (55.4%) or very well (20%) with their family needs and responsibilities; and 72.4% reported that they did not want to reduce the number of hours worked per week (**Table 18**).

On the other hand, almost one quarter of survey respondents (or 24.6%) reported that their working hours don't fit well with their family needs and responsibilities (**Table 17**), and slightly over one-quarter (27.6%) of survey respondents reported wanting to reduce the number of hours worked per week (**Table 18**). There was no striking difference in the numbers of male and female respondents who would like to reduce their working hours.

These findings suggest that there is strain in integrating work and family responsibilities for **some SFH staff**.

#### **Gender-disaggregation of staff jobs and management/decision positions**

The study assessed the extent to which there were "male" and "female" jobs (i.e., occupational segregation by gender), as well as integration of women and men in jobs, by reviewing and compiling staff jobs by gender, position, and grade. Occupational segregation is present when women and men are concentrated in a different range of occupations. Women are typically being confined to a narrower range of work ("horizontal," often "caring/nurturing" occupations such as nursing, social work, teaching, etc.) and/or in lower grades of work ("vertical segregation") while men are concentrated in technical, managerial, or strength-based occupations: scientists, physicians, managers, and construction workers.

Occupational segregation is one of the most pervasive and durable forms of workforce inequality, sustained by stereotypes/prejudices concerning the "essence," natural capabilities or roles of men and women, which are embedded in culture, policies, laws, and informal practices.

To assess the existence or extent of occupational segregation in SFH jobs, the percentages of men and women occupying the various job categories were calculated based on information in the SFH HR database (Also see **Data Annex 4**). The findings are displayed in **Table 19**.

**Table 19: Employee Summary Tables by Sex for Different SFH Jobs**

SHF Staff	Male		Female		Total
	No.	Percentage (%)	No.	Percentage (%)	
Directors <sup>14</sup>	6	75	2	25	8
Area managers	9	100	0	0	9
Male circumcision employees	39	80	10	20	49
Drivers	22	100	0	0	22
Reproductive health	1	3	28	97	29
Sales	8	100	0	0	8
SFH finance	11	69	5	31	74
SFH procurement	8	57	6	43	14
Research and evaluation	4	100	0	0	4
IT	9	56	7	44	16
Hygiene and maintenance	36	51	34	48	70
Administrative	9	33	18	67	27
Communication	10	48	11	52	21
Warehouse	29	57	22	43	51
All staff	198	54%	166	46%	364

Source: SFH Human Resources Database

**Table 19** shows that the SFH employee population is fairly well-balanced in terms of gender composition, i.e., 54% male vs. 46% female employees. If there were no occupational segregation, we would expect to see these reflected in each job category. However, analysis of numbers and percentages in Table 21 demonstrates a concentration of men and women in “male jobs,” “female jobs,” and “mixed” or “gender-integrated jobs,” as illustrated in **Table 20**. Employees are concentrated in two (2) “female jobs,” seven (7) “male jobs,” and five (5) “gender-integrated jobs.”

**Table 20: Concentration of Men and Women in Jobs (Gender Composition of Cadre)**

Jobs with a concentration of women (“female jobs”)	Reproductive health; administration
Jobs with a concentration of men (“male jobs”)	Directors, area managers, drivers, male circumcision, sales, finance, research, and evaluation
Jobs with no strong gender concentration, tending toward gender integration	Procurement, information technology, communications, warehouse, hygiene, and Maintenance

Source: SFH HR database

**Table 21: SFH Staff by Position Level and Sex**

Position Level	Male	Female	Pattern
A	0	100%	NA <sup>15</sup>
B	75%	25%	Segregated
C	54%	46%	Semi-Integrated
D	68%	32%	Segregated
E	47%	53%	Semi-Integrated

<sup>14</sup> The position of Deputy Director was not found in the HR Database file (Data Annex 3), and was therefore not included in the “Director” cells in Table 19, or in a position level in Table 21.

<sup>15</sup> Because there is only one person in this category, the gender composition of this job is not addressed.

Position Level	Male	Female	Pattern
F	71%	29%	Segregated
G	42%	58%	Semi-Integrated
H	70%	30%	Segregated
I	54%	46%	Semi-Integrated

Source: SFH HR database

Further analysis of the HR database demonstrated a pattern of gender segregation by position level, with jobs at the B, D, F, and H levels (and possibly A, if the deputy director position is included here) segregated, in favor of male employees (**Table 21**).

The analysis thus demonstrates gender segregation of some jobs. The FGD data confirm the experience of both horizontal and vertical occupational segregation. Patterns of occupational segregation such as those demonstrated in Tables 22 and 23 raise questions about a possible gender wage gap since pay inequity is often present when female workers are concentrated in a few jobs, and/or in lower-ranking jobs, and where men are concentrated in management and technical jobs, which are typically higher paid. There also may be wage inequity in lower-ranking but segregated jobs (e.g., jobs at the H level), where the segregated nature of positions at this level impedes inequitable access to these jobs.

Gender segregation has implications for equal opportunity to jobs and access to fair compensation. These findings suggest the need for a job-wage evaluation to establish any link between occupational segregation and a gender wage gap.

## Qualitative Findings

This section presents findings from the review of several SFH documents and the FGDs, and a synthesis of responses to open-ended questions on the staff survey.

### Document review

The SFH Employment Manual, the Strategic Plan, performance appraisal and leave forms, and the HIV and AIDS Policy were reviewed for gender integration. Findings related to the Employment Manual, the performance appraisal form, and SFH Strategic Plan are in **Data Annex 5**, summarized here:

- **The HIV and AIDS policy** recognizes the role of sexual violence in the spread of HIV in saying: “The HIV and AIDS impact has a gender bias, with females often being more adversely affected by the pandemic, due to physiological, socio-cultural, and economic reasons.”

The HIV and AIDS policy aims to “Ensure that sexual abuse, violence, harassment, discrimination and stigma are not tolerated” and pays appropriate attention to sexual harassment and abuse. However, there is no mention of the role of intimate partner violence (i.e., battery, economic, as well as sexual coercion) in the lives of SFH employees and clients in the transmission of HIV or in hindering treatment for AIDS; nor is there any suggestion to integrate screening and referral into counseling and testing and male circumcision programs. (Recall that in the section analyzing perceptions of gender

mainstreaming and equality, staff perceived that SFH had no “[p]olicies to support or protect employees who live with intimate partner violence.”

- **2010-2014 Strategic Plan:** The SFH mission statement, core values, vision, objectives, activities, and indicators in the SFH Strategic Plan do not mention, and have no content related to, equal opportunity, gender equality, and gender mainstreaming.
- **2010 SFH Employment Manual, Performance Appraisal Form:** The following principles of gender equality in the workforce, defined in **Table 4**, were used as a backdrop to review the content of the employment manual: It is not enough for employers to avoid gender discrimination and provide equal opportunity and access through policies and programs. Gender equality requires that the life experiences of both genders be treated as the norm<sup>16</sup> in health workplaces, and that workplaces are restructured to integrate family and work, to reflect the value of caregiving for women and men.
- The study reviewed the extent to which the 2010 SFH Employment Manual included **HR policies and procedures that promote gender equality:** in the first section, analysis focuses on maternity and paternity leave, as per the following excerpts from the 2010 SFH Employment Manual:

### **6.5 Maternity leave**

“All female employees on fixed term contract shall be entitled to three (3) months of maternity leave with pay after delivery. Staff will not be eligible to receive paid maternity leave within the first 2 (two) years of appointment as stipulated in the Employment Act. Employees who have been employed less than twenty four (24) months may use accumulated annual leave days in lieu of paid maternity leave. Unpaid leave may be granted after annual leave days have been exhausted, up to a total leave of six months.

“When the employee entitled to maternity leave returns to work, she shall be entitled to one (1) hour per day for the purposes of nursing her child up to when the baby turns 6 months. The hours of rest given for breast-feeding shall NOT be recoverable through pay or days of recuperation.”

### **6.6 Paternity leave**

“All male employees will be granted five working days as paternity leave on the birth of a child from their legal spouses.”

*Maternity and paternity leave.* Maternity leave is consistent with Zambian law. Paternity leave very much promotes gender equality, but as indicated in the FGDs, five days is not felt to be enough for fathers to bond with their babies. The sexual harassment definitions and policy statement promote equal opportunity and gender equality. Encouragement of babysitters at work and at trainings is supportive of both maternity and workforce participation at the same time. It is unclear, however, whether breastfeeding breaks are to be counted as work hours, as

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<sup>16</sup> Bender, Leslie. Sex discrimination or gender inequality. May 1989. Fordham Law Review.

recommended by the ILO Convention on Maternity Protection, as the text in the Employment Manual is ambiguous:

“When the employee entitled to maternity leave returns to work, she shall be entitled to one (1) hour per day for the purposes of nursing her child up to when the baby turns 6 months. The hours of rest given for breastfeeding shall NOT be recoverable through pay or days of recuperation.”

Subsequent clarification from an executive level informant clarified that this means that breastfeeding time is not cumulative.

The organizational values stated in the SFH Employment Manual do not include gender equity or equality, or family- or woman-friendliness, but the manual does use the terms baby-friendly and “equal opportunity employer” with respect to application and recruitment, as follows:

“SFH is an Equal Opportunity Employer. The consideration of all candidates applying is based solely upon their merit without regard to the candidates Creed, Gender, Color, Religious Practices, Age, Sexual Persuasion or cultural practices.”

✓ **HR policies and procedures that hinder gender equality:**

- The maternity leave policy is not supportive of female workers with less than two years’ continuous employment.<sup>17</sup> These women are not eligible for paid maternity leave, though they are given the option of unpaid maternity leave. Although the SFH policy reflects the Employment Act of Zambia, this practice has been critiqued by the International Labour Organization as not being consistent with current standards (Convention 183, Maternity Protection). The current policy has resulted in some mothers reporting back to work when the baby is only one month old,<sup>18</sup> or female employees working extra hours during pregnancy to save as many paid leave days as possible in order to be with their baby for a longer period after giving birth. The FGD narrative bears witness to an experience of strain and uncertainty for uncovered pregnant or new mothers. There appears to be no legal obstacle to SFH meeting current international standards, though finances may be a challenge that need to be overcome.
- Affirmative action consists of employer efforts to ensure that groups who have been excluded in the past receive equal employment opportunities. A key objective of affirmative action programs is to compensate for past discrimination by increasing chances of marginalized or vulnerable groups to participate in decision-making and policy implementation in ways that they were previously denied, such as hiring or promotion into senior positions or access to resources such as training.<sup>19</sup> In the absence of equal protection from the law, organizational policies are needed that

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<sup>17</sup> See footnote 2.

<sup>18</sup> Focus Groups Narrative, Appendix B

<sup>19</sup> For example, in a recent affirmative action, the SFH leadership team added a second female director to the senior leadership team, making women 2 out of 8 staff, or 25%.

protect workers who do not fit gender stereotypes and who want to work in non-traditional jobs (e.g., women as drivers). As Zambia has signed Convention 111 (nondiscrimination, which references affirmative action), SFH does have a larger policy context to guide affirmative action in its employment policies, if it chooses to adopt this. Currently, the SFH Employment Manual does not have an affirmative action policy, and thus there are no guidelines for affirmative action.

- Although Zambia is also signatory to International Labour Organization Convention 100, Equal Remuneration, there is no statement regarding “equal pay for equal work between men and women” or work of comparable value/worth.
- There is no sexual harassment reporting procedure or yearly training. The current grievance procedure does not bring in the perpetrator of sexual harassment and offers no protection to staff experiencing harassment by their supervisor because the target of harassment is engaged with the supervisor at most points of the process.
- The lack of a child care or a personal leave time policy hinders a baby-friendly work environment.<sup>20</sup>
- The language of SFH HR policies and procedures is gender-sensitive and non-discriminatory: language in SFH Employment Manual is not discriminatory and strives for gender neutrality. For example, there is no inclusion of wording such as “Women are especially encouraged to apply” in advertisements.
- Gender-sensitivity in service delivery or in HR management is not included as a performance expectation in the performance appraisal form.

**Clarifications** (based on interviews with two key informants):

- **Recruitment:** According to key informants, HR had recently received applications from four women, but the motor pool manager refused to employ any female candidate, which points to overt discrimination at the point of hiring. Such exclusions result in the type of horizontal occupational segregation mentioned in an earlier section. HR now wants to encourage women to apply to any driving position advertisement in future, as they note that UNDP and UNICEF have already started employing female drivers. Internal and external advertisement will be considered. However, to succeed in hiring women into this segregated job, HR will also need to address hiring managers’ practices.
- **Maternity leave:** SFH offers four months of paid maternity leave to staff with two years’ continuous service.
- **Child care:** According to key informants, SFH has no provision for child care at worksites due to limited infrastructure.
- **Performance appraisal:** SFH has revised the appraisal system, which is going to be continuous.<sup>21</sup> Also, in the past only managers were responsible for promotion

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<sup>20</sup> SFH does not use the term “family-friendly” in its documents.

<sup>21</sup> “Continuous” was understood as “ongoing” and not once or twice a year.

of individuals, which might allow for bias and favoritism. In order to increase transparency, an (appraisal/promotion) committee will be responsible for promoting staff while the managers will only make recommendations to the committee.

- **Gender expert:** Although SFH has a gender focal point, there is no gender expert position. Nor is there funding allocated for gender awareness training.

The review of SFH documents revealed some foundations of political will for, and accountability to, equal opportunity and gender equality, but the completeness and/or lack of some HR policies and practices hinder equal opportunity and gender equality. Policies are not fully gender-sensitive; and procedures (such as for sexual harassment) are rudimentary. The finding about gender expertise points to weak technical capacity for ongoing gender mainstreaming, which is linked to resource allocation, and political will in this direction.

The foregoing also points to generally weak accountability for gender mainstreaming. However, accountability would be strengthened by a key action in gender mainstreaming—and an overt manifestation of political will—which is to integrate equal opportunity and gender equality in the SFH Strategic Plan’s objectives, activities, and indicators.

### **Focus group discussions**

The main thematic categories that emerged from FGDs included the influence of traditional culture, perceptions and experience of equal opportunity and gender equality, perceptions of female leadership, maternal/paternal/parental policies and programs, and perceptions and experience of sexual harassment. Within each thematic category, several sub-categories were created.

In the interests of space, the following FGD text has almost no quotes. These quotes, the “voice” of SFH staff, which would amply substantiate the findings and conclusions in the following sections, are in the full Focus Groups Narrative, which is found in **Appendix B**.

The findings from the FGDs include the following:

- **Theme 1:** The importance of traditional culture on all aspects of life, including work, is discussed in such a way as to suggest the translation/transfer of traditional gender roles and responsibilities from the private sphere culture into organizational culture occurs with no open challenge from HR, management, or staff. The way traditional culture operates in organizational culture is typified by the role of husbands in female staff’s work lives, which is often at odds with the principle of equal opportunity for occupation and employment.
- **Theme 2: Perceptions and experience of equal opportunity and gender equality:** There is evidence of a strong pro-male bias/favoritism in recruitment, hiring, promotion, and advancement. This may be the translation of the gendered division of labor in traditional culture to the organizational practice of equal opportunity and treatment. For example, there is unequal treatment in women being released to attend to family responsibilities—a more or less benign form of unequal

treatment: "The treatment is...not equal. It is not the same, the women; they will release the women to go home earlier" (male management FGD).

There is also unequal treatment of men, but this type makes them more available for full-time work: "As for males, they are more trusted. They also have babies, but the mothers will take care of them. Males will still come even when the baby is sick. Males don't breastfeed; they don't bathe the baby; they don't wash nappies. They are treated differently" (female non-managerial FGDs).

FGD respondents, unfamiliar with international labor standards that mandate protection of women from work that is prejudicial to the health of pregnant and breastfeeding women and their children, appeared to believe that some (maternity) protections constitute discriminatory unequal treatment, as opposed to an accommodation for a temporary disability<sup>22</sup> that promotes women's participation in the workforce.

Caring for a sick child at home and women's family responsibilities were a recurrent theme in discussions of women's productivity. Unequal treatment, such as releasing women earlier to enable women to "work the second shift" at home, has an impact on how women with children are perceived by colleagues at SFH, i.e., as unproductive (i.e., women's productivity at home is perceived to lower productivity at work). The FGD narrative also suggests a lack of reliability of mothers when the chips are down. Women's productivity and reliability at work is thus called into question by early release from work and by a seeming inability to leave problems at home.

There were mixed responses to the question, "Are men and women treated equally here?" among both non-management staff and management, male and female FGD participants, ranging from "there is no discrimination at the point of hiring toward either females or males" to "there is no equal opportunity for women."

However, there is a stronger current of perception regarding the lack of equal opportunity for women. In response to the question, "Do you think that a hiring decision has been made based on your gender and not your qualifications?" FGD participants concurred that at the MC services, decisions were gender-based, as "there are females equally qualified" (female staff FGD). FGD respondents also indicated that there is no explicit encouragement for women to apply for open positions or to pursue affirmative action in recruitment of managers.

Lack of advancement seems tied to being married, whether or not one has children, and the role husbands play in the work of female employees: Women may not be offered positions, such as area managers or positions outside Lusaka, in anticipation by managers that husbands will refuse. This seems to be a case of the unchallenged intrusion of husbands' perceived (traditional) prerogatives in organizational recruitment and hiring practices.

Female FGD respondents also widely felt that they were being disadvantaged by being, or having the capacity to become, pregnant, especially when it comes to promotion into

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<sup>22</sup> International Labour Organization C. 183, Maternity Protection: Protection from dangerous work: Pregnant or breastfeeding women are not obliged to perform work deemed by a "competent authority" to be prejudicial to the health of the mother or the child.

managerial positions.<sup>23</sup> FGDs revealed a consistent (contested by female staff) assumption that having babies is a disqualifier for management jobs.<sup>24</sup>

Unequal opportunity for advancement also appears linked to prejudice (pre-judging), negative stereotypes of women, and the presumption of women's incompetence. For example, male FGD respondents (non-managerial and managerial) especially perceived that female managers are vengeful and like to show power or authority, or were unable to wield power wisely. It was suggested by one of the male FGD respondents that women's historical exclusion from leadership has resulted in an "inferiority complex," which makes women show their power once in a managerial position. Female managers felt that they had to prove themselves, or be tougher, when given a managerial/leadership position.

Also, male (and some female) FGD respondents perceived women to be more emotional and to let personal feelings come into their work (i.e., a negative stereotypical image), and that women were unsuited for leadership positions, while there were many instances of the presumption of natural male suitability for leadership.

Some of the jobs at SFH, such as the position of area manager, counselor, or hygiene specialist, may be quite demanding in terms of travelling long distances, being away from home, and working long hours. Both non-management and management male staff indicated that there are assumptions that women might not be able to take the job because the work is too demanding. However, female staff indicated that "the job can be done by anyone, both male and female" (female, non-managerial staff, FGD), and, "That's why we want management to review whatever criteria they are using when selection management. Because how can they have all management to be men? That is not fair. That is why are disrespected at some level by some men. They look down on us" (female non-management FGD).

Outreach activities often involve working in the field, sleeping in remote areas, and traveling long distances. When female outreach staff members were asked about how they feel about their experiences with outreach activities, they indicated that, "I don't think that it is a problem; we knew what kind of job we were getting into" (female, non-management staff, FGD). There was also concern about equal opportunity to travel or to go for outreach activities, with female outreach staff indicating that the selection of employees for outreach activities is biased (toward males) and that there is no clear system put in place to ensure equal opportunity. There were indications that pro-male bias operates in camping outreach selection, and that hiring managers are free to operate this way because of a lack of accountability.

Acting on gender-role expectations or stereotypical beliefs about women would account in part for occupational segregation of these jobs.

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<sup>23</sup> This emerged from the responses to open-ended All Staff Survey responses: "Women of childbearing age should not be disadvantaged in getting a place".

<sup>24</sup> This is a manifestation of maternity discrimination.

**Affirmative action.** While affirmative action by no means implies that unqualified and qualified candidates compete, there appeared to be an underlying assumption in these FGDs that affirmative action will open the door to unqualified candidates/beneficiaries. Further, there seems to be concern—especially among male managers—that affirmative action should be used only if it does not lead to unfair advantage over male workers, and if there is some assurance that performance, quality, or productivity are not affected. As one male manager suggested, “to create an enabling environment, to encourage female members of society, but not to favor them.”

On the one hand, there appeared to be an underlying assumption that the beneficiaries of affirmative action would lack qualifications; otherwise, why would anyone need it? And on the other hand, there was a continuing narrative of competent qualified males who serve as the (gate) keepers of organizational standards of quality. It also appeared that affirmative action has been stigmatized by negative perceptions of it and that this may be shared by potential beneficiaries: “I think women and men should be given equal opportunities... I don’t think it is right for a woman, who is not really qualified, to be at a position where she is not supposed to be, just because she is woman” (female, non-management staff, FGD). Thus, affirmative action is held in suspicion, stigmatized as a way of upholding quality standards and keeping presumably unqualified women out of jobs for which they are not qualified.

Interestingly, it would seem that a pro-male bias (favoritism) may enter where male and female candidates are equally qualified: “If two candidates are equally qualified, naturally, it is wiser to give the position to a man because a man would take it now in terms of masculinity... I think it would be wiser just to say a man gets it, since they are equal, so give it to a man... a man is more, I would say mentally agile, than a female. So naturally we talk about...physical strength and mental agility, so we take a man” (male management FGD).

Affirmative action appears to be considered—mostly by male managers—as unfair competition and a potential source of disadvantage to an organization that is target-driven. FGD respondents appear to distrust affirmative action. And there is recognition that there are no clear guidelines about how affirmative action is to be implemented.

**Pregnancy and family caregiving.** There is evidence which suggests that pregnancy and family caregiving are viewed as problematic by managers and staff alike, for example, as when a manager noted that “management is scared of people who have babies in between: they need permission to go and look after their children” (female management FGD). A female employee notes that a friend’s contract seems to have been terminated for reasons connected with the employee’s pregnancy, which is in contradiction with the Zambian Employment Act: “I had a friend who I used to work with. She had a baby, and so that was the reason that they terminated her contract, though they didn’t say that. They gave as a reason ‘staying away from work,’ not that she really wanted to stay away from work, but because of the baby” (female, non-management staff, FGD). This is echoed in the following:

"I can't even fall pregnant, because I am scared. If I fall pregnant, they might not include me in the next contract" (female, non-management staff, FGD).

The foregoing examples suggest pregnancy and/or caregiver discrimination, real or feared.

**Baby-friendliness.** According to the SFH Employment Manual, SFH encourages a baby-friendly environment to enable mothers who live in far-off places to bring their children and babysitters to work, but none of the sites visited during the FGDs had a suitable place for expressing milk, breastfeeding, or babysitting: "I remember when I was pregnant, I asked our manager, 'Are you going to provide a nursery so that I can be bringing my baby here?' He just laughed and said 'There is no space here.' But then, if he would have asked . . . [the] head office what we are going to do about this, something would have been done about it. I am sure that at [the] head office, it is there" (female, non-management staff, FGD).

The SFH Employment Manual also stipulates that the female employee is entitled to one hour per day for the purpose of nursing her baby until the age of six months. Most of the women indicated that this policy measure is implemented without problems, and depending on the supervisor, there is flexibility for the employees to choose when to take this hour. However, there are some challenges: "After I gave birth, when I came back, I was not given that one hour. 'It is just the work,' I was told" (female, non-management staff, FGD). This reaction does not appear "baby-friendly."

In the SFH Employment Manual, there is a provision for cases where a mother is required to attend workshops, seminars, or to work outside their area of operation, and SFH provides transport, food, and accommodation for the babysitter and the baby (younger than 6 months). However, there is lack of knowledge regarding this policy, and it is not always adhered to by supervisors.

**Paternity leave.** According to the SFH HR Manual, all male employees are granted five working days' paternity leave on the birth of a child from their legal spouses. This policy recognizes the importance of a father's role in childrearing and gender equality. Four issues emerged concerning paternity leave: Five days is perceived to be insufficient time for a father to bond with the baby; there is lack of communication of this policy; there is cultural pressure to not take the time out from work; and there a lack of overt enthusiasm in SFH culture for new fathers. "At SFH [it] is mainly about performance. I know about a colleague who was not given paternity leave. He was not given [the leave] because of the workload, so he did not go on paternity leave. SFH is about targets" (female non-managerial FGD).

Some fathers indicated that they were denied paternity leave: "I was told that there was too much work, I will give you later" (male, non-management FGD) and that the employment manual does not stipulate a specific time frame as to when a father can take his paternity leave. It was suggested that "there should be an articulation to say that if you don't take your days during a specific period, then they elapse" (male, non-management staff, FGD).

The foregoing suggests that there is untapped potential to promote gender equality among fathers who would take a greater role in child-rearing. However, taking paternity leave would put male staff at risk for not looking committed and productive (as female employees tend to be perceived), and this may seem to be a drawback in a results-driven organization, unless tackled directly in organizational culture change efforts. The unenforced paternity leave policy may indeed indicate a lack of support from some managers and employees, and it is an example of weak accountability around an important gender equality policy.

**Mother's Day.** Zambian law (Government of the Republic of Zambia, 2011) stipulates that every female employee shall be entitled to one day's absence from work each month without having to produce a valid medical certificate. Although no specific reasons are provided in the law, there is a belief that it was set up to give a women a day of rest while having her monthly periods. There is no clarity in the Employment Act or in the SFH HR Employment Manual regarding the rationale for this extra day off, but it is referred to as "Mother's Day" whether the woman is a mother or not. FGDs testify to the high value placed on this female entitlement. The lack of clarity about the reason for this day off (medical vs. social), and the lack of clear procedures for requesting and approving Mother's Day, creates some tension between management and non-management, male and female staff. The word "abuse" came up frequently in discussion of Mother's Day, as when female staff members are perceived to take the day mainly on Fridays or Mondays to extend the weekend. Some female staff members described efforts on the part of their supervisors to plan around it, feeling that they should not have to plan for it, because it is their legal right, or because one cannot plan when to have a period. Some supervisors were reported to deny workers their "Mother's Day" or to bureaucratize it by introducing leave slips, thus making it harder to get.

Mother's Day may function for many as a personal day or child care day, in the absence of child or dependent care policy. Along these lines, a male manager generalized that fathers would like to have the same right as mothers, since they are also responsible for looking after the baby: "Sometimes breastfeeding might not even be involved at all; it is babysitting that is involved. My wife is not always around, but I have babies to look after, so what provision do I have assuming I have a small child? What provision is there for me to be going home two hours earlier than normal. Where is the balance there?" (male, management FGD).

There were indications that some staff may view Mother's Day as an unfair benefit and possibly a dispensation that is detrimental to being seen as an equal: "I think to some extent, women feel a little bit insecure. Because you do all the other social roles and responsibilities, you may not feel comfortable to take your Mother's Day if you are aiming to go higher and then you want to show that you can really do it. There are some people who don't take Mother's Day at all" (female management FGD); "Talking about gender equality, the whole principle of Mother's Day is sometimes abused, you begin to ask yourself questions like we are trying to be equal. We say a woman can do every job and stuff like that, and then they are given all these extras that men don't have, so strictly speaking, it is not there. I don't know how far we can go into implementing this so-called equality. Unless the women are also willing to forego certain jobs because of their physical make-up. Because they have this problem every month. But that won't

happen, and if won't happen, than the men also need to equally be considered" (male management FGD).

**Gender in programming.** SFH has various programs, such as MC, HIV, RH, CT, malaria, and child survival. Looking at gender (in) equality within these programs, FGD respondents indicated that gender is not an aspect that receives explicit attention in their programs. The only time gender issues are perceived to arise in the implementation of programs is during MC, where there are occasional instances where the (male) client does not want to be helped by a female MC provider; or when managers do not support women's participation in MC activities. However, when the client is counseled on the professionalism of the female MC provider, they are said to accept the assistance of a female provider.

**Sexual harassment.** The SFH Employment Manual has a definition of sexual harassment that includes quid pro quo and hostile environment sexual harassment, and highlights disciplinary action will be taken against any employee who commits sexual harassment. Depending on the seriousness of the infractions, disciplinary action may range from a verbal written warning for a first offence to dismissal for a second offence (SFH, 2010). Despite SFH's definition, some FGD participants suggested that it is difficult to have a universal definition of sexual harassment because the organizational mandate of SFH and its programs and activities require SFH employees to work in a sexual context. This is thought by some to blur the lines between sexual harassment and the demands of the job. While there was general consensus that the sexual context of SFH raises the threshold for sexually tinted jokes by staff, some FGD respondents pointed out that boundaries between appropriate and inappropriate are known and that they are offended by the sexually tinged jokes made by colleagues.

A number of participants shared their experiences with (hostile environment) sexual harassment, which were diverse and ranged from inappropriate text messages or emails and remarks on dressing to touching breasts and verbal sexual remarks. Referring to the SFH Employment Manual, where there is no clear description of the steps an employee can take to report a case of sexual harassment, some instances of sexual harassment were solved by the concerned employees themselves, without intervention of management. The participants indicated that there are no appropriate channels for reporting and that there is fear of reporting sexual harassment, especially when it involves your direct supervisor.

In addition, cultural cousinship, whereby males are free to joke with females from certain tribes, whom they can consider to be their "wives," was brought up in the discussion of sexual harassment in some FGDs: "In our culture, we have this thing called cousinship.... In certain tribes, females of certain tribes are considered to be our wives. But you find that some of those things, if you go to the policy, you find that you actually committed sexual harassment" (male, non-management staff, FGD); "When asking a male on what he could say to a lady in the name of 'cousinship' is 'I intend to make you pregnant'" (male, non-management staff, FGD).

The example of cousinship appears to be another instance of traditional cultural assumptions being played out in the organizational culture (like husbands' approval of some female workers'

jobs). Female FGD respondents appeared to react with forbearance around much behavior that would be encompassed in the definition of hostile environment sexual harassment in the employment manual. The sexual harassment policy seems unenforced, perhaps because of the claims of culture, perhaps because the sexual harassment policy is not uniformly understood.

Related to sexual harassment, the subject of having an elaborated dress code seemed to be an issue in the male staff and management FGDs, with some male respondents seeming to promote a stereotype of men as unable to control themselves. Women's perceived inappropriate dress, as opposed to cultural norms, was identified as the key contributor to the occurrence of sexual harassment. This view puts the onus of male behavior on women and asks women to control men's behavior by modifying their behavior or dress. In fact, there were instances of describing men as sexually harassed when they found a woman attractive, whether or not dress was implicated. This narrative suggests a misunderstanding of sexual harassment and of the concept of individual responsibility.

The participants also mentioned two different types of relationships at the workplace in the context of sexual harassment. The first one was a relationship between an employee and a manager, which was seen to disturb work because it is difficult to carry out one's duties when the boss has a relationship with your employee and your employee bypasses you. A second type of workplace relationship is one where success or promotion is viewed as a result of some sexual favors given to your manager, which can lead to fear or refusing to provide favors to your manager. The latter appears to be the quid pro quo form of sexual harassment, which is prohibited in the SFH Employment Manual.

**Performance appraisal/remuneration.** The procedure for performance review and salary increments was debated among non-management staff. Although the performance review is based on the achievement of objectives and performance using standard guidelines, it is often considered to be a subjective procedure. For example, female workers felt that if they seek permission for leave on grounds of family responsibilities, it affects their appraisal. (This would be an instance of caregiver discrimination.) Some respondents felt that gender could enter positively and negatively for both males and females. For example, female workers are perceived as favored by some male staff if they are on good terms with the manager, although "if a manager wants to take advantage of the female employee, but she is standing her ground, it might affect her next approval" (male, non-management staff, FGD).

### **FGD summary findings**

The FGDs suggested multi-causal unequal opportunity for women to be recruited, hired, and promoted in a job of their choosing. Similarly, what is referred to as women's lack of interest in applying for certain male-identified jobs is similarly multi-causal, and it is more complex than a mere lack of interest. For example, unequal opportunity and non-application for certain jobs appears to stem from: pro-male bias; an expectation (by married female candidates as well as hiring managers) that husbands will not allow their wives to take certain jobs; a belief that a married woman will not be able or want to be away from family responsibilities for too long; negative bias toward pregnant women or workers with family responsibilities; a presumption of

incompetence regarding women; anticipation of a hostile response to women's entering male-identified jobs (such as how a female driver was treated by other male drivers); and lack of enforcement of equal opportunity policies. The experience of sexual harassment was confirmed, including hostile environment and quid pro quo, but the SFH Employment Manual is perceived to have no clear description of the steps an employee can take to report a case of sexual harassment.

Further, women's productivity at work is called into question by early release from work and by a perceived inability to leave problems at home. There also appear to be substantially negative stereotypes of women as workers (unproductive, unreliable, disorganized) and managers/leaders (emotional, irrational, incompetent) that pervade discussions of equal opportunity and affirmative action. These stereotypes and indications of bias point to the existence of discriminatory attitudes and actions in recruitment, hiring, and promotion, based on marital status, pregnancy, and caregiving responsibility as possible sources of the occupational segregation described above. Gender does not emerge as an intentional component in field programming.

### **Staff survey: responses to open-ended questions**

The responses from the open-ended questions on the staff survey were reviewed (See **Data Annex 5**, All Staff Survey, Open-Ended Survey Responses). Key themes included:

- SFH is perceived by many staff to be on the right track with respect to gender equality.
- There is occupational segregation, in terms of the types and level of jobs men and women occupy (e.g., men in RH, women in MC, women under-represented in upper management and leadership).
- The ideal worker delivers results, meets targets, is motivated, qualified, hardworking, and a team player.
- Staff perceive favoritism (nepotism, sexual, pro-male bias).
- SFH needs a gender policy, gender mainstreaming committees or a change agent at site- or platform-level, respectively, gender sensitization/awareness activities and measures to encourage women in decision-making positions.

## CONCLUSIONS

This section presents preliminary conclusions regarding equal opportunity, gender equality, and gender mainstreaming at SFH, based on the gender assessment findings presented above. The conclusions are framed around the following questions:

- In what ways is SFH responding positively to gender inequalities at work and promoting gender equality?
- What, if any, types of gender inequalities, gender bias, or gender discrimination exist at SFH?

**Table 22: In what ways is SFH responding positively to gender inequalities at work and promoting gender equality in programs?**

<b>Organizational culture</b>	SFH is perceived by many staff to be on the right track with respect to gender equality in the organization. The index score of 3.58 represents SFH staff's positive perceptions of its organizational culture with respect to gender integration.
<b>Accountability</b>	Maternity leave for female staff with two years' continuous service, and baby-friendly and basic paternity leave policies, are positive responses to human life cycle needs.
<b>Political will</b>	Organizational leadership is perceived as open to exploring gender equality at work and in programming. The index score for political will (3.70) represents SFH staff's positive perceptions with respect to leadership support of gender integration. While affirmative action is not an official organizational policy, it has been implemented by the Executive Leadership Team to change the balance in team composition.
<b>Technical capacity</b>	Maintaining the gender assessment in the PRISM work plan, including the intended use of results to develop a gender equality action plan, is an effort to develop gender awareness in the organization.
<b>Programming</b>	SFH programming is perceived by managers as valuable in the empowerment of girls and women. Sex-disaggregated data are available for program design and monitoring.

### An Evidence-Based Framework for the Interpretation of Findings

In drawing conclusions about the types of gender inequalities, gender bias, or gender discrimination suggested by the assessment findings, workplace literature was reviewed and an evidence-based framework developed for use in interpreting the findings. The framework includes three broad categories of gender discrimination<sup>25</sup>: overt sex discrimination, sex stereotyping, and disparate treatment. Within these three categories, there are specific forms of discrimination.<sup>26</sup> The framework, with categories and forms of gender discrimination, appears in **Table 23** and should be kept in mind when reading the conclusions and recommendations.

<sup>25</sup> Gregory, Raymond F. *Women and Workplace Discrimination: Overcoming Barriers to Gender Equality.* Rutgers University Press, 2003

<sup>26</sup> There are other relevant forms, such as discrimination based on age discrimination or ethnicity.

**Table 23: Categories of Gender Discrimination**

Overt discrimination	Gender stereotyping <sup>27</sup>	Disparate treatment or impact
<p>Manifest bias against women or in favor of men. Sometimes called “direct discrimination,” it occurs if a person treats (or proposes to treat) someone else less favorably than they would another person in comparable circumstances because of a particular <b>attribute</b> (such as gender). Overt discrimination occurs when factors unrelated to merit, ability, or potential of a person or group are used as an explicit reason for excluding or otherwise discriminating against them.</p> <p><b>Hostility</b> (“discriminatory animus”) toward women in the workforce, in management, etc.</p>	<p>Occupational or employment decisions (e.g., recruitment, hiring, promotion, termination) that are based on stereotypical, overgeneralized characterizations of the genders. For example: “Women are too emotional to be good managers.”</p> <p>When personal characteristics deemed necessary for a job are inconsistent with characteristics generally associated with women. For example: “We need tough, dedicated, unencumbered candidates” or “That woman is a man” to describe female workers who are perceived to perform on an equal basis with men.</p> <p>Stereotyping can be involved in both overt discrimination and disparate treatment. It expresses and reinforces women’s traditional and inferior role—in the workforce.</p>	<p>Different and unfavorable treatment that amounts to “second-class citizenship.” Can be indirect, as when a policy, provision, regulation, condition of work, or practice seems fair and neutral because it applies to everyone, but it can only be complied with by a higher proportion of people without the attribute or personal characteristic.</p> <p>May occur at any phase of the employment relationship and consist of intentional or unintentional restrictions or exclusions that result in disadvantages in recruitment, hiring, compensation, promotion, or work conditions.<sup>28</sup></p>
<p><b>Specific forms of discrimination:</b> Vertical (“the glass ceiling”) and horizontal occupational segregation; pregnancy discrimination; family responsibilities (or “caregiver” discrimination); wage discrimination; and sexual harassment<sup>29</sup></p>		

**Table 24: What, if any, types of gender inequalities, gender bias, or gender discrimination exist at SFH?**

Organizational culture
<p>The FGD findings and responses to open-ended survey questions point to either disparate treatment of, or disparate impact on, female workers in hiring and promotion, as well as the presence of stereotypes of women that affect women’s chances to be recruited for some jobs. There is also evidence of a pro-male bias in leadership, management, and promotion; and of negative stereotypes of female managers. In addition, there is evidence that women are treated unequally due to gender norms and gendered division of labor (i.e., if hiring managers anticipate husbands’ disapproval for certain jobs; and in letting only women off from work early to take care of family responsibilities). There is evidence of occupational segregation from the HR database, FGDs, and responses to the open-ended questions. There is anecdotal evidence of overt bias against women in motor pool hiring, which should be substantiated. There also appears to be a bias against pregnant women and workers with family responsibilities. There are some male staff who would like to assume greater responsibility for child care and cannot or will not because of a perceived inadequate paternity and parental leave policy and a perceived organizational culture that places higher value on dedication to work, targets, and productivity than on family involvement.</p> <p>The conception of the “ideal worker”<sup>30</sup> at SFH disadvantages those (mainly female) employees whose pregnancies</p>

<sup>27</sup> Gregory, 2003. Gregory refers to discrimination against women and says it is closely aligned with both overt discrimination and disparate treatment.

<sup>28</sup> The “glass ceiling” or vertical segregation, is one example of disparate treatment. As Gregory states, “Men are not confronted with glass ceilings; they simply do not encounter artificial barriers to advancement” on the basis of their sex.

<sup>29</sup> Newman, C.. Conceptual and Practical Foundations for Human Resources for Health. IntraHealth International/Capacity Project. 2009.

and family responsibilities take attention/time away from delivering results. The “ideal worker” also disadvantages male workers from taking paternity leave.

Employees experience some verbal abuse and bullying at work.

There is little knowledge of the sexual harassment policy among staff. Clear procedures on how to handle cases of sexual harassment for both staff and management are lacking.

The issues of sexual relationships at work and the perceived subjectivity of performance appraisal and remuneration may be related and suggest that SFH disseminate and enforce the sexual harassment policy and also implement training for staff in this area.

#### **Accountability**

The gender-neutral language in the SFH Employment Manual and organizational practices contributes to disparate treatment of and impact on female workers with respect to recruitment, hiring, and promotion. For example, HR policies and practices do not counter negative stereotypes of female managers, the gendered division of (family) responsibilities, the assumption of a husband’s decision-making power in recruitment, and the potential for pro-male bias in hiring and promotion.

There is a need to address three related areas of weakness identified by the gender assessment: 1) negative beliefs about women as managers; 2) lack of strategies to recruit women/for positions traditionally held by men; and 3) strategies to promote women.

Mother’s Day seems to function for many as time for antenatal care, appointments for under-fives, and/or a personal or child care emergency in the absence of family-friendly policies or flexibility in schedules. Male staff has less freedom than female staff to engage in family caregiving.

There is a lack of clarity on the procedure for a Mother’s Day request (e.g., Do women have to indicate in advance when they want to take their Mother’s day, or are they allowed taking a day off without prior notice? Does a leave slip need to be filled out?)

Baby-friendly policies (such as a lactation or babysitter’s room) are not well-implemented. Family-friendly policies exist though they are minimal and do not include paid maternity leave for workers with less than two years’ service; child care or personal leave policies for staff; or adequate paternity leave).

The lack of affirmative action or other equal opportunity measures results in the non-protection of female workers’ employment rights.

#### **Political will**

A formal commitment to equal opportunity, gender equality, and increased family friendliness—perceptible executive-level pronouncements, expectations for accountability—will likely positively impact staff morale and cohesive organizational loyalty mentioned in the strategic plan.

#### **Technical capacity**

Technical capacity in gender integration needs to be strengthened—both organizationally and in programming. There is no mention in the HIV and AIDS Policy of the role of intimate partner violence in the lives of SFH employees and clients in the transmission of HIV or in hindering treatment for AIDS; nor is there any suggestion to integrate screening and referral into CT and MC programs.

<sup>30</sup> Gregory, 2003. Pages 17-18. “A workplace structured on the ‘ideal worker’ concept is based on the assumptions first, that the ideal worker is a man, and second, that if the ideal worker is married, he can depend on his wife to fulfill all or nearly all child care responsibilities, thus freeing him to work extended days, maintain inflexible work schedules, travel frequently and work unimpeded by any concerns for the daily welfare of his children. Because employers perceive working mothers as confronting a conflict of loyalty between work and home, they assume these women, regardless of their circumstance, lack the commitment required of the ‘ideal worker,’ and thus they exclude women as candidates for positions structured for such workers.”

### Programming

There is a need to strengthen gender integration in programming, starting by developing gender analysis capacity (see Recommendations). Gender analysis data will provide the evidence base for service managers and providers to respond to gender inequalities in service delivery. Staff members perceive that there is insufficient commitment to gender equality in partner selection.

## RECOMMENDATIONS<sup>31</sup>

In this section, the question “In what areas could SFH increase efforts towards gender equality at work and in programming?” is addressed, recalling the following equal opportunity and gender equality principles introduced in the Background section:

**Equal opportunity and gender equality principles:** “It is not enough for employers to avoid gender discrimination and provide equal opportunity and access through policies and programs. Gender equality requires that the life experiences of both genders be treated as the norm<sup>32</sup> in health workplaces, and that workplaces are restructured to integrate family and work, to reflect the value of caregiving for women and men.”<sup>33</sup>

**Table 25: In what areas could SHF increase efforts towards gender equality at work and in programming?**

Organizational culture
<ul style="list-style-type: none"><li>• Examine the possibility of concerted organizational culture change, specifically balancing an institutional culture that promotes a target-driven “ideal worker” concept, with one that helps all workers integrate personal and work responsibilities. Redesign the structure of work to take the human lifecycle/reproduction<sup>34</sup> into account.</li><li>• Hold forums that analyze and challenge the existence of traditional stereotypes, norms, and roles in the workplace.</li></ul>
Accountability
<ul style="list-style-type: none"><li>• Develop and disseminate a gender equality policy and develop a gender mainstreaming strategy.</li><li>• Introduce, disseminate, and enforce a formal equal opportunity policy (in the HR manual) for all aspects of the employment cycle to effectively challenge male bias in recruitment and promotion and protect female worker’s right to be recruited for jobs without regard to presumed husband’s disapproval, pregnancy, or family responsibilities. This policy should include affirmative action measures.</li><li>• Anti-discrimination and family-friendly policies should be disseminated directly to hiring managers through workplace education, and then rigorously pursued.</li><li>• Recruitment announcements should say, “Women are encouraged to apply.”</li><li>• Establish a work/personal life integration program.<sup>35</sup></li><li>• To the extent possible, align SFH equal opportunity policy (including non-discrimination, maternity/paternity, equal remuneration, and family responsibilities) with International Labour Organization standards (Conventions. 111, 100, 156, and 183).</li></ul>

<sup>31</sup> Recommendations are based on SFH staff comments and the existing evidence base for equal opportunity, nondiscrimination, and gender equality in health.

<sup>32</sup> Bender, Leslie. Sex discrimination or gender Inequality. May 1989. Fordham Law Review.

<sup>33</sup> Ibid. Bender.

<sup>34</sup> Williams, JC. Deconstructing Gender. Nd.

<sup>35</sup> These are sometimes referred to as “Work/Life Balance” programs.

- Review for reasonability the requirement of two years of service before eligibility for the paid maternity leave entitlement and the feasibility of other options.<sup>36</sup> If not yet done, update the SFH Employment Manual to reflect four months' paid maternity leave.
- The SFH Employment Manual should clearly outline the entitlements related to pregnancy and child birth.
- Clarify if there is special leave for attending antenatal classes, immunization services for babies, or taking children to the health facility.
- SFH should expand parental, personal leave, and/or child care provisions (which are legitimate family-friendly options) to all staff to respond to antenatal care, under-five medical appointments, and personal or child care emergencies.
- Promote spaces for on-site lactation (to express milk or breastfeed) and babysitting.
- Augment paternity leave:
  - Clarify the time frame of use of paternity leave.
  - Increase duration of paternity leave, in consultation with staff and in line with fiscal feasibility.
  - Improve communication related to paternity leave to employees and management.
  - Introduce incentives for fathers to take paternity leave.
- Clarify the procedure for a Mother's Day request (e.g., do women have to indicate in advance when they want to take their Mother's Day or are they allowed to take Mother's Day off without prior notice?).
- Develop, document, and disseminate a reporting process for sexual harassment and other forms of workplace violence that:
  - Does not require involvement of direct supervisor.
  - Becomes part of an annual employee education program.
- Provide training on the sexual harassment policy and system (e.g., how do we define sexual harassment and steps to take when employee experiences sexual harassment?).
- Integrate sensitivity to gender issues in the performance appraisal form.
- Revise the HIV and AIDS Policy and SFH Employment Manual to address intimate partner violence in staff members' and clients' lives, as well as to provide guidance for voluntary CT and MC training and service delivery.
- Develop and implement a recruitment/training/mentoring program to address the need for strategies to recruit women for positions traditionally held by men and to promote women.
- Conduct a job-wage evaluation to establish a link between occupational segregation and any gender wage gap.

#### **Political will**

- Add equal opportunity and gender equality objectives and indicators to the Strategic Plan.
- Further balance the composition of the Executive Leadership Team to include more women, to counter negative stereotypes of female leaders (e.g., some SFH staff participating in the gender assessment suggested a gender-balance between executive director and deputy).
- Have the executive leadership articulate and disseminate rationale and official support for affirmative action to de-stigmatize it and to support an equal opportunity policy.
- Ask all (male and female) leaders and managers to support paternity leave policies in formal (verbal and written) statements.

<sup>36</sup> Options might include: Eligibility after six months' service; or eligibility not conditional on the length of service.

<ul style="list-style-type: none"> <li>• Advocate/seek/allocate funding for: increased gender expertise; the development of gender analysis tools; sexual harassment training; gender integration in RH/voluntary CT/MC programming; and on-site spaces for lactation (to express milk or breastfeed) and babysitting.</li> </ul>
<p><b>Technical capacity</b></p> <ul style="list-style-type: none"> <li>• Develop a gender mainstreaming policy and strategy, including the possibility of having champions at decentralized levels.</li> <li>• Educate SFH staff on equal opportunity and gender equality.</li> <li>• Build staff capacity in equal opportunity and gender equality in the workplace; gender analysis tools; sexual harassment training; gender integration in RH/voluntary CT/MC programming.</li> <li>• Select partners with capacity in and commitment to gender integration.</li> </ul>
<p><b>Programming</b></p> <ul style="list-style-type: none"> <li>• Integrate responses to intimate partner and sexual violence (including screening and referral) into CT and MC service protocols.</li> <li>• Train service providers to offer gender-sensitive MC, voluntary CT and RH services (e.g., gender analysis and integration skills).</li> <li>• Integrate response to gender-based violence in voluntary CT, RH, and MC services (e.g., create conditions for confidential counseling, provide emergency contraceptives, and create linkages with social services and police).</li> </ul>

**Final comment:** SFH is to be commended for its openness to this inquiry into its internal processes and programming. Acting on these results to lower both organizational and programmatic gender inequalities would consolidate SFH’s leadership in combined change efforts that are as innovative as they are rare.

**APPENDIX A: DATA COLLECTION INSTRUMENTS**

## Gender Assessment Instruments

### Society for Family Health [SFH] Gender Audit Focus Group Guidelines

Pretested/Final Focus Group Guide with Consent Form

#### **I. Overview of the Gender Audit Focus Groups**

SFH is conducting a gender audit to assess gender mainstreaming, to include non-discrimination and equal treatment opportunity for women and men at SFH with respect to 1) HR policies and procedures, 2) political will and accountability; 3) leadership and management; 4) technical capacity; 5) organizational culture; and 6) programs.

The SFH gender audit includes: a staff-wide survey, a managers' survey, document reviews, and focus group discussions. The focus group discussions will be led by the Gender Research Consultant and a note taker. The Gender Research Consultant will conduct four focus groups with staff from three different SFH sites for a total of 12 focus groups. The groups will be separated into men and women and staff and management. These guidelines include 1) focus group objectives, 2) facilitator instructions, 3) note taker instructions, and 4) a focus group discussion guide.

#### **II. Focus Group Objectives**

The gender audit focus group discussions will explore staff and management knowledge, perceptions and experiences regarding the following questions:

- *How do women and men employees describe their experiences in the SFH work environment with respect to nondiscrimination and equal opportunity to be recruited, hired, evaluated, remunerated, trained, promoted?*
- *How do SFH employees perceive SFH's policies, procedures, and practices with respect to gender equality?*
- *What are the attitudes, beliefs and perceptions about good managers SFH employees?*
- *How do SFH employees describe the "ideal worker" at SFH? If there is a common description of the "ideal worker" at SFH, to what extent does this affect the way men and women get recognized or rewarded at work and move ahead in their careers?*
- *How do programs address gender equality?*
- *How do female and male employees describe the organizational culture regarding gender equality at SFH?*
- *Are there differences or similarities in how management and staff view gender equality at SFH?*

#### **III. Definitions:**

- **Accountability:** Mechanisms an organization establishes to ensure that an organization delivers on its commitments to gender equality.

- **Affirmative action:** A set of proactive efforts employers make to ensure that historically excluded groups receive equal employment opportunity. The goal of affirmative action programs is to address past discrimination by increasing chances of marginalized groups to participate in decision-making and policy implementation in ways that they were previously denied, for example by hiring or promotion into senior positions.
- **Gender:** The economic, social, political and cultural attributes and opportunities associated with being male or female.
- **Gender Audit:** A participatory process that helps organizations to identify strengths and challenges in their gender mainstreaming.
- **Gender-based Discrimination** refers to any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms that prevents a person from enjoying full human rights.
- **Gender Equality:** The equal enjoyment of human rights, socially valued goods, opportunities, resources and the benefits from development results between women and men, girls and boy...regardless of gender.
- **Gender Mainstreaming:** A transformative strategy which aims to bring about gender equality and advance women's rights by infusing gender analysis, gender-sensitive research, women's perspectives and gender equality goals into mainstream policies, projects and institutions.
- **Organizational Culture:** The informal beliefs and codes of behavior in an organization that support or undermine gender equality.
- **Policy:** Basic principles or general goals that guide how an organization carries out its work or a course of action.
- **Political Will:** The ways in which leaders use their position of power to communicate and demonstrate their support, leadership, enthusiasm for and commitment to working toward gender equality in the organization.
- **Sexual Harassment:** Behavior of a sexual nature that is unwelcome, unwanted, or offensive which harms the dignity of a person. This can happen anywhere, including at work. Two forms have been recognized.
  - *Quid pro quo sexual harassment*, where a person's rejection of, or submission to, such conduct is used explicitly or implicitly as a basis for a decision which affects that person's job. Examples include situations in which hiring, deserved advancement or continuation in service or favorable treatment is conditional on sexual receptivity; or where unwarranted advancement is offered in return for sexual favors. Examples are listed below (NB: Sexual assault, an extreme form of sexual harassment, refers to attempts to stroke, fondle or kiss, being threatened with sexual assault, being physically coerced, assaulted or raped).
  - *Hostile environment sexual harassment*, in which another's conduct creates an intimidating, hostile or humiliating work environment for the recipient.

The following are examples of sexual harassment and assault:

- Unwanted, unwelcome attempts to establish a sexual relationship
- Being sexually coerced, blackmailed or threatened
- Being offered money, gifts or favorable treatment on the job in return for sexual favors
- Being subject to sexist remarks which minimize your competence/ ridicule you based on being a woman or man
- Being the object of sexual jokes, comments, lewd smiling and staring
- Being exposed to a sexually explicit discussion or conversation
- Receiving unwelcome, unwanted sexual notes or other correspondence
- Receiving repeated and unwanted requests for dates or to establish a sexual relation despite rejection
- Witnessing someone make a sexually suggestive gesture
- Unwelcome, unwanted attempts to stroke, fondle or kiss you
- Being threatened with sexual assault
- Being sexually coerced, assaulted or raped.

#### **IV. Facilitator and Note Taker Instructions**

##### *Facilitator Instructions:*

- 1) You should start by obtaining informed consent from all participants, by reading out loud the informed consent declaration in Attachment 1.
- 2) You should start with some broad questions that are outlined below and allow the participants to raise issues that are important to them. Use the question guide flexibly. You can return to topics that were not fully discussed or that needed more thought.
- 3) Always probe. Avoid using yes-or-no questions or probes that suggest answers to participants (e.g. "Do you mean that men are given preferential treatment at your organization?")

Some examples of good non-leading probes are:

- How do you mean?
  - In what way?
  - What else do you know about (the subject at hand)?
  - There is no hurry. Take a moment to think about it and tell me all that comes to your mind.
- 4) Your role is to be an objective facilitator. You should not agree or disagree with the participants. Be careful to avoid showing your opinions to the participants.

- 5) Be aware of who is talking and who is not talking. Do not allow one or two people to dominate the conversation. You can remind participants about the ground rules or make sure that you bring silent participants into the discussion.
- 6) Participants may need extra time to think about each question. Allow for silence throughout the discussion and show participants that you are ready to hear what they have to say through non-verbal prompts (e.g. nodding your head, making eye contact, etc.)
- 7) Watch for participants that may not understand the survey findings and/or focus group questions. Be prepared to re-phase questions in different ways so that everyone understands the topic at hand.

Note Taker Instructions:

- 1) Mentally assign each participant a number so that you can easily abbreviate what participants say (e.g. "3: thinks that men do not think of women as equals," or "7: Doesn't feel like there are gender inequalities at their worksite")
- 2) Take the notes as fully and accurately as you can, but move along with the participants. Avoid writing in verbatim, as it will prevent you from keeping up with the conversation.
- 3) Audio record the focus group so that you can go back through your notes and add important pieces that you may have missed.
- 4) Note body language. For example, record a participant that is silent but has their arms crossed and looks upset.
- 5) After the focus group is over, go through your notes with the facilitator to ensure that you have not missed anything important.

**Focus Group Outline and Instructions**

**1. Introduction and ground rules (5 minutes)**

- Formally introduce yourself and the note taker.
- Invite participants to introduce themselves, use first names only.
- Summarize the purpose of the assessment.

Facilitator script example: *"Thank you for taking the time to join us in this focus group. SFH is conducting an assessment to see how equality between men and women is promoted in their organizational structure, culture and in their programs. The purpose of talking with you is to learn about your perceptions, knowledge, and experiences as a SFH employee."*

- Describe the focus group discussion process and review some basic ground rules. If you would like, you could write down the ground rules on a chalkboard or on a large piece of paper for participants to look at while you explain them.

Facilitator script example, *“To help this focus group be successful, we would like to ask you to follow some simple ground rules. First of all, please remember that there are not right or wrong answers; we want to hear about your opinions and experiences in your own words. We would like everyone here to participate, so if you know that you talk a lot, try to watch how much you talk, and if you know that you are a really good listener, try to make sure that you talk sometimes too. Please talk one at a time and do not interrupt each other. If you want to talk and many people are talking at once, let me know by raising your hand. Show respect of the opinions of others. Help keep the discussion on track. Turn off cell phones and pagers. Last of all, it is very important that we maintain confidentiality. That means that all of us keep everything said in this room private. We will be using this focus group to inform a report on how [organization] promotes equality between men and women, but we will not use any names or personal identifiers. This focus group discussion should last approximately 1 ½ hours. Does anyone have any questions?”*

- Review definitions. Read the following definitions to participants so that they better understand the focus group questions.

**2. Review gender audit process** (5 minutes)

- Quick overview of the process so that everyone will have the same understanding
- Gender audit survey was given to all employees.
- The research consultant completed a document review of SFH HR and other organizational documents.
- Audit results will be disseminated to employees
- Selected will participate in a retreat to review the gender audit results and formulate an action plan to improve gender equality in SFH.

**3. Ice Breaker** (10 minutes)

- Ask all participants to go around the room and say why they work at SFH.

**4. Discussion** (60 minutes)

- 1) Based on your experience, do you think men and women are treated differently at SFH?
  - a. How are they treated differently?
  - b. How are they not treated differently?
  - c. (If the group is all men) What do you think women would say about this?
  - d. (If the group is all women) What do you think men would say about this?
  
- 2) Do you think that the experiences of men and women working at SFH differ? Please explain.

- 3) (Interviewer should be familiar with International Labor Standards #111 (discrimination (employment & occupation) 100 (equal remuneration), 156 (workers with family responsibilities) and 183 (maternity protection), and SFH policies pertaining to equal opportunity (such as affirmative action), and should probe). What policies exist (that you know of) that are meant to promote nondiscrimination and equality between men and women?
  - a. How are these policies enforced?
  - b. Do you think people take them seriously?
- 4) (To upper management) Have you ever made a hiring decision based on factors such as a candidate's marital or pregnancy status? Their family responsibilities?
  - a. If so, could you please describe how these affected your decision?
  - b. Are these factors more important in hiring managers or certain staff positions (e.g., clinicians, CBDs)? Please explain.
- 5) (To staff) Do you feel that a decision has been made based on factors such as your marital status or pregnancy status?
- 6) How does SFH promote career advancement (such as offering equal opportunities for training, mentorship, promotion, etc.) among its employees?
- 7) Do you think that men or women have similar or different access to career advancement at SFH?
  - a. Could you give me some examples of this?
- 8) What happens when someone has been sexually harassed at work (NB: Make sure the participants have the definition as well as specific behaviors on page 3)?
  - a. Is anybody aware of any sexual harassment at SFH?
  - b. What does the victim do?
  - c. How might other SFH employees react if they heard about it?
  - d. What contributes to sexual harassment at your workplace?
  - e. Are there consequences for the harasser?
- 9) Describe a staff meeting. Do men and women have equal say in discussion? In making decisions? How does this play out?
- 10) Let's say that a group of SFH employees are talking. One says, jokingly, "I don't think that a woman should be a manager because women are not decisive enough to make difficult decisions." How might other SFH employees react to this statement?
  - a. What about if someone says, "Men should get paid more than women because they have to take care of their families." How might other SFH employees who heard the statement react?

- b. What about if someone says “Women don’t make very good drivers”? How might other SFH employees who heard the statement react?
- 11) Do you think it is equally important that women and men have the same opportunities at SFH?
  - a. Please explain why you think this way.
- 12) What happens when female employees at SFH get pregnant? If you know anyone who got pregnant, what happened to them?
  - a. Probe whether they resigned, or returned to work.
  - b. Probe how pregnant employees are viewed by other staff or managers
    - What happens when women return for work after pregnancy? Do they receive support from their colleagues with respect to breastfeeding etc.?
- 13) What do you think makes an “ideal employee” at SFH?
  - a. Do you think it is harder for women or for men to be “ideal employees” in the way you and/or the group has described it?
- 14) How does SFH promote equality between girls/women and boys/men in their programs and activities at community level? Please give me some examples.
  - a. Prompt participants by asking them how communication campaigns, or HIV, RH, CT, MC, Malaria and child survival, Sales and Distribution programs and field activities are promoting gender equality
- 15) (To staff only) Do you think that equal treatment between men and women is important to SFH managers?
- 16) (To managers only) Do you think you have a responsibility to ensure that women get the same opportunities as men at work?
  - a. Probe: For example, in salaries and benefits (if they do comparable work)? For on-the job training? For promotion?
  - b. What actions or policies should be put in place to promote equal opportunity to be hired or promoted at work?
- 17) What are the ways that SFH demonstrates its commitment to gender equality among staff?
- 18) Based on your experience working at SFH, what are some challenges to gender equality at work?
- 19) How do you think cultural expectations influence gender equality at SFH?
- 20) What do you think SFH could do to do a better job at promoting equality between men and women?

- 21) What do you think needs to happen at different levels (leadership, upper management, mid-management, among staff) to promote equality between men and women at SFH?
- 22) What policy or practice changes would you like to see happen at SFH to increase equality between women and men?
- 23) (If there is an affirmative action policy) Is affirmative action practiced at SFH? What are examples?
  - a. Probe: Are there benefits of affirmative action?
  - b. Probe: Are there disadvantages to affirmative action?

**5. Conclusion** (5 minutes)

- Thank participants for their time.
- Offer to answer questions.
- Discreetly compensate participants for their time/travel.

## **Attachment 1: GENDER AUDIT FOCUS GROUP INFORMED CONSENT**

Hello, my name is [Research Consultant]. I work for IntraHealth International, an organization that works to improve health care for people around the world. IntraHealth International is working in partnership with SFH to conduct a gender audit. A gender audit is a participatory process that helps organizations to identify strengths and challenges in their gender mainstreaming.

We have invited you to participate in a focus group about equality between men and women at SFH. We are trying to learn about the extent to which women and men at SFH are treated equally as employees and how SFH goes about addressing equality between women and men in its policies, processes and programs.

If you agree to participate in the focus group it will take one hour and a half at most. Selected staff and managerial employees (about \_\_ in all) have been asked to participate in focus groups from 3 sites.

Your participation in the focus group is voluntary and there is no penalty for refusing to take part. You may refuse to answer any question in the focus group or leave the focus group at any time.

The information you provide will be confidential. Your name will not be used in the notes or transcripts of the focus group. Any other references that would reveal your identity will be removed or disguised in the final focus group report. Audiotapes will be destroyed or erased at the completion of the study.

We will ask you and others in the group not to talk to people outside the group about what was said in the group. We will, in other words, ask each of you to keep what was said in the group confidential.

There is no financial compensation or other personal benefits from participating in the focus group.

There are no known risks to you resulting from your participation.

Do you agree to participate? Yes \_\_\_ No \_\_\_

If you need to contact us after the focus group discussion, you may contact [Data Collector] at the [ ] office. Ph # [Data Collector]

## **Society for Family Health [SFH] Gender Audit Document Review**

**Purpose:** The document review will provide quantitative and qualitative data on the SFH policies and procedures and whose results will be analyzed along with the gender audit survey and focus group data to generate a report on the status of gender equality at SFH. Document review data will be collected from available documents such as: staff manuals, internal policy papers or strategic plans, job advertisements, performance review forms, training reports, job descriptions and any other documents the SFH is willing to have reviewed.

### **Definitions:**

**Instructions to User:** Please review International Labor Organization Conventions 111, 100, 156 and 183, as well as the related gender orientation PowerPoint handouts, in advance of the document reviews. Then review the organization's available and relevant documents and use the table below in order to answer the following questions:

- What HR policies and procedures exist that promote or hinder gender equality (such as pregnancy and family-related benefits, being an equal opportunity employer, affirmative action, zero tolerance for sexual harassment, etc.)?
- To what extent is the language of SFH HR policies and procedures gender sensitive (not gender-neutral) and non-discriminatory?
- To what extent are women and men equally recruited, hired, retained, evaluated, compensated, trained and promoted at SFH?
- How do recruitment, hiring, retention, performance evaluation, remuneration, training, and promotion *practices* reflect gender equality at SFH?
- To what extent do SFH plans include gender equality concerns?
- How do programs incorporate gender equality?

**NB:** There are two parts to the document review, including quantitative and qualitative assessments.

## Part One: Quantitative Analysis

Indicator	Data Source	Answers/Description (please note if data is unavailable)
<b>Recruitment</b>		
Number of job applicants by sex and position within the last 12 months, by sex and position.	HR Records, job applicant resumes for the last 12 months	
Number of new/first position by sex and position within the last 12 months.	HR Records	
Existence of equal opportunity employment policy.	HR Policies, EOE policy	THIS CONFIRMS ACCOUNTABILITY SCORE
Existence of standardized non discriminatory interview questions.	HR Records, interview (score sheet) scripts/guides, interview notes	THIS CONFIRMS ACCOUNTABILITY SCORE
Existence of job advertisements that ask for applicants of a certain sex.	HR records, job advertisements	
Existence of a written affirmative action policy related to recruitment, promotion and compensation for women and minorities	HR Records	THIS CONFIRMS ACCOUNTABILITY SCORE
<b>Workforce Composition (If information is already compiled)</b>		
Current number of deployed staff disaggregated by sex, age, cadre, and deployment site.	HR employee records	
Current number of incentivized community health jobs disaggregated by type, sex and age. (Include MC mobilizers, research data collectors and CBDs)	HR employee records, job descriptions	
Current number of management positions (as defined by their job) disaggregated by sex and cadre.	HR employee records, job descriptions	
Proportion of employees who supervise the work of other workers by sex and staff position.	HR employee records, job descriptions	
Proportion of employees in management/decision-making positions (as defined by their job) disaggregated by sex.	HR employee records, job descriptions	
Proportion of employees in technical occupations (as defined by their job),	HR employee records, job	

disaggregated by sex.	descriptions	
Proportion of employees who changed jobs in the last three years disaggregated by sex, age, and cadre.	HR Records	
Proportion of employees who changed salary grades in the last three years by sex, age, and staff position.	HR Records	
Current proportion of employees in temporary jobs, by sex and age.	HR employee records, job descriptions	
Proportion of employees in full-time jobs, by sex and age.	HR employee records, job descriptions	
Proportion of employees in part-time jobs, by sex and age.	HR employee records, job descriptions	
<b>Promotion (Can this be documented without looking at personnel files?)</b>		
Proportion of employees who have been promoted in the last three years by sex, age, and cadre.	HR Records, job descriptions, performance records	
<b>Remuneration (Can this be documented without looking at personnel files?)</b>		
Actual salary/remuneration by sex, age, and staff position.	HR employee records, pay roll	
Benefits disaggregated by type, sex, age, and staff position.	HR employee records, benefits policies	
<b>In-service Training</b>		
Average Continuing Education Units earned disaggregated by sex, age, and cadre.	Training records, training policy	
Proportion of in-service trainings attended by sex, age, staff position, and type of training.	Training records, training policy	
<b>Retention (Can this be documented without looking at personnel files?)</b>		
Proportion of employees who remain in their posts for at least 3 years by sex, age, and staff position.	HR employee records	
Proportion of employees who left their posts in the last three years by sex, age, staff position, and reason for departure.	HR employee records, exit interviews	
<b>Pregnancy and Family-Related Policies, Provision or Procedures</b>		
Existence of maternity leave policy.	HR benefits policies,	THIS CONFIRMS ACCOUNTABILITY SCORE

	maternity leave	
Existence of paternity leave policy.	HR benefits policies, paternity leave	THIS CONFIRMS ACCOUNTABILITY SCORE
Do pregnant employees receive paid leave?	HR benefits policies, maternity protection	THIS CONFIRMS ACCOUNTABILITY SCORE
Do pregnant employees receive health protection/medical benefits?	HR benefits policies, maternity protection	THIS CONFIRMS ACCOUNTABILITY SCORE
Do pregnant employees or those who have given birth have protection against dismissal during a protected period?	HR benefits policies, maternity protection	THIS CONFIRMS ACCOUNTABILITY SCORE
Do employees who have given birth have the right to return to the same job or an equivalent one at equal pay?	HR benefits policies, maternity protection	THIS CONFIRMS ACCOUNTABILITY SCORE
Number of paid days of paternity leave.	HR benefits policies, paternity leave	
Existence of a family (medical) leave policy.	HR benefits policies, family leave	THIS CONFIRMS ACCOUNTABILITY SCORE
Number of days of compassionate leave policy allowed.	HR benefits policies, family leave	THIS CONFIRMS ACCOUNTABILITY SCORE
Number of paid days of family (medical) leave.	HR benefits policies, family leave	THIS CONFIRMS ACCOUNTABILITY SCORE
Existence of work site child care.	HR benefits policies, child care	THIS CONFIRMS ACCOUNTABILITY SCORE
Existence of child care allowance.	HR benefits policies	THIS CONFIRMS ACCOUNTABILITY SCORE
Existence of a sexual harassment policy.	HR sexual harassment policies	THIS CONFIRMS ACCOUNTABILITY SCORE
Existence of confidential sexual harassment	HR sexual	THIS CONFIRMS

complaint procedures.	harassment policies and procedures	ACCOUNTABILITY SCORE
Yearly training on sexual harassment for all employees; for new employees	HR Records, training records	THIS CONFIRMS ACCOUNTABILITY SCORE
<b>Internal Capacity for Gender Equality</b>		
Existence of a gender expert position during the last three years.	HR Records, job descriptions	USE FOR TECHNICAL CAPACITY INDEX SCORE
Proportion of staff that have completed gender awareness and sensitization training in the last 3 years by sex, age, staff position and training.	HR Records, training records	USE FOR TECHNICAL CAPACITY INDEX SCORE
Existence of "gender awareness" as a part of job performance criteria	HR records, performance review forms	THIS CONFIRMS ACCOUNTABILITY SCORE

## **SFH Staff Survey**

SFH is conducting a “gender audit” to assess how gender equality is experienced, addressed and promoted in the organization. The results from the audit will be used to improve efforts to promote equality of opportunity and treatment between men and women who work for SFH.

The main areas that the audit will explore are:

- Work-life balance, including pregnancy and family responsibilities
- Equal pay for equal work
- Equal conditions of or treatment at work, including the existence of sexual harassment in the workplace
- Equal access to career advancement, including training and promotion
- Perceptions of men and women as leaders, managers, and workers

As part of the gender audit, SFH is conducting an employee survey, as well as document reviews and focus groups. All SFH employees are asked to fill out this survey to assess the widest range of perceptions about the experience of men and women who work at SFH. We appreciate your willingness to complete this survey. Your answers will be kept confidential; your name is not asked for and cannot be attached to the answers. The survey will take about 60 minutes to complete.

There are no right or wrong answers. Please answer each statement to the best of your knowledge and circle only one answer. Please feel free to contact (Wilfred Manda) at (0977762648 or [wilfredomanda@yahoo.com](mailto:wilfredomanda@yahoo.com)) if you have questions.

## **Definitions**

- **Affirmative action:** A set of proactive efforts employers make to ensure that historically excluded groups receive equal employment opportunity. The goal of affirmative action programs is to address past discrimination by increasing chances of marginalized groups to participate in decision-making and policy implementation in ways that they were previously denied, for example by hiring or promotion into senior positions.

**Gender:** The economic, social, political and cultural attributes and opportunities associated with being male or female.

**Gender Audit:** A participatory process that helps organizations to identify strengths and challenges in their gender mainstreaming.

- **Gender-based Discrimination** refers to any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms that prevents a person from enjoying full human rights.

**Gender Equality:** The equal enjoyment of human rights, socially valued goods, opportunities, resources and the benefits from development results between women and men, girls and boy...regardless of gender.

**Policy:** Basic principles or general goals that guide how an organization carries out its work or a course of action

**Sexual Harassment:** Behavior of a sexual nature that is unwelcome, unwanted, or offensive which harms the dignity of a person. This can happen anywhere, including at work. Two forms have been recognized.

- *Quid pro quo sexual harassment*, where a person's rejection of, or submission to, such conduct is used explicitly or implicitly as a basis for a decision which affects that person's job. Examples include situations in which hiring, deserved advancement or continuation in service or favorable treatment is conditional on sexual receptivity; or where unwarranted advancement is offered in return for sexual favors. Specific examples are found on page 5. (NB: Sexual assault, an extreme form of sexual harassment, refers to attempts to stroke, fondle or kiss, being threatened with sexual assault, being physically coerced, assaulted or raped).
- *Hostile environment sexual harassment*, in which another's conduct creates an intimidating, hostile or humiliating work environment for the recipient.

### **Section I: Demographic Information ANALYZE THESE ITEMS BY GENDER AFTER QUESTION 1**

Please fill in and/or check the appropriate box. Please note that in the final reports we will not separate the data in such a way that your answers will be traceable to you by your demographic information.

1. Sex:    Male             Female

2. Age: \_\_\_\_years

3. Marital status:

- Unmarried, living with partner
- Married
- Single (never married)
- Widow/widower
- Divorced/separated

4. Total number of children : \_\_\_\_\_

5. Total number of children born to your partner: \_\_\_\_\_

6. Total number of children under 5 now living with you: \_\_\_\_\_

7. Highest level of education you completed:

- No formal schooling
- Primary level
- Junior secondary level
- Senior secondary level
- Diploma level
- Certificate
- Degree level
- Other (explain)\_\_\_\_\_

8. Where do you work?

a. Programmes (CS, CSM, Malaria)

b. Operations (Sales and Distribution,  
Warehouse)

c. Health Services (MC, CT, RH)

d. Technical Services (IT, Ace (?),  
R/M&E, Procurement, Contracts  
Audit

e. Support Services (HR, Communications,  
Administration, Motorpool)

f. Other (Explain)\_\_\_\_\_

9. What is your job title: \_\_\_\_\_

10. What is your staff position level:

Level A: Senior Management

Level B: Middle Management

Level C: Staff

11. Job status (check all that apply):

A. Temporary

B. Full-time

C. Part-time

12. How many **days** do you work in the average **week**? \_\_\_\_\_

13. How many **hours** do you work in the average **day**? \_\_\_\_\_

14. How many **hours** do you work in the average **week**? \_\_\_\_\_

15. Would you like to reduce the number of hours you work per week? Yes  No

16. In general, how well do your working hours fit in with your family needs and responsibilities outside of work?

Very well

Well

Not very well

Not at all

17. In the last 12 months, have you experienced any of the following while working for SFH?

Check all that apply.

Unwanted, unwelcome attempts to establish a sexual relationship

Being sexually coerced, blackmailed or threatened

Being offered money, gifts or favorable treatment on the job in return for sexual favors

Being subject to sexist remarks which minimize your competence/ ridicule you based on being a woman or man

Being the object of sexual jokes, comments, lewd smiling and staring

- Being exposed to a sexually explicit discussion or conversation
- Receiving unwelcome, unwanted sexual notes or other correspondence
- Receiving repeated and unwanted requests for dates or to establish a sexual relation despite rejection
- Witnessing someone make a sexually suggestive gesture
- Unwelcome, unwanted attempts to stroke, fondle or kiss you
- Being threatened with sexual assault
- Being sexually coerced, assaulted or raped

18. Have you or another SFH employee that you know ever experienced any of the following while working at SFH? Check all that apply.

- Being asked to take a pregnancy test during the recruitment/hiring process
- Being asked questions regarding your planned pregnancies during the recruitment/hiring process
- Not hiring a woman of childbearing age because of likely pregnancy
- Being asked or forced to resign upon marriage or pregnancy
- Being told to refrain from getting pregnant or married while employed
- Having it implied that getting pregnant or married while employed might affect your chances of being hired, promoted
- Having work hours (e.g., overtime) cut due to pregnancy or family responsibilities
- Family responsibilities (such as child or elder care or care for a sick family member) preventing you from being considered for training or promotion
- Family responsibilities preventing you working as much as you want or need
- Being encouraged to take part-time, temporary, non-management forms of employment to accommodate family responsibilities
- Being given a lower salary upon return to work after pregnancy
- Being demoted upon return to work after pregnancy

Being denied or not being considered for a job or promotion because of your family responsibilities

Other, not mentioned above: \_\_\_\_\_

18. To your knowledge, have you or any SFH employee that you know ever experienced any of the following while working at SFH?

Check all that apply.

Being bullied by a supervisor or colleague(s)

Being threatened with or experiencing physical harm by clients, supervisor or colleagues

Being verbally abused by clients, supervisor or colleague

## **Section II: Multiple Choice Survey**

### **Survey Guidelines**

Please select or circle the best answer for each question. If you are unsure of what the answer choices for each question means, use the following definitions.

When a question is asked “**To what extent?**” use these definitions:

- **Not at all** – To your knowledge, there is no policy or system in place, little awareness by staff, no training available, and no expressed commitment by leadership.
- **To a limited extent** – To your knowledge, there is a policy being developed or in place but not implemented, the system is somewhat effective, dialogue on values or norms has begun, minimal training provided, leadership supportive but not proactive.
- **To a moderate extent** – To your knowledge, there is a policy in place and usually implemented, the system is usually effective, values and norms commonly expressed, training available to some staff, and leadership is clearly supportive.
- **To a great extent** – To your knowledge, policy is fully in place and reliably implemented, the system is usually effective, values and norms are widely shared, training is widely implemented, and leadership is strongly and visibly committed.

- **To the fullest extent** – To your knowledge, a comprehensive policy is fully implemented and monitored, the system is very clear and effective, value and norms are widely shared and evident in actions, there are well-designed training programs regularly available for a large number of staff, and leadership champions the issue.

When a question is asked, “**Do you agree that...**,” use these definitions:

- **Strongly agree** – very clear and strong support for the statement
- **Agree** – support for the statement
- **No opinion** – neither support or lack of support for the statement
- **Disagree** – lack of support for the statement
- **Strongly disagree** – very clear and strong lack of support for the statement

### **1) Organizational Policies**

<i>To what extent...</i> 1 = Not at all   2 = To a limited extent   3 = To a moderate extent   4 = To a significant extent   5 = Fully	
1. Does your organization have a written policy that promotes nondiscrimination, equal opportunity and treatment for all employees? ACCOUNTABILITY	1   2   3   4   5
2. Does your organization have a written policy that promotes nondiscrimination, equal opportunity and treatment between men and women? ACCOUNTABILITY	1   2   3   4   5
3. Is gender equality taken into account during planning of your	1   2   3   4   5

organization's activities? ACCOUNTABILITY	
4. Does management take responsibility for the development and implementation of nondiscrimination and equal opportunity policies? POLITICAL WILL	1 2 3 4 5
5. Is commitment to gender equality a criterion in your organization's selection of partners? ACCOUNTABILITY	1 2 3 4 5
6. Are there policies to support or protect employees who live with intimate partner violence (i.e., sexual, economic, physical or emotional violence by an intimate partner)? ACCOUNTABILITY	1 2 3 4 5

## **2) Organizational Decision Making**

<i>To what extent...</i> 1 = Not at all 2 = To a limited extent 3 = To a moderate extent 4 = To a significant extent 5 = Fully	
7. Does your organization include gender equality in meeting agendas? ACCOUNTABILITY	1 2 3 4 5
8. Does your organization make decisions to promote equal opportunities for all staff, regardless of gender? ACCOUNTABILITY	1 2 3 4 5
9. Does your organizational leadership ensure that decisions and actions regarding gender equality are disseminated to all staff? POLITICAL WILL	1 2 3 4 5

<i>Do you agree that...</i> 1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly Agree
--

10. SFH promotes teamwork, involving both men and women as equal partners. ORGANIZATIONAL CULTURE	1 2 3 4 5
11. Female leaders have as equal a say as male leaders in organizational decision making. ORGANIZATIONAL CULTURE	1 2 3 4 5
12. Male leaders have as equal a say as female leaders in organizational decision making. ORGANIZATIONAL CULTURE	1 2 3 4 5

### **3) Human Resources Policies and Procedures**

<i>To what extent...</i> 1 = Not at all 2 = To a limited extent 3 = To a moderate extent 4 = To a significant extent 5 = Fully	
13. Does the organization allow workers to have flexible work schedules to accommodate family responsibilities? ACCOUNTABILITY	1 2 3 4 5
14. Is there a policy that grants leave for female workers who will have, or just had, a baby (maternity leave)? ACCOUNTABILITY	1 2 3 4 5
15. Do managers encourage female employees to take advantage of the maternity leave policy? POLITICAL WILL	1 2 3 4 5
16. Is there a policy to support male workers whose female partner just had a baby (paternity leave)? ACCOUNTABILITY	1 2 3 4 5
17. Do managers encourage male employees to take advantage of the paternity leave policy? POLITICAL WILL	1 2 3 4 5
18. Is there a child care or dependent care leave policy? ACCOUNTABILITY	1 2 3 4 5

19. Do employees receive paid pregnancy leave? ACCOUNTABILITY	1 2 3 4 5
20. Do pregnant employees receive health protection/medical benefits? ACCOUNTABILITY	1 2 3 4 5
21. Do pregnant employees or employees who have given birth have protection against dismissal during a protected period? ACCOUNTABILITY	1 2 3 4 5
22. Do employees who have given birth have the right to return to the same job or an equivalent one at equal pay? ACCOUNTABILITY	1 2 3 4 5
23. Is there a policy or provisions for breastfeeding breaks at work? ACCOUNTABILITY	1 2 3 4 5
24. Is there a sexual harassment policy? ACCOUNTABILITY	1 2 3 4 5
25. Is the sexual harassment policy enforced? POLITICAL WILL	1 2 3 4 5
26. Are there strategies to recruit women at SFH? POLITICAL WILL	1 2 3 4 5
27. Are there strategies to recruit women for non-traditional jobs at SFH? POLITICAL WILL	1 2 3 4 5
28. Are there strategies to promote women at the SFH? POLITICAL WILL	1 2 3 4 5
29. Is your work performance evaluated fairly, without any bias based on your gender? ACCOUNTABILITY	1 2 3 4 5
30. Do men and women receive equal pay, according to their education, position and experience? ACCOUNTABILITY	1 2 3 4 5
31. Do men and women have equal access to on-the-job training? ACCOUNTABILITY	1 2 3 4 5
32. Do men and women have equal access to mentorship? ACCOUNTABILITY	1 2 3 4 5

33. Do women and men have equal chance of being hired for a position of responsibility for which they are qualified? ACCOUNTABILITY	1 2 3 4 5
34. Do women and men have an equal chance of being promoted into top management and leadership positions? ACCOUNTABILITY	1 2 3 4 5
35. Is there an affirmative action policy in place? ACCOUNTABILITY	1 2 3 4 5

#### **4) Organizational Culture**

<i>To what extent...</i> 1 = Not at all 2 = To a limited extent 3 = To a moderate extent 4 = To a significant extent 5 = Fully	
35. Are managers at SFH committed to achieving gender equality? POLITICAL WILL	1 2 3 4 5
36. Are there negative ideas or beliefs about women as managers or decision-makers at SFH? ORG CULTURE	1 2 3 4 5
37. Are there positive ideas about women as managers and decisionmakers at SFH? ORG CULTURE	1 2 3 4 5
38. Are there negative ideas or beliefs about men as managers or decision-makers at SFH? ORG CULTURE	1 2 3 4 5
39. Are there positive ideas or beliefs about men as managers or decision-makers at SFH? ORG CULTURE	1 2 3 4 5
40. Are there ideas or beliefs about what women's priorities should be? (For example, women's priorities should be their jobs or their families?) ORG CULTURE	1 2 3 4 5

<i>Do you agree that...</i> 1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly Agree
--

41. Leadership is committed to promoting female representation at senior levels of the SFH. POLITICAL WILL	1 2 3 4 5
42. Leadership equally listens to male and female employees' opinions and feedback. POLITICAL WILL	1 2 3 4 5
43. SFH encourages prevention and reporting of sexual harassment. ORG CULTURE	1 2 3 4 5
44. Sexual harassment is taken seriously at SFH. ORG CULTURE	1 2 3 4 5
45. Men and women perceive sexual harassment in the same way. ORG CULTURE	1 2 3 4 5
46. SFH encourages gender- sensitive behavior, in terms of language used, jokes and comments. ORG CULTURE	1 2 3 4 5
47. Gender equality is taken seriously by men and women at SFH.ORG CULTURE	1 2 3 4 5
48. Gender equality is openly discussed by men and women at SFH ORG CULTURE	1 2 3 4 5
49. There is a gap between how men and women in SFH view gender equality. ORG CULTURE	1 2 3 4 5
50. Women who work for SFH think that the organization is a woman-friendly place to work. ORG CULTURE	1 2 3 4 5
51. Men who work for SFH think that the organization is a woman-friendly place to work.ORG CULTURE	1 2 3 4 5
52. Women who work for SFH think that the organization is a good place for men to work. ORG CULTURE	1 2 3 4 5

53. Men who work for SFH think that the organization is a good place for men to work. ORG CULTURE	1 2 3 4 5
54. SFH could do much more than it is currently doing to promote equality between men and women. POLITICAL WILL	1 2 3 4 5
55. Regular meetings (such as staff or department meetings) at SFH tend to be taken over by men. ORG CULTURE	1 2 3 4 5
56. It is fair to establish organizational measures at work to make up for historical and social disadvantages that prevented women from operating on a level playing field with men (e.g., affirmative action is fair). ORG CULTURE	1 2 3 4 5
57. I am not discriminated against at work because of my gender. ORG CULTURE	1 2 3 4 5
58. My organization would try to help employees who live with intimate partner violence (For example, the organization would respect the confidentiality of private information, offer counseling or referral or negotiate flexible time, if needed). POLITICAL WILL	1 2 3 4 5
59. Women and men in the same job have the same responsibilities. ORG CULTURE	1 2 3 4 5
60. Women and men in the same job have the same authority. ORG CULTURE	1 2 3 4 5
61. Women and men in the same job do the same tasks (For example, male and female nurses generally do the same types of tasks and there is no division of labor based on gender). ORG CULTURE	1 2 3 4 5
62. Women and men in the same full time job work the same number	1 2 3 4 5

of hours. ORG CULTURE	
63. My organization has developed the capacity to handle resistance to gender equality in our programs/activities. TECHNICAL CAPACITY	1 2 3 4 5
64. Women feel comfortable applying for jobs typically performed by men. ORG CULTURE	1 2 3 4 5
65. Affirmative action is an effective way to increase equity in employment opportunity? ORG CULTURE	1 2 3 4 5

<i>How common is...</i> 1 = <b>Very uncommon</b> 2 = <b>Somewhat uncommon</b> 3 = <b>Neither common or uncommon</b> 4 = <b>Somewhat common</b> 5 = <b>Very common</b>	
65. How common is the expectation to provide sexual favors to a manager or supervisor in order to get a job, a good evaluation, a promotion or a salary raise? ORG CULTURE	1 2 3 4 5

### **Section III: Open-Ended Questions**

Please write your own answers to the following questions. Your thoughts and opinions matter and there are no right or wrong answers. Your personal identifying information will not be traceable to your answers.

1. In your opinion, what makes an **ideal worker** at SFH?
2. In what ways do you think that there is inequality between men and women at SFH?

3. How do the experiences of men and women working at SFH differ?
4. What do you think SFH should do to promote equality between men and women at work?
5. What would equality between men and women look like at SFH (i.e., what is your vision of gender equality)?
6. What do you see as barriers to achieving equality between men and women at SFH?
7. What do you see as things that would help bring about achieving equality between men and women at SFH?
8. Please add any further comments on the matter of gender equality at SFH.

**Section IV: Conditions of Work Questions:**

1. What is your monthly income before taxes from SFH?

\_\_\_\_\_

2. Does your remuneration include any of these below (Tick all that apply)?

- Hourly wage
- Yearly salary
- Extra payment for additional hours of work and/or overtime
- Extra payments compensating for Sunday work
- Child education allowance
- Use of a car
- Transport allowance
- Lunch allowance
- Fuel allowance

3. Do you receive your salary on time every month?

Yes  No

4. If you don't receive your salary on time every month, how often is it late?

- Very often
- Rarely on time
- Very irregular

5. Do you receive a housing allowance?

Yes  No

5a. If yes, how much is your housing allowance? \_\_\_\_\_

6. On average, how many days do you travel per month? \_\_\_\_\_

7. Do you receive a per diem when you travel? Yes  No

8. How much is travel per diem? \_\_\_\_\_

9. Will you expect to receive a retirement gratuity through SFH? Yes  No

10. Do you have health insurance through your work? Yes  No

11. Does your organization contribute to a pension scheme? Yes  No

***Thank you for your time!***

## **ATTACHMENT 1: GENDER AUDIT SURVEY INFORMED CONSENT**

Hello, my name is Wilfred Manda. I work for IntraHealth International, an organization that works to improve health care for people around the world. IntraHealth International is working in partnership with SFH to conduct a gender audit. A gender audit is a participatory process that helps organizations to identify strengths and challenges in their gender mainstreaming. Results are used to assist organizations to align policies, procedures, programs, and organizational culture to promote equality between men and women.

We would like you to participate in a survey about equality of men and women at SFH. We are trying to learn about the extent to which women and men at SFH perceive that they have equal treatment and opportunities at work. If you agree to participate in the survey it will take 60 minutes at most. All SFH employees have been asked to participate in this survey.

However, your participation in the survey is voluntary and there is no penalty for refusing to take part. You may refuse to answer any question in the survey or stop the survey at any time.

The information you provide will be confidential. SFH employees, including your boss and your peers, will not have access to the unprocessed survey results. We will remove your name and email address from the survey on which your responses will be recorded. The survey results will not include your name and will not be separated to a level that will be identifiable by SFH employees. The questionnaires and tapes will be destroyed after the completion of the gender audit.

There is no financial compensation or other personal benefits from participating in the survey.

There are no known risks to you resulting from your participation.

Do you agree to participate? Yes \_\_\_ No \_\_\_

If you need to contact us after you complete this survey, you may contact me using my email at : [wilfredomanda@yahoo.com](mailto:wilfredomanda@yahoo.com) or my mobile #: 0977762648.

### **Survey Addendum for Program Managers**

Please note that this is an additional questionnaire specifically for SFH program and platform managers as an additional part (“b”) of the SFH Employee Gender Audit Survey.

#### **A. Program Planning and Design**

This section focuses on procedures and methods you use to design SFH’s communication campaigns, or HIV, RH, CT, MC, Malaria and child survival, Sales and Distribution programs

and field activities. Please check the response that most accurately describes your answer to the following questions and statements:

1 = Not at all 2 = To a limited extent 3 = To a moderate extent 4 = To a great extent 5 = Fulllest extent 6=Don't Know	
1. Is gender equality in programs and activities mandated in your organization? INDICATOR FOR <b>POLITICAL WILL</b> COMPOSITE SCORE	1 2 3 4 5 6
2. Are gender equality goals and objectives included in your program/activity designs? INDICATOR FOR ACCOUNTABILITY COMPOSITE SCORE	1 2 3 4 5 6
3. For each program/activity, is there a needs assessment, including an analysis of gender roles and responsibilities in the targeted community? INDICATOR FOR ACCOUNTABILITY COMPOSITE SCORE	1 2 3 4 5 6
4. Are best practices in gender integration in programming incorporated in your program/activity designs? INDICATOR FOR ACCOUNTABILITY	1 2 3 4 5 6
5. Are gender questions or criteria included in your program or activity approval processes? INDICATOR FOR ACCOUNTABILITY	1 2 3 4 5 6
6. Does your organization use participatory methods to incorporate the views and preferences of both male and female community members in program or activity designs?	1 2 3 4 5 6

### B. Program Implementation

*This section focuses on how your communication campaigns, or HIV, RH, CT, MC, Malaria and child survival, Sales and Distribution programs and activities actually operate in the field.*

**1 = Not at all 2 = To a limited extent 3 = To a moderate extent 4 = To a great extent 5 = Fulllest extent 6=Don't Know**

1. Does the implementation plan for programs/activities include activities that provide women/girls with equal access to services and (skills, vocational) training? INDICATOR FOR ACCOUNTABILITY	1 2 3 4 5 6
2. Does the implementation plan for programs/activities include activities that provide men/boys with equal access to services and (skills, vocational) training? INDICATOR FOR ACCOUNTABILITY	1 2 3 4 5 6
3. Do your implementation strategies and plans take into account existing gender roles and interests of both male and female participants? INDICATOR FOR ACCOUNTABILITY	1 2 3 4 5 6

<b>Do you agree that... 1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly Agree</b>	
4. Female beneficiaries of SFH programs/activities value and see our programs/activities as beneficial to their lives.	1 2 3 4 5
5. Male beneficiaries of SFH's programs/projects value and see our programs/activities as beneficial to their lives	1 2 3 4 5
6. My organization has developed the capacity to recognize and handle staff resistance to addressing gender issues in our programs/activities. INDICATOR FOR <b>TECHNICAL CAPACITY</b>	1 2 3 4 5

7. What are some of the obstacles to analyzing gender issues in program planning, implementation and evaluation? Please check all that apply.

Organization size

- Level of staffing
- Office culture/environment
- Traditional culture
- Lack of financial resources for gender programming
- Lack of staff training on gender
- Lack of gender analysis tools
- Lack of support from senior management
- Low organizational priority for gender issues
- Other, please specify below:

### C. Research, Monitoring and Evaluation

*This section focuses on the extent to which gender-disaggregated data and information is incorporated in the monitoring and evaluation of your organization's development projects and on program outcomes.*

To what extent..... 1 = Not at all 2 = To a limited extent 3 = To a moderate extent 4 = To a great extent 5 = Fullest extent 6=Don't Know	
1. Is sex-disaggregated data collected for projects and activities? INDICATOR FOR ACCOUNTABILITY	1 2 3 4 5 6
2. Is the gender impact of activities and programs monitored and evaluated? INDICATOR FOR ACCOUNTABILITY	1 2 3 4 5 6
3. Does your organization have sector-specific indicators that include a gender dimension? INDICATOR FOR ACCOUNTABILITY	1 2 3 4 5 6

Do you agree that... 1 = Strongly Disagree 2 = Disagree 3 = No opinion 4 = Agree 5 = Strongly Agree	
4. Sex- disaggregated data provides me with useful information for program/activity evaluation and subsequent program design INDICATOR FOR ACCOUNTABILITY	1 2 3 4 5
5. My programs/activities contribute to the empowerment of women/girls and the changing	1 2 3 4 5

of unequal gender relations INDICATOR FOR ACCOUNTABILITY	
--	--

6. My programs/activities contribute to increased gender equality in the following areas *(Tick whichever is applicable)* INDICATOR FOR ACCOUNTABILITY

- a. material well-being  YES  NO  Don't Know
- b. access to resources  YES  NO  Don't Know
- c. access to training  YES  NO  Don't Know
- d. participation in decision making  YES  NO  Don't Know
- e. self-respect/legal status  YES  NO  Don't Know
- f. control over benefits  YES  NO  Don't Know
- g. control over resources  YES  NO  Don't Know
- h. participation in the health sector  YES  NO  Don't Know

7. My programs/activities collect sex-disaggregated data in the following areas: INDICATOR FOR ACCOUNTABILITY

- a. material well-being  YES  NO  Don't Know
- b. access to resources  YES  NO  Don't Know
- c. access to training  YES  NO  Don't Know
- d. participation in decision-making  YES  NO  Don't Know
- e. self-respect/legal status  YES  NO  Don't Know
- f. control over benefits  YES  NO  Don't Know
- g. control over resources  YES  NO  Don't Know
- h. participation in the health sector  YES  NO  Don't Know
- i. beneficiaries view of the Project's benefit to their lives  YES  NO  Don't Know

**D. Partner Organizations**

*This section focuses on the level of gender integration in the organization's relations with partner or local NGO affiliates.*

<b>To what extent..... 1 = Not at all 2 = To a limited extent 3 = To a moderate extent 4 = To a great extent 5 = Fullest extent 6=Don't Know</b>	
1. Is commitment to gender equality a criterion in your organization's selection of partners or local NGO collaborators? INDICATOR FOR ACCOUNTABILTY	1 2 3 4 5 6
2. Is a gender policy included in the written agreements outlining your organization's relationship with partners or local NGO collaborators? INDICATOR FOR ACCOUNTABILTY	1 2 3 4 5 6
3. Does your organization provide training and tools on gender planning, analysis and evaluation to partners or local NGO staff? INDICATOR FOR ACCOUNTABILTY	1 2 3 4 5 6

## **E. Human Resources**

*This section focuses on the extent to which your organization sets expectations for gender equality at work*

<b>To what extent..... 1 = Not at all 2 = To a limited extent 3 = To a moderate extent 4 = To a great extent 5 = Fullest extent 6=Don't Know</b>	
1. My organization has HR policies that promote non-discrimination based on gender and equal opportunity at work for women and men. INDICATOR FOR POLITICAL WILL	1 2 3 4 5 6
2. My organization takes sexual harassment of staff very seriously. INDICATOR FOR POLITICAL WILL	1 2 3 4 5 6
3. My organization wants to make the workplace woman- and family friendly INDICATOR FOR POLITICAL WILL	1 2 3 4 5 6

**Thank You!**

## APPENDIX B: FOCUS GROUPS NARRATIVE

The main thematic categories included socio-cultural context; perceptions and experience of equal opportunity and gender equality; perceptions of female leadership, policies, and programs; and perceptions and experiences of sexual harassment. Within each thematic category, a number of subcategories were created.

### Theme 1: The Importance of the Socio-Cultural Context

The FGD participants often referred back to their cultural background as to explain gender inequalities. "We are coming from a culture where gender balance was unheard of" (male, staff, FGD). Both males and females indicated that the cultural background confines women to jobs within the town where the husband lives: "It is a traditional thing where the man in the Zambian culture is always the breadwinner. So if a women is given a position, outside of where the husband is, it becomes quite difficult to live apart, so the husband would rather have that the women doesn't even take up the position" (male, non-management staff, FGD); and "For those top jobs, you might be asked to work form another town, and probably your husband won't allow you to go out of town, therefore, we are denied, we face a challenge so much" (female, manager, FGD).

Another cultural factor is that in an African setting, "[a] woman is raised up to be sympathetic, someone who is submissive to her husband. In a job situation, when you interact, a woman still thinks she should be behind a man, she still behaves the way she was brought up" (male, non-management staff, FGD) and "[e]ven in the office, she will submit to a man, even if she is more educated" (male, non-management staff, FGD).

But there is no problem if we were to be led by men folks in leadership. "A man is a leader and even for the house, but a woman is a helper. That even goes into society. If you have a women leader here, a problem will come like we are saying. Society favors things like that" (female, non-management FGD).

"The aspect of culture still comes in. Once you are married, there are certain roles which you play in the home. That is even if you work, we expect those rules to happen at home. Like cooking for your husband, so immediately she starts moving up and down, it means at home, somewhere where something is not happening. Normally, most of us don't have live-in maids. We get home also late" (male, management FGD).

Nevertheless, there are some opinions that diverge from traditional culture:

"I don't really agree. I have a problem with not having a balance. As much as men are good in leadership, I would want to see a certain type of balance. It is not just at SFH. It [applies] to all of society. That is why we have this campaign of girl child education because they want to empower women. In fact in leadership position[s] in the government, they have been

encouraging women for a long time to take up leadership roles. Because you feel inferior and you tend to grow up with low self-esteem as women if you are being driven all the time by men, so it is high time that even us as women are given a chance. **At least, so that we can fail on our own.** If they see that we have failed, and then they can say, ok, women, you cannot do it. Let [us] just leave it to the men, but we haven't been given that chance to show our capabilities. It is like we are being judged before we can take up the role . . . at platform level" (female staff FGD).

"I am married, speaking from my past experience; I don't have a problem with camp trips. My husband is quite understanding; he doesn't have problem with that. He helps out with the baby, so I can't complain" (female staff FGD).

## Theme 2: Perceptions and Experience of Equal Opportunity and Gender Equality

### Equal opportunity in recruitment, promotion and advancement

There were mixed responses to the question "Are men and women treated equally here?" among both non-management staff and management, male and female FGD participants, ranging from "there is no discrimination at the point of hiring towards either females or males" to "there is no equal opportunity for women." However, there is a stronger current of perception regarding the lack of equal opportunity for women.

"SFH has always employed on an equal basis. There has never been a time where one sex is disadvantaged. In case there is a dominance of one sex in one department, it hasn't been because the other sex was disadvantaged, merely the other sex **had no interest in applying** for those jobs or maybe when the job was advertised, when they looked at qualifications, the males were more qualified" (male, management FGD).

"Culturally, women and girls are more discriminated, but here they are all the same" (male staff FGD).

"Maybe it is the society that has made them to feel that this is for men, so they are always withdrawn in other ways" (male, management FGD on women's interest in and self-selection out of "male jobs").

"We have certain departments where we only have men and no women. Because there is no EO [equal opportunity] for women. A very good example is area managers; we don't have any single woman who is an area manager. We don't have a single female driver in the organization. . . . We say one thing, but we seem to be doing another" (female, management FGD).

"When it comes to EO [equal opportunity] and shortlisting, maybe it is only males that are shortlisted. E.g., I remember I was talking about why we don't have a female driver, and I was told that there was a time that a female driver was employed, but because of the way the other male drivers treated her, she wouldn't do it" (female, management FGD).

"Those people don't care that a woman can drive. The fact that she has a clean driver's license, the fact that she is a woman, they wouldn't even consider her. I have also been part of such conversation, such that if an ad was [sic] put today, and we write the usual, we are an EOE [equal

opportunity employer], and woman apply [sic], when it is time to short list, there will definitely be some input from the requesting department so if the head of that requesting department is already put up all these hurdles, saying women do this, they are gonna take maternity leave, she is gonna get pregnant, she might have applied, we crossed that barrier, but there is a ceiling for her" (female management FGD).

"Gender is something; I have sat in panels where I think that gender has influenced. I have witnessed this even in the research department, where they feel a women can't manage, it is going to be a tough job, often out in the field, so we prefer to get a male candidate. I have witnessed that" (female management FGD).

In response to the question "Do you think that a hiring decision has been made based on your gender and not your qualifications?," FGD participants concurred that at the MC services, decisions were gender-based, as "there are females equally qualified" (female staff FGD). In addition:

"Promotion has nothing to do with qualification; it has mostly to do with gender. I believe that a leader is not born, a leader can be built. From the experience I have seen at our platform, [it] is not that some people had those leadership qualities or they had any idea about managing the office that they are currently managing. But with help from management, they have been able to manage the office. So even a female could have made it, it has nothing to do with qualifications" (female, non-management staff FGD).

"In terms of culture, I think, depending with the kind of job that is presented, but culture, every other person would rather get men, though, with the emphasis on women, they are now assuming that women are now more responsible in terms of family responsibility. I am seeing it here and there... In terms of culture, naturally, it will favor more men in terms of employment" (male, staff FGD).

"In my experience so far with SFH, I haven't seen any female being promoted to a higher level. It has always been male, that is the experience that I have. There was a situation that a manager who resigned . . . had his own recommendations for a female candidate. He presented it to management, but management said, no she was female, and they had to get somebody from outside" (female, managers FGD).

"Management wants males, just because they want males" (female, non-management staff FGD).

Additional examples of unequal opportunities emerged in response to other questions. For example, participants indicated that there is no explicit encouragement for women to apply for open positions or to pursue affirmative action in recruitment of managers:

"There is no deliberate policy at the point of employing someone that there must be sensitivity towards gender. Gender is not part of the criteria for selection. It is based on competence and people's **interest to apply for the job**" (male, management FGD).

"There is no phrase, which says, women are encouraged to apply" (male, management FGD).

However, other FGD participants see male favoritism operating in hiring practices, “a tendency of bringing in male managers” (male, non-management FGD):

“I feel that aspect of favoritism when it comes to men is there. Looking at the structure of leadership. I would say, leadership is mostly given to the men as compared to the women . . . . At the moment, there is a site manager, two coordinators officers, there is local coordinator, outreach coordinator, they are all men. If you look at the team leaders, they are all men” (female staff FGD).

“I personally heard, that they complained, one time they wanted an assistant for her, but they didn’t consider women. They never considered women. One time, they were coming to get some people for trials, to work with her, it was only men. Because with women, the next thing you hear is that she is having her periods, babies, pregnancies, etc.” (female non-managerial FGD).

Asked why this is, responses included:

“We don’t understand why, some men are just picked from the other office. This one will be coordinating, this one will be mobile coordinating, this one will be acting. People just take these positions because somebody, so people are just working on a remote control. They are told today, can you do this, so people just take those responsibilities becomes somebody else has told them. Management roles to play like what she is trying to say, at platform level, no female is involved in that . . . I wouldn’t say it is about qualification because most of these people are actually occupying positions that even some of the females are occupying. So it has nothing to do with qualifications. . .” (female staff FGD).

There is also some concern about the application procedure:

“I don’t think that there are enough systems in place to ensure objectivity with regard to recruitment” (female management FGD).

### **Equal treatment**

Respondents who were not familiar with international labor standards that mandate protection of women from work that is prejudicial to the health of pregnant and breastfeeding women, appear to believe that these protections constitute discriminatory unequal treatment, as opposed to an accommodation for a temporary disability<sup>37</sup> that sustains women’s participation in the workforce:

“Women have problems with outreaches. Most of the time we don’t feel comfortable to send someone who is nine months pregnant to go and do outreach in the rural areas. On the other hand, that also puts us in a dilemma, **we are expected to treat them as any other person.** In situations like that, it compromises also our expectations of this woman. Also if you want to ask a woman, like recently, there were some shuffles around SFH. Management has a hard time to

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<sup>37</sup> ILO C. 183, Maternity Protection: Protection from dangerous work: Pregnant or breastfeeding women are not obliged to perform work deemed by a “competent authority” to be prejudicial to the health of the mother or the child.

shuffle women, because they had to consult their husband. That might be looked at that women are discriminated, but actually that is just the way we have been working as women. Not only at SFH, but sometime, women generally, they have a child, my child is sick, it puts off the other people. It has become a habit, it is not like deliberate, although it is genuine is also implicates your job. Unlike our counterparts, for them it is rare to ask for permission. It seems that we are discriminated, but it is the manner and attitude we have towards gender" (female management FGD).

"I think it (treatment) is never the same. ...Always the women they should be treated with somehow understanding. We have already spoken on double hours and double duties at work and at home. There is no way I treat a man the same way a woman. I have also other considerations. If a woman is pregnant, I cannot send her for outreach. I have to take into consideration all those issues" (female management FGD).

There is also unequal treatment of men, but this type makes them more available for full-time work:

"As for males, they are more trusted. They also have babies, but the mothers will take care of them. Males will still come even when the baby is sick. Males don't breastfeed, they don't bathe the baby, they don't wash nappies. They are treated differently" (female non-managerial FGDs).

### **Unequal treatment and perceptions of women's productivity**

The FGDs also demonstrated that there is a more or less benign unequal treatment of women so that they may fulfill their family responsibilities.

"The treatment is...not equal. It is not the same, the women; they will release the women to go home earlier" (male management FGD).

Unequal treatment such as releasing women earlier enables women to play a "dual role" but has an impact on how women with children are perceived by colleagues. Caring for a sick child at home and women's family responsibilities were a recurrent theme in discussions of women's productivity. That is, women's productivity at home was perceived to lower productivity at work.

"She will not manage to work, she will ask for permission and go home. It is different for men, men they will be here, women will just go" (male staff FGD).

"Women are perceived as less productive, less in attendance because of sick children" (male staff FGD).

"I concur with what he is saying; there is a difference between a man and a lady. A lady cannot be compared to a man, even in the system of working. Even in productivity we cannot compare a woman to a man, especially at the warehouse. So we need to accept that to say that even attendance it cannot be compared. Even at home, a lady is more responsible immediately a lady comes home, a man will wait for lady to cook, but the lady will start doing this and that. Some ladies are strong, they are competing with men" (male staff FGD).

"As a woman, your mind can be obscured by problems which you left at home, children who are not feeling well, every half an hour you have to call home you stop working, make a phone call, find out, but for us men, over half of the time, we expect women to be doing that. Why we avail ourselves to work" (male management FGD).

"For guys I will give it 90 percent in terms of attendance, but for women, I would give it 45%" (male staff FGDs).

"When you are a manager, you also begin looking at reaching your target and accomplish the warehouse goals. I think in your position I would get the guys" (male staff FGD).

This narrative suggests a lack of reliability in women when the chips are down: Women's productivity and reliability at work is thus called into question by early release from work and by a seeming inability to leave problems at home.

### **Marriage, pregnancy, and professional advancement**

Lack of advancement has been tied to being married, whether or not one has children, and the role husbands play in the work of female employees:

"Also we lose out as a woman or married woman. Those top jobs, you might be asked to work from another town and probably your husband won't allow you to go out of town. Therefore we are denied, we face a challenge so much" (female, management, FGD).

"Even if your husband is going to allow you, but before they give you that job, most likely, the husband won't allow" (female, management, FGD).

"Just because you are a woman. Even now, the outreaches, if I put a woman, you think twice. No, maybe the husband will say no. There are few women who can go just independent. ...A woman, away for two weeks..." (female, non-management staff, FGD).

"Women may not be offered positions, such as area managers, or outside Lusaka, in anticipation by managers that husbands will refuse..." (female, non-management, FGD).

"Management has a hard time to shuffle women (from one place to another), because they had to consult their husband" (female, management, FGD).

"If a woman is maybe given a position, outside of where the husband is, it becomes quite difficult to live apart. So the husband would rather have that the woman doesn't even take up the position" (male, non-management staff, FGD).

But female staff also widely felt that they are being disadvantaged by being, or having the capacity to become, pregnant especially when it comes to promotion into managerial positions. In response to the question, "Do you think on the issues of maternity leave, Mother's Day, breastfeeding breaks, do you think it puts you at a disadvantage?" FGD participants had this to say:

"In higher management, you find that there are very few or no females at all. They think that if we give this job to her, she may have babies the next day, maternity leave, breastfeeding. What are we going to do when she is not around" (female, management FGD); and "I would say, leadership is mostly given to men as compared to women" (female, non-management staff, FGD).

"I think maternity leave is what disadvantages women by getting into managerial positions, because they will think that she will be going for three months, then what are we going to do with our work, meaning that the work will be at a standstill" (female, non-management staff, FGD).

"It does affect to a large extent. When we are given these jobs, they take all these things into consideration. Therefore, in higher management, you find that there are very few or no females at all. Because they are thinking that if we give this job to her, she may have babies the next day, maternity leave, breastfeeding, what are we going to do when she is not around" (female, management, FGD).

"Maybe they were afraid that she would fall pregnant, give her maternity leave. In our programs MC, I feel that males are being preferred, males are given more opportunity" (female non-management staff FGD).

These perceptions were echoed by male colleagues:

"But management is scared of people who have babies in between, they need permission to go and look after the children" (male non-management staff FGD).

In the foregoing, one observes acting on a belief that having babies is a disqualifier for management jobs (maternity discrimination)

Unequal opportunity for advancement is also linked to prejudice (pre-judging), negative stereotypes of women, and the presumption of women's incompetence:

"I think females are yet to prove that they are able to perform in a competent way" (male managerial FGD).

"We haven't been given a chance to show our capabilities. It is like we are being judged, before we can take up the role" (female non-management staff, FGD).

"But because you are a woman, somehow, people feel that you cannot work competently. . . . . The perception is that men have more wisdom, in our set up" (female managers FGD).

"Even when you make a decision it will be thought twice, because it is taken, because you are a woman. Because even men in a meeting, a woman is not supposed to speak much. You should just listen. We have that cultural background" (female managers FGD).

"They see a woman to be more unorganized, more irresponsible, but in reality, it is vice versa" (female managers FGD).

The foregoing quotes demonstrate the intrusion of cultural stereotypes into the perception of women's performance.

### Theme 3: Perceptions of Female Leadership

In general, male respondents (non-managerial and managerial) had a perception that *female managers are vengeful, and like to show power or authority, or an inability to wield power wisely..* It was suggested by one of the male FGD respondents that women's historical exclusion from leadership has resulted in an "inferiority complex", which makes women to show their power once in a managerial position.

"If a department is headed by a woman, it's like you set fire. It is not about leading, but about everybody should feel that a woman who is always below there, I am going to show them power" (male, non-management staff, FGD).

"We are still coming from the same culture; the females are under pressure from the males, under an inferiority complex. In this case that we are trying to balance things, when you put them in managerial positions, they try now to seek revenge towards male staff. Honestly speaking, if you have got an issue and you raise it to your female managers, the first thing she will do is not to look at the successes, but they will start with the short falls. You try to answer, she increases her voice. It goes back to the aspect where we are trying to close the gap, and we are not considering the education part. We are trying to do a favor to you because all along you have been stamped on your toes. Now that we want to elevate you to this level, can you not bring in attitude?" (male, non-management staff, FGD).

"The degree of tolerance in our counterparts is limited" (male management FGD).

"If the manager is a male, there is much more understanding. The female manager shut you down so you can't argue with them. "I said it is out". With the male managers, you can argue a bit, because you have not been shut down" (male, non-management staff, FGD).

"And when a women gets there, it's like "look at me I am female." So they really want to prove themselves and in the process you end up stepping on other people's toes or hurting people's feelings" (male management FGD).

Female managers feel that they have to prove themselves, or be tougher, when given a managerial/leadership position.

"You'd be raising a point and when you are in a situation where there are more men, because it is contrary to what they are saying, they say women are emotional, and try to bring it down to that level. You are overreacting" (female managers FGD).

"Somehow I feel I have to be tougher" (female managers FGD).

"From my experience, most of them are not good leaders. They try to prove that you have to listen to whatever they say" (female non-managerial staff FGD).

"A lady manager should be more tougher, so that they can control the situation. A man would like to look upon a woman and say, "ah, what can she tell me, after all, she is just a woman" (female, management, FGD).

"I think sometimes managers, should be firm or a bit tougher. Sometimes, people take advantage, especially when she is a woman. They will say, she is soft, she will give me the permission. Sometimes, she should be a bit tougher" (female, management, FGD).

"The same decision but from a male it is perceived differently" (female managers FGD).

"Even us as managers, even though it is not written anywhere, we are several times reminded that we are just females" (female managers FGD).

Also, both male and some female FGD respondents perceive women to be more emotional and to let personal feelings come into their work, and unsuited for leadership positions, while there appear to be presumptions of natural male suitability for leadership:

"The way a woman makes decision is different from men. Some decisions, when you make them, they will think your emotions will take over. We are moved into a corner I think females are yet to prove that they are able to perform in a competent way" (male, managerial FGD).

"Females, at times, are a bit emotional when it comes to managing a bigger group of people" (male, non-managerial staff, FGD).

"I feel that a woman can be emotional and men are more logical and detached from their emotions when it comes to professionalism" (female, non-managerial staff, FGD).

"We woman are compared to men. It is only that women are being looked at as emotional beings, maybe because we express our emotions easily, we don't hide, when you are upset, you cry, or maybe we raise our voice. But that is because we are women, that is the way we are. But that doesn't affect our decisions, just because you are emotional, you are not going to make wrong decisions. When we are at the workplace, I know I am a manager here, I am at the site, I am making a decision. And I am going to be level headed in whatever I am doing. And yes, I can be pissed off, like a male manager can be. We can all be upset, and my reaction when I am upset, some people are going to say, it is because she is a women. But most probably if it was a guy in my situation, he was going to do a similar things and nobody was going to say, it is because he is a man" (female management FGD).

"By nature, men are born with leadership quality" (male management FGD).

"A man is more I would say mentally agile than a female" (male management FGD).

Although the actual number of female staff in the director, area manager, and D level positions is really lower for female than for male staff, there is a nevertheless some perception on the part of managers that women are well-represented in upper management positions:

"I have seen that females are being involved in leadership positions, starting with team leaders in Lusaka, almost all of them are female" (male, management FGD).

"If you look at HQ, you find that most of the managers are female, but for the sites out of Lusaka, most of them are male" (male, management, FGD).

### **Outreach and traveling**

Some of the jobs at SFH, such as the position of area manager, counselor or hygiene specialist, may be quite demanding in terms of travelling long distances, being away from home and working long hours. Both non-management and management male staff indicated that there are these assumptions that woman might not be able to take the job because the work is too demanding.

"There are certain positions which are held predominantly by men and women. I will give you an example of area manager. If you look at our tradition as well as some of the constituencies involved, e.g. Northern Province. If you look at the nature of the work there, it involves being on the road for days. So when you look at an average woman and going back to our culture, you look at certain areas, like even when it comes to applying, they might get a bit of resistance here and there. I would say, in certain areas, it might be natural discrimination" (male, non-management staff, FGD).

However, female staff indicated that "the job can be done by anyone, both male and female" (female, non-managerial staff, FGD).

"That's why we want management to review whatever criteria they are using when selection management. Because how can they have all management to be men? That is not fair. That is why are disrespected at some level by some men. They look down on us" (female non-management FGD).

Outreach activities often involve working in the field, sleeping in remote areas and travelling long distances. When female outreach staff members were asked about how they feel about their experiences with outreach activities, they indicated that "I don't think that it is a problem; we knew what kind of job we were getting into" (female, non-management staff, FGD).

Within the outreach staff, there is concern about equal opportunity to travel or to go for outreach activities. Female outreach staff indicated that the selection of employees for outreach activities is biased and that there is no clear system put in place to ensure equal opportunity.

"They feel somehow disadvantaged because they feel that the people who are in the interview committees decide that women are not able to take up positions which require a lot of fieldwork" (female, non-management staff, FGD).

"It is not the women who think (that they are not able to take up those positions), it is the people who usually interview" (female, non-management staff, FGD).

"I also feel it is a problem, for some time now, I haven't been on such trips, but our fellow female colleagues have been complaining on the way that the selection of the camping trips is done. You find that most of the men are sent" (female, non-management staff, FGD).

"In some places, when the site/program managers are planning for outreach, they prefer to have more men going to camp than females. Camping outreach rather would have more men" (female, management FGD).

Indications again of the operation of pro-male bias on camping outreach selection, and hiring managers free to operate this way by lack of accountability mechanisms.

### **Affirmative action**

There was a widely held perception among participants that affirmative action can be employed as long as it does not affect the quality of work. While affirmative action by no means implies that unqualified and qualified candidates compete, there appears to be an underlying assumption that affirmative action will open the door to unqualified candidates/beneficiaries. In the narrative that follows, there seems to be an underlying presumption of women's incompetence. Further, there seems to be concern—especially among male managers—that affirmative action should be used if it does not lead to unfair advantage over male workers, or if there is some assurance that performance, quality or productivity are not affected. As one male manager suggested "to create an enabling environment, to encourage female members of society, but not to favor them."

"We need to come up with a policy that is gender sensitive and when we mean gender sensitive, we don't mean women should be empowered more than men, because that will just end up making men not be supportive of the document" (male, management FGD).

"For me I look at gender equality of course having equal opportunities but as much as I see that there is a tendency that equal opportunities should be given to their advantage I mean if it means being equal lets compete. It shouldn't come just because you are a female. It should come because you are able to handle it, you are qualified and you are up to the task. I think that's what I consider gender equality. Equal opportunities, but let's compete" (male management FGD).

". . . Men have proved to be able to take lead, men have taken lead in most areas. . . . It is not a question that they [women] cannot take it up, they can take it up, but are they competent enough?" (male managers FGD).

"But for as long as they can keep their problems at home. As we do as men. Obviously, we have ourselves problems, but when we come here, we leave our stuff at home and take it up when we come back home. If a female is able to do that, I mean, why not?"

"I look at it not to be an aspect that should disadvantage the organization. E.g., we find application letter, I would want to maybe to encourage women to be called, but then I also look

at their qualification, and I don't want to use that as a process of disadvantaging the organization" (male management FGD).

Stereotypes of lack of qualification for beneficiaries of affirmative action...A narrative of competent qualified males must be the (gate)keepers of organizational standards. AA is stigmatized, as way of upholding quality standards, keeping presumably unqualified women out of jobs for which they are not qualified.

It appears that affirmative action has been stigmatized by negative perceptions of it and that these may be shared by potential beneficiaries:

"I think woman and men should be given equal opportunities... I don't think it is right for a woman, who is not really qualified, to be at a position where she is not supposed to be, just because she is woman" (female, non-management staff, FGD).

Interestingly, male favoritism may even enter where male and female candidates are equally qualified:

"If two candidates are equally qualified, "Naturally, it is wiser to give the position to a man because a man would take it now in terms of masculinity and being feminine. I think it would be wiser just to say a man gets it, since they are equal, so give it to a man... a man is more, I would say mentally agile, than a female. So naturally we talk about maybe physical strength and mental agility, so we take a man" (male management FGD).

Affirmative action appears to be considered –mostly by male managers--as unfair competition, discrimination against men, and a potential source of disadvantage to an organization that is target-driven. And there are no clear guidelines about how affirmative action is to be implemented:

"I think it is not explicit how a manager e.g. we are supposed to consider issues like gender issues when recruiting" (male management FGD).

Stereotypes of the unqualified beneficiary of affirmative action and pro-male bias operate with no braking action by accountability mechanism.

The narrative from FGDs thus far suggests multi-causal unequal opportunity for women to be recruited, hired and promoted in a job of their choosing. What is referred to as women's lack of interest in applying for certain male-identified jobs is similarly multi-causal, and more complex than a mere lack of interest. Unequal opportunity and non-application for certain jobs appears to stem from: An expectation (by married female candidates as well as hiring managers) that husbands will not allow their wives to take certain jobs; that a married woman will not be able or want to be away from family responsibilities for too long; a presumption of incompetence regarding women; anticipation of a hostile response to women's entering male-identified jobs (such as how a female driver was treated by other male drivers). Women's productivity at work is

called into question by early release from work and by a seeming inability to leave problems at home. There also appear to be substantially negative stereotypes of women as workers (unproductive, unreliable, disorganized) and managers/ leaders (emotional, irrational, incompetent) that pervade discussions of equal opportunity and affirmative action.

## Theme 4: Perceptions of Policies and Programs

### Pregnancy and maternity leave

The Zambian laws stipulate that every female employee who has completed at least two years of continuous services with her employer from the date of first engagement or since the last maternity leave take is entitled to paid maternity leave of 12 weeks (GRZ, 2011. See Appendix, Maternity Leave text). The SFH employment manual follows the Zambian labor laws with respect to maternity leave. Zambia has ratified the 1952 maternity protection convention (C. 103), but not the 2000 convention (C.183), which accords leave, cash benefits, health protection, employment security and non-discrimination to *all* employed women including women employed in atypical forms of work.<sup>38</sup>

Most of the women were positive about the implementation of SFH maternity leave. The participants indicated that the workplace policy supports pregnant women to come back after giving birth and that they are given some leeway during their pregnancy.

“During the time I was pregnant, I was allowed to not do heavy lifting, just light jobs” (female, staff, FGD).

There is evidence which suggests that pregnant women and family caregivers are viewed as problematic, for example, a manager noted that “*management is scared of people who have babies in between, they need permission to go and look after their children*” (female management FGD). Further, a female employee perceived a friend’s contract to have been terminated for reasons connected with the employee’s pregnancy, which is in contradiction with the Zambian Employment Act, illustrated with the following quote.

“I had a friend who I used to work with. She had a baby, and so that was the reason that they terminated her contract, though they didn’t say that. They gave as a reason ‘staying away from work,’ not that she really wanted to stay away from work, but because of the baby” (female, non-management staff, FGD).

This is echoed in the following:

“I can’t even fall pregnant, because I am scared. If I fall pregnant, they might not include me in the next contract” (female, non-management staff, FGD).

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<sup>38</sup> This has been the subject of a 2011 ILO Observation “*The Committee regrets that, despite its previous comments, the Government has maintained the requirement of two years’ continuous employment from the date of recruitment as a condition for maternity leave in its national legislation.*”

The maternity leave policy is not supportive for women who have not yet been in continuous employment for two years<sup>39</sup>. These women are not eligible for paid maternity leave, but they are given an option to go for unpaid maternity leave. Although SFH policy is consistent with the government employment law, this policy has resulted in mothers reporting back to work when the baby is only one month old, or women working extra hours during their pregnancy in order to save as many paid leave days as possible in order to be with their baby for a prolonged period after giving birth.

“Actually, what I do know is, I work tirelessly, seven days a week, so it will depend on how many days I will have when I deliver. I will go on unpaid leave for the remaining days” (female, non-management staff, FGD).

“Most of the women opt to go on unpaid leave, because even it is a salary, you cannot leave a small baby at home” (female, non-management staff, FGD).

These quotes bear witness to an experience of strain and uncertainty for uncovered female workers.

### **Breastfeeding breaks**

The SFH employment manual stipulates that employees shall be entitled to one hour per day for the purpose of nursing her baby until the age of six months. Most of the women indicated that this policy measure is implemented without problems and depending on the supervisor, there is flexibility for the employees to choose when to take this hour. There are some challenges:

“After I gave birth, when I came back, I was not given that one hour. “It is just the work”, I was told” (female, non-management staff, FGD).

“In the past they have been promoting a baby friendly environment, but nothing has been put in place. We are allowed to come with the maid, but it has never happened, and we have not been given a place. management should also be making follow ups, this is chance that we are discussing these things here.”

This suggests a workplace that is results driven, not baby friendly.

A male manager commented that they would like to have the same right as females, since they are also responsible for looking after the baby.

“Sometimes breastfeeding might not even be involved at all; it is babysitting that is involved. My wife is not always around, but I have babies to look after, so what provision do I have assuming I have a small child, what provision is there for me to be going home two hours earlier than normal. Where is the balance there?” (male, management FGD).

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<sup>39</sup> See footnote 2.

According to the SFH employment manual, SFH encourages a baby-friendly environment to enable mothers who live in far off places to bring their children and baby sitters to work , but none of the sites visited during the FGDs had a suitable place for expressing milk, breastfeeding or babysitting.

"I remember when I was pregnant, I asked our manager, 'Are you going to provide a nursery so that I can be bringing my baby here?' He just laughed and said, 'There is no space here.' But then, if he would have asked from Head Office what we are going to do about this. Something would have been done about it. I am sure that at Head Office it is there" (female, non-management staff, FGD).

### **Paternity leave**

According to the SFH HR Manual, all male employees will be granted 5 working days paternity leave on the birth of a child from their legal spouses. This policy recognizes the importance of a father's role in childrearing—and gender equality. Four issues emerged concerning paternity leave: Five (5) days is perceived to be insufficient time for a father to bond with the baby; there is cultural pressure to not take the time out from work; and a lack of overt enthusiasm in SFH culture for new fathers.

"They should even give him longer. Five days is only a week. In the African culture, when you give birth, your mother would come. But then there could be situations whereby your mother is late, or she stays far away, and she cannot afford to come. So you are only with your husband" (female non-managerial FGD).

"At SFH is mainly about performance. I know about a colleague who was not given paternity leave. He was not given because of the workload, so he did not go on paternity leave" (female non-managerial FGD).

"We haven't seen those presents going out to new fathers. I know few cases where HR was aware that they had babies but I didn't see any initiative to organize for that. But for ladies, I have seen that. We heard about men here where the father had a child, and we are just notified by email and we don't see that excitement as it is on the part of women" (male management FGD).

There is also a perceived lack of communication regarding this entitlement by management.

"Me, I didn't even know, until my former boss said, 'You are coming for work, aren't you supposed to be with your wife?' and I was like 'What?' and he said that I was supposed to get five days. And then I was too late" (male, management FGD).

Some fathers indicated that they were denied paternity leave: "I was told that there was too much work, I will give you later" (male, non-management FGD) and that the Employment Act does not stipulate a specific time frame as to when a father can take his paternity leave. It was

suggested that “there should be an articulation to say that if you don’t take your days during a specific period, then they elapse” (male, non-management staff, FGD).

Suggestions from both male and female staff were to increase paternity to leave, “When you talk about bonding with your child, it needs to be something that takes a bit longer than 5 days” (male staff FGD).

### **Mother’s Day**

Zambian law (GRZ, 2011) stipulates that every female employee shall be entitled to one day’s absence from work each month *without having to produce a valid medical certificate*. Although no specific reasons are provided in the law, there is a belief that it was set up to give a woman a day of rest whilst having her monthly periods. There is no clarity in the Employment Act or in the SFH HR manual regarding the rationale for this extra day off, but it is referred to as “Mother’s Day” whether the woman is a mother or not.

Mother’s Day is a highly valued female worker’s entitlement which nevertheless seems to create some tension between management and non-management staff. The fact that there is no clarity about the reason for this day off (medical vs. social), and that there are no clear procedures for requesting and approving Mother’s Day, creates friction. The word “abuse” came up frequently in discussion of Mother’s Day, as when female staff are perceived to take the day mainly on Fridays or Mondays, and are seen to take it just to extend their weekend. Some female staff described efforts on the part of their supervisors to plan around it, feeling that they should not have to plan for it, because it is their legal right, or because you cannot plan when you have your periods.

“They think it is a holiday or a shopping day for mothers” (female non-management staff FGD).

“The mothers take it sudden and I think if they can give us maybe a week or so that we can plan. They understand their cycle. That is where the abuse part comes in, it is normally Friday or Monday or sudden such that you have very little room. . .” (male, management FGD).

“I know I am entitled to that day, so whatever I do to that day, it doesn’t really matter what I do with that day, because it is my entitlement. The only thing they need to know is she is taking her Mother’s Day because she is having her menses” (female non-management staff FGD).

“It is not something that you are supposed to be planning for” (female management FGD).

“We had another meeting last week, when we were telling our manager that it is our right, and nobody should violate our right.”

Some supervisors were reported to deny workers their “Mother’s Day” or to bureaucratize it by introducing leave slips, and making it harder to get.

“They will tell you, ‘No, you can’t,’ it is an issue. You have to negotiate for a week or so, and sometimes we don’t even get it” (female, non-management staff, FGD).

"I was granted Mother's Day this year more than three times, because I was pregnant, and for me to go for antenatal, I would ask for Mother's Day. Sometimes, they would say, 'No, you are not going,' then I would sign a [regular] leave day [form]" (female, non-management FGD).

"Maternity leave for SFH is not really a problem, but there are other days which are a problem such as Mother's Day. Sometimes you have to struggle to get it; sometimes you have to fight with people. Every month I am entitled to one day mother's day, but you find that when I go to my supervisor to go and ask for that mother's day, SFH is strictly about numbers as well as quality. It has to do with targets, numbers and you need to make the demand of the donor. If you are counseling clients, you need to provide quality as well. If I go to my supervisor and tell him that I want my Mother's Day, then he will say, no, we are still far away from meeting our targets, we may not do very fine, so we need you to be on the job. We need you to work. You cannot take your Mother's Day tomorrow."

Some managers, however, have found constructive ways to work with Mother's Day:

"We have had cases where she has to go on maternity leave, I think in the past one year, there have been four, and right now there is one. And that has never been a problem. Of course, it does create some form of disruption, but that disruption is taken care of, you can easily get somebody to sit [in] for them."

"Ladies have gotten so used to take a Friday. ...You know, in his case, where you have 80% of your staff being female and they are going to take that Friday, of course it is going to put you in a tricky situation. Like you said, if you talk, you should be able to come to a certain agreement. As much as we appreciate that they have to take this day, it should not paralyze the operations at the office, but we respect that fact that you are going to take it" (male management FGD).

"Because at times, it seems like, they sit in a corner and say, "let's take that day". Sometimes it is just coincidence, that all of them prefer taking that... But as a male, you cannot start to argue with the dynamics... the best I have done is to say alright go ahead, and make a list... and to talk to them about the impact of all of them being away on the same day" (male management FGD).

There is a current of resentment with respect to Mother's Day, in terms of its being an unfair benefit:

"Talking about gender equality, the whole principle of Mother's Day is sometimes abused, you begin to ask yourself questions like we are trying to be equal, we say a woman can do every job and stuff like that, and then they are given all these extras that men don't have, so strictly speaking, it is not there. I don't know how far we can go into implementing this so called equality. Unless the women are also willing to forego certain jobs because of their physical make up. Because they have this problem every month. But that won't happen, and if won't happen, than the men also need to equally be considered" (male management FGD).

"I think to some extent, women feel a little bit insecure. Because you do all the other social roles and responsibilities, you may not feel comfortable to take your Mother's Day if you are aiming to go higher and then you want to show that you can really do it. There are some people who don't take Mother's Day at all" (female management FGD).

### **Family-friendly policies**

Both staff members and management indicated that there is a lack of understanding or appreciation of the strain between work and family responsibilities. There are examples of a perceived lack of family- friendliness in this work environment:

"Maybe you find that you have a supervisor that is difficult and your child is sick, some people would get Mother's Day to care for their child, because other supervisors might say no, you just don't want to work" (female management FGD).

"I feel we don't have any family-friendly policies. Even at a manager's level, if I have a sick child, SFH should help me so that I can work at home, I can communicate via email, when I am at home nursing a child. We don't seem to encourage that" (female, management FGD).

"Sometimes, I might even have a sick baby at home, because I am scared of being excluded when I am getting back to work" (female, non-management staff, FGD).

The last quote indicates a fear of caregiver discrimination. In the SFH Employment Manual, there is, however, a provision for cases where a mother is required to attend workshops, seminars or to work outside their area of operation, and SFH provides transport, food and accommodation for the babysitter and the baby (younger than 6 months). However, there is lack of knowledge regarding this policy and it is not always adhered to by supervisors, illustrated by the following:

"I was asked to go for a training. I knew of a lady of management who had attended a training with a maid. But I was not given that. So I had to stay away from the hotel and I had to find a relative who could be taking care of my child whilst I was attending the training" (female, non-management staff, FGD).

### **Inequality in SFH's programs**

SFH has various programs, such as male circumcision, HIV, reproductive health, counseling and testing, malaria and child survival. Looking at gender (in) equality within these programs, FGD participants indicated that gender is not an aspect that receives explicit attention in their programs. The only time gender issues are perceived to arise in the implementation of programs is during male circumcision where there are occasional instances where the (male) client does not want to be helped by a female MC provider; or when managers do not support women's participation in MC activities. However, when the client is counseled on the professionalism of the female MC provider, they accept the assistance of a female provider.

"Clients sometimes have preferences. They don't want a woman to look at their nakedness. So they would definitely prefer a man, but then when they learn that these women are

professionals, they can do the work. And they might even find only females on duty. They are trained people; they have been working for a long time, they will keep your confidentiality. That should not influence decisions on recruitment” (female, non-management staff, FGD).

“Such views from clients are driving management to pick men (for these positions)” (female, non-management staff, FGD).

## Theme 5: Perceptions and Experience of Sexual Harassment

The SFH employment manual describes sexual harassment as follows:

1. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly affects an individual’s employment, unreasonably interferes with an individual’s work performance or creates an intimidating, hostile work environment. The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
2. Implicit or explicit demands by direct supervisor to force his/her subordinate to engage in sexual relations against his/her will in exchange for employment security, salary augmentation, promotion or other employment conditions (Quid Pro Quo Sexual Harassment)
3. Create a hostile environment, i.e. , creating a working environment where comments, conduct, jokes or photographs are characterized by sex or inciting to create a deprived work environment (SFH, 2010) (Hostile Environment Sexual Harassment)

The SFH Employment Manual also highlights that disciplinary action will be taken against any employee who is guilty of sexual harassment. Depending on the seriousness of the infractions, disciplinary action may range from a verbal written warning for first offence to dismissal for a second offence (SFH, 2010).

Despite SFH’s definition, some FGD participants suggested that it is difficult to have a universal definition of sexual harassment, because the organizational mandate of SFH and its programs and activities makes the SFH employees to work in a sexual context. This is thought by some to blur the lines between sexual harassment and the demands of the jobs. Sexual context refers to SFH programs and can be illustrated with the following example from a female manager

“I do have the penis model in my drawer, and sometimes, somebody would come to my desk and find my drawer is open full of penis models, and this is a male. Well, this is my job, for me I look at this thing as normal, but some people may get offended. So there are so many things, like we have flipcharts at our desk with condoms and an erect penis” (female, management FGD).

There was general consensus that the sexual context of SFH raises the threshold for sexually tinted jokes by staff.

“Sex is our business at SFH.....In the Zambian context, things you wouldn’t talk about, within the SFH family you can talk very freely” (male, management FGD).

“When I joined SFH, I used to be scared to talk about sex and STDs, but we got used to it” (female, non-management staff, FGD).

“There is a clear line where joking ends and where harassment begins, but it shouldn’t cross over in the name of joking” (female, management FGD).

However, some participants are offended by the sexually tinted jokes made by colleagues and pointed out that boundaries between appropriate and inappropriate are known. They perceived it as hostile environment sexual harassment.

“Because it is our work, people feel like sex is something you just laugh about, joke about, without thinking much about whether or not somebody is offended or not. There are so many things, maybe I am wrong, but sometimes, you can make a joke and you find it offensive. Not that they touched you, but somebody can say a thing which is not appropriate” (female, management FGD).

A number of participants shared their experiences with sexual harassment, which were diverse and ranged from inappropriate text messages or emails, remarks on dressing to touching breasts and verbal sexual remarks.

“I had a colleague with whom I joke with, a month ago, he ended up texting me and the way he got my number, I got surprised. At first, when I read the text, I thought it was a joke, but he repeated three times. Then I realized he was serious. I didn’t had any way to report, but I had to text him a strong one” (female, non-management staff, FGD).

“I have received unwanted text messages, she was proposing me. It was embarrassing; I thought if I didn’t say anything, she would continue to do it” (male, management FGD).

“Some men like touching breasts, I took it jokingly” (female, non-management staff, FGD).

In the SFH Employment Manual, there is no clear description of the steps an employee can take to report a case of sexual harassment. Some cases of sexual harassment were solved by the concerning employees themselves, without intervention of management. The participants indicated that there are *no appropriate channels* for reporting, and that there is fear of reporting sexual harassment, especially when it involves your direct supervisor.

“There is no proper channel of communication where you as a subordinate can bring issues on the table of your male or female counterpart who is your supervisor” (male, non-management staff, FGD).

"We need clear guidance on what should be done when somebody is sexually harassed, what are the next steps" (male, management FGD).

"Next time you hear that your contract won't be renewed, we rather remain quiet" (female, non-management staff, FGD).

The following is an instance where a manager enforced the policy with positive results:

"A female employee came and said that she was sexually harassed by a colleague at work. What we had to do was, I told my supervisor and we sat down, and we called both parties and let them say what was said. We put the policy in front of them and said, this constitutes sexual harassment and this are the implications, it was bad, he received a written warning" (female, management FGD).

In addition, cultural cousinship, whereby males are free to joke with females from certain tribes, whom they can consider to be their "wives," was brought up in some FGDs:

"Especially in the name of those cultural aspects, a lot of people make mistakes. And we forget about it. Maybe because it is cousinship, we just say ok" (female, non-management staff, FGD).

"In our culture, we have this thing called cousinship.... In certain tribes, females of certain tribes are considered to be our wives. But you find that some of those things, if you go to the policy, you find that you actually committed sexual harassment" (male, non-management staff, FGD).

"When asking a male on what he could say to a lady in the name of 'cousinship' is 'I intend to make you pregnant'" (male, non-management staff, FGD).

"Most of the times I get dirty jokes, but sometimes I get offended" (female, non-management FGD).

### **Dress code**

SFH stipulates in the Employment Manual that employees are expected to dress and present themselves in a neat and presentable manner and to show professional conduct when on duty (SFH, 2010). However, this description is seen to be vague and "it depends on what you consider inappropriate, that is something which is not defined" (male, non-management staff, FGD). The dress code came up in discussions of sexual harassment.

"Men have a biological make up that makes them vulnerable for appearance.... I think there are some cases where women are really suggestively dressed and it is difficult, because it creates an environment which is really hard" (male, management FGD).

"Men act according to what he sees" (male, management FGD).

*"If somebody were to regularly pass in front of me with a skirt above the knee and maybe some suggestive manners and I touched her, she will say I harassed her" (male, management FGD).*

"It is a hot issue, there are instances that male employees would complain that someone is dressed provocatively" (male, management FGD).

"And we need to do the same, because men have a biological make up that makes them vulnerable to appearance. So we can ignore and I don't know how we can deal with it, but I think there are some cases where women are really suggestively dressed and it is difficult, because it creates an environment which is very hard . . . because men mostly, we go for what we see" (male managers FGD).

"We are admitting a weakness, but what we are saying is women can help us not to jump the gun, because there is saying in our African culture, you know goats they have to feed on grass, now you know this is your loan, than you take your goats and tie it there, and your grass will be eaten up. Who has caused that? It is you, the person, so women must understand that men by nature easily get moved when they see certain things. So women can help us a great deal by just being modest. It is not that we can't control, yes we can, but it will be an additional help" (male management FGD).

The dress code seems to be an issue that was mostly driven by male staff in the FGDs; with some male respondents seeming to want to promote a stereotype of men as unable to control themselves; put the onus on women for the occurrence of sexual harassment because of the way women dress; expect women to control men's behavior by modifying their behavior or dress; and implicate inappropriate dress as the sole reason for the occurrence of sexual harassment. In fact, there is a tendency to speak of men as sexually harassed when they find a woman attractive.

### **Workplace relationships**

The participants mentioned two different types of relationships at the workplace. The first one was a relationship between an employee and a manager. This type of relation was seen to disturb work, because it is difficult to carry out your duties when your boss has a relationship with your employee and your employee bypasses you.

"Me, as a supervisor, I cannot be effective, because whatever I do, the boss will know and reverse on me" (female, management FGD).

"I feel that it should be clear in the employment manual that there shouldn't be any relationships at workplaces" (female, management FGD).

Another type of workplace relationship is whereby success or promotion is viewed as a result of some sexual favors given to your manager, and this can lead to fear or refusing to provide favors to your manager (i.e., the quid pro quo form of sexual harassment).

“When a male manager tries to make advances over a female employee, she knows that if she disagrees, she will lose her job” (male, non-management staff, FGD).

“When I was moved to a higher position, there was a rumor that I was going out with the boss” (female, non-management staff, FGD).

### **Performance review/equal remuneration**

The SFH Employment Manual does not have an equal remuneration state, nor does the Zambia Employment act, even though Zambia has ratified C. 100, and C. 110 (See Appendix \_\_Reference List).

The procedure for performance review and salary increments was a frequently debated among non-management staff. Although the performance review is based on the achievement of objectives and performance using standard guidelines, it is often considered to be a subjective procedure. It was felt that gender could come in positively and negatively for both males and females. Females could be favored if they are on good terms with the manager, but “if a manager wants to take advantage of the female employee, but she is standing her ground, it might affect her next approval” (male, non-management staff, FGD). In addition, women feel that if they seek permission for leave on grounds of family responsibilities, it affects their appraisal.

“If you miss work numerous times, maybe you are sick, or your child is sick, they consider all those things. When you have your appraisal that is the thing they look at when you are trying to get in to the new contract. If you are missing most of the days, then you have less chances of going into the next contract” (female, non-management staff, FGD).

“When asked if, during this appraisal, female workers had less chances of getting ‘outstanding’ scores than your male colleagues, unanimously ‘yes’” (female non-managerial FGD).

Looking at performance review from a male non-management perspective, they feel that women are advantaged because “males can’t offer favors to the manager” (male, non-management staff, FGD) or “when you are not in good terms with the female person who you manager likes, again, that becomes a problem” (male, non-management staff, FGD).

“There have been situations where there is a bit of bias towards women” (male, non-management staff, FGD).

Being a victim of sexual harassment may be seen as an advantage for women, since males can’t offer favors to managers. But what is seen as a bias in women’s favor is actually a barrier to equal opportunity.