

R | E | S | E | A | R | C | H
Monograph Series

No. 82

November 2018

Gender Climate of BRAC

An Assessment

Rumana Ali
Raihana Azim Upoma
Hasne Ara Begum
Ashrafuzzaman Khan
Mohammad Rafi
Mrinmoy Samadder

BRAC Research and Evaluation Division

Gender Climate of BRAC

An Assessment

Rumana Ali
Raihana Azim Upoma
Hasne Ara Begum
Ashrafuzzaman Khan
Mohammad Rafi
Mrinmoy Samadder

November 2018

BRAC Research and Evaluation Division

Copyright © 2018 BRAC

November 2018

Edited by: AM Shamsuddula

Copy editing, printing and publication
Altamas Pasha

Cover design
Sajedur Rahman

Layout design
Md Abdur Razzaque

ISSN 2414-3367

Published by

BRAC Research and Evaluation Division
BRAC Centre | 75 Mohakhali | Dhaka 1212, Bangladesh

Tel: (88-02) 9881265, 9846448, 9844180-7
Fax: (88-02) 9843614 | Web: www.research.brac.net

BRAC/RED publishes research reports, scientific papers, monographs, working papers, research compendium in Bangla (Nirjash), proceedings, manuals and other publications on subjects relating to poverty, social development and human rights, health and nutrition, education, gender, environment and governance

Printed by

CONTENTS

Acknowledgements	
Abstract	
Chapter 1. Background	1
1.1 Conceptualisation of gender climate	3
1.2 BRAC's journey for promoting gender equality and women empowerment	7
Chapter 2. Objectives of the study	11
2.1 Operational definition of gender climate	11
2.2 Definition and explanation of the key concepts of the study	12
2.3 Measuring the gender climate in brac: key areas of interventions	13
Chapter 3. Methods	15
3.1 Study design, area and population	15
Chapter 4. Findings	21
4.1 Background of respondents	21
4.2 Gender responsive workplace	27
4.3 Career and professional development	42
4.4 Work and life balance	47
4.5 Affirmative action and special needs of female staff	60
4.6 Overall assessment of workplace	64
Chapter 5. Discussion and conclusion	71
References	75
Annexes	79

This page is intentionally left blank

ACKNOWLEDGEMENTS

Several people contributed with their support, advice and assistance for the study. We would particularly like to thank them. We are grateful to Late Dr. Mohammad Rafi, former Head of Research, BRAC Research and Evaluation Division for his intense guidance and valuable comments from the designing stage to field implementation of the study. We are also thankful to Mr Samir Ranjan Nath, Programme Head, Education Research Unit of RED for his valuable guidance to finalise the report. In addition we want to show our heartfelt gratitude to Ms Anna Minj, Director, Community Empowerment Programme (CEP), Integrated Development Programme (IDP) and Gender Justice and Diversity (GJD) Programme and GJ&D team for their support and valuable comments from the beginning to end of this study. This research would not have been possible without their guidance and valuable inputs.

We express our heartiest gratitude to Dr Nazmunnessa Mahtab, Professor, Department of Women and Gender Studies, University of Dhaka for reviewing the paper intensively. Our sincere gratitude goes to AM Shamsuddula, Senior Manager, Knowledge Management for extensively editing the report. Mr. Altamas Pasha, Manager Knowledge Management Unit also deserves special thanks for taking care of rest of the work of this research monograph. Mr Abdur Razzaque also deserves thanks for formatting the report for publication. We are grateful to Professor Abdul Bayes, former Director, RED, for allowing us the publication as a monograph.

Last but not least, we are grateful to all of our respondents who are also our colleagues for making this work possible by providing us with all the required information. We felt privileged to have their trust on us that allowed them to share their very personal experiences with us.

This page is intentionally left blank

ABSTRACT

BRAC strives for achieving gender equality through the empowerment of women and the transformation of gender relations within the organisation and communities. Therefore, BRAC's commitment towards gender equality is manifested in policy procedures, systems and mechanism and within interventions at the communities in various ways. Objectives of this study was to see the workplace environment of the organisation offers to its staff from the gender perspective. It was a cross-sectional study designed to understand the perception of gender climate among the BRAC staff working in Bangladesh. The data was collected during November 2015 to July 2016. A total of 37,552 employees were involved in different stages of the official operations of BRAC and the data was collected from the representative sample. The study employed a complementary method of blending qualitative and quantitative approaches in relevance to the key intervening areas and objectives. A structured questionnaire was employed to collect quantitative data, and for qualitative data, in-depth interviews were applied. The BRAC's efforts of offering an equal workplace to all staff regarding equal pay and capacity building opportunity to ensure justice in the workplace for all employees have been reflected in the findings of the study. On the other hand, the study revealed female respondents' struggle to make their places in terms of respect, recognition and valuation within and outside the organisation. In terms of sexual harassment, the study indicates that most of the respondents have no such experience at their workplace. Majority of the respondents reported having the positive relationship with their supervisors and senior colleagues. However, compared to their male counterparts, female respondents have a lower level of positive reflection on the issues of equal opportunity and professional development, salary, benefit, rewards and promotion. Moreover, although majority of the respondents of both gender, show positive expression about their workplace, the challenges they reporting regarding their workplace should be addressed to ensure a positive gender climate.

Keywords: Gender equality, workplaces, sexual harassment, gender policy

This page is intentionally left blank

CHAPTER ONE

BACKGROUND

Gender is determined by the conception of tasks, functions and roles attributed to women and men in the society and public and private life (SDC 2003). It is a socially and culturally constructed relationship between men and women (Oakley 1972). It shapes- how we identify ourselves and view the world and how others identify and relate to us, and how we are positioned within social structures. Since the relationship is hierarchal in the traditional patriarchal system feminists and development activists, work to make the relationship equal by ensuring equal rights and treatment for both sexes in all sphere, both in private and public. Although the effort of establishing equality and women's rights started earlier, the focus on the issue of workplace equality was manifested in the feminist agenda in the 1960s. Since then feminists are working against gender inequalities in the workplace, where in most cases the victims are women due to their subordinated position in the status quo.

Renzetti and Curran (1998) described the various forms of gender inequalities women face in the workplace: occupational sex segregation, the glass ceiling and the male-female earnings gap. There is a tendency among women and men to be concentrated in different types of jobs in the labour market. The situation of the labour market is such that men tend to be concentrated in occupations labelled as 'masculine' while women in those considered as 'feminine' (De Meyer *et al.* 1999). Although this type of segregation results in limited opportunities of employment for both sexes, the consequence is more negative for women since jobs associated with women or femininity usually carry less prestige and rewards, and by maintaining this segregation women are kept locked into these jobs, and thus in the lower level of job hierarchy. Moreover, women are prevented by creating invisible barriers to hold the managerial position in spite of having motivations, ambitions and capacity for that position of power and prestige. This situation has been termed as glass ceiling that has been defined as "a transparent barrier that kept women from rising above a certain level in corporations. ...It applies to

women as a group who are kept from advancing higher because they are women (Morrison *et al.* 1987: 13)".

Despite increased rate of women's participation in the workforce, the available literature indicates that women are victims of gender discrimination in the workplace. The nature of gender discrimination at work environment is perceived based on the cultural component of gender ideology, the structural features of sex segregation and formal policies, and the behaviours of institutional actors who apply and enforce such policies in everyday work settings (Bobbit and Zeher 2011, p.765). Therefore, due to occupational sex segregation and glass ceiling the women remain at the bottom of the job hierarchy and earn less (Chevalier 2007; Taniguchi and Tuwo 2014).

Sexual harassment is one of the major indicators that confirm the existence of inequality in the workplace (MacKinnon 1979). Sexual harassment, the term coined by feminists in 1976 refers to "unwanted sexual advances, whether touches, looks, pressures to have sex, or even jokes" (Henslin and Nelson 1996, p.300). Many research on sexual harassment against women also found an inseparable relationship with masculinity which is not a given character; rather, it is learned through various cultural and historical periods. Connell's (1987) theory of hegemonic masculinity provides a broad sociological framework for understanding harassment, gender and power. In the workplace context, sexual harassment can be explained as the act of policing "doing gender" in the workplace and of penalising gender nonconformity (West and Zimmerman 1987). Therefore, ideological positioning that individual's experience is the condition that influences how they act, react, and exert power. Thus, 'power' cannot be separated from the experience of sexual harassment. Put in other way, both men and women can be the victim of sexual harassment if they fail to act according to social expectation, for example, men may become vulnerable if they are considered as feminine (DeSouza and Solberg 2004; Waldo, Berdahl, and Fitzgerald 1998), and women may be targeted if they are perceived to have challenged their subordinated position in the gender system.

BRAC considered its past gender equality achievements boosted women's empowerment in areas of mass awareness raising, participation and decision-making through programme interventions. While, in organisation development, highest priority given to cultural shift in aligns with BRAC values. Although women have given more opportunities and priorities in developing BRAC's policies, new programme interventions and in leadership vision; but BRAC organisational gender assessment still show significant areas need to address to transform a gender-responsive organisation culture (BRAC Gender Audit 2010). BRAC's organisational commitment stated also in policy goal "to be responsive and to promote gender equity and equality within the organisation and ensure that all its programmes, intervention activities and research serve the needs and interests of women and men

equally and work to eliminate all forms of discrimination against women” (BRAC Gender policy 2007, p.12). This policy document stands on the principles of sustainable development, men engagement as a development partner, empowerment of women, gender-responsive work environment and all individual BRAC staff will act as a change agent (pp.12-13). If we look at the gender equity efforts in organisation development of BRAC, it actually started during the 1990s, introducing gender training, women-friendly recruitment policy, emphasising more women recruitment and fast-tracking them in management. Until then BRAC leaders are seriously concerned with the issues of the gender-responsive work environment, cultural prejudices in male and female professional behaviours, attitudes, practices, and the issues of harassment/abuse.

Over the last decades, BRAC is trying to develop its own ‘institutional culture model’ which can transform traditional gender attitudes, behaviours and values. For that, BRAC is continuously trying to vacuum out the norms and values which are the product of social prejudices influenced and constituted organisational culture as well as track the organisational drive for promoting a gender-responsive work environment.

1.1 CONCEPTUALISATION OF GENDER CLIMATE

The “gender climate” is relatively a new discourse amidst the gender and development sectors and most probably a completely new paradigm in Bangladesh. To define the term, a wide range of available literature (documents review, programme reports, and online based literature) had been speculated to generate an understanding on the perceptions of gender climate with respect to gender and gender-related issues in order to initiate the objectives of this study.

Defining gender climate within an institutional environment, Buchana *et al.* (2013) had emphasised on few aspects such as an equitable and fair standard of promotion, opportunities for career and professional development, flexible working hours, respect and dignity in the workplace, learning environment, and a secured workplace without sexual harassment. To interpret the conception of gender climate, scholars had also referred to a congenial working environment, which contributes to equal recognition of men and women.

Similarly, the Calvin College, 2013, had stated that gender climate refers to an equitable gender balance in the institution that provides a welcoming working environment, which recognises and supports to the varying needs of employees in balancing work and family responsibilities. It has also indicated that “family-friendly benefits” which includes interventions such as

such as flexible work schedules, childcare referrals, and leaves of absence that constitute a productive working environment in an organisation.

Feminists stand in favour of the equal workplace as well as of equality in the public sphere in broader term has been reflected in feminist theories. Liberal and poststructural feminism demands attention in the discussion of workplace equality. Liberal feminism advocates for equal pay and insists on making policies and practice that in turn creates a level playing field for both sexes to compete on an equal footing (Donovan 2000). This liberal feminist view is predominantly used to create gender-equitable workplaces. Liberal feminism urges to eliminate legislation and social convention that hinders women to enjoy equal opportunities in the workplace. They advocate for affirmative action, equal pay, and pregnancy benefits for female workers, maternity leaves and the establishment of childcare centres to ensure fairness in the workplace for all employees regardless of sex. Affirmative action is one of the liberal measures that need to be highlighted here. This measure aims to ensure equal employment opportunity specifically granting special consideration to racial minorities and women who have been historically disadvantaged to compete with men in the professional field or workplace.

While viewing gender climate in an educational institute, Bryant (2006), has pointed out that a cordial campus climate offers an environment that prizes equity and congeniality is far preferred over one that is discriminatory and inhospitable because it provides women's safety and well-being of all constituents namely women, individuals with disabilities, and people with diverse ethnic backgrounds. The egalitarian attitudes toward gender roles in the workplace are amenable to the success and well-being. Trevino *et al.* (2005) have also indicated to having a pluralistic campus climate that is welcoming to all and that recognise and capitalise on the benefits of having diversity in terms of recruitment of different ethnic origins, sexual orientation, disabilities, and free from discrimination/harassment, which is conducive to cordial interactions among many groups. Khare and Owens (2006) have also indicated that climate survey is significant to assess a workplace environment (climate) in terms of liking, disliking, and productivity because it helps the campus to develop a cohesive plan to benefit all faculty members. Furthermore, Paris and Schutt (2004) have defined gender climate as the following:

“Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect (Cited in Paris and Schutt 2004, p. 3) ”.

Organisational climate is the shared perceptions of the employees concerning the policies, practices and procedures that get rewarded and supported in a particular setting (Scandura and Lankau 1997). Gender climate refers to the measure of real or perceived organisation or institutional environment relates

to interpersonal, learning and professional interactions. Organisational climate study also lead to several factors that can increase employee satisfaction commitment and understanding on factors that can guide organisational leaders in implementing strategies to improve work environment (Study Group on University Diversity 2008).

Work Climate affects productivity and effectiveness of employees, as well as their ability to provide an ideal professional learning environment for employees and to serve their community. It affects individuals' opportunities to grow professionally and personally. One recent study of a selected group of leaders identified and prioritised workplace issues most important to attract, motivate, and retain future employees (Kroth and Peutz 2010). Fair treatment is an important factor in employee satisfaction and commitment (Ingram 2006). Some research suggests that intrinsic motivation and the opportunity for flexible schedules are likely to increase satisfaction and organisational commitment for women (Scandura and Lankau 1997). Positive climate results in better job satisfaction, better retention rates, and better human resource management practices. Positive climate has repeatedly been proven to have these effects on job satisfaction and employee retention (August and Waltman 2004).

Moreover, organisation culture is also broad term represents all aspects of organisational values and actions and how employees perceive the management of those aspects (The Health Foundation 2011). Climate assessment can address diverse areas and solicit anonymous opinion, attitude and suggestions from employees. There is no uniform standard format of study/ assessment instrument or administered process rather the construction of instrument depends on the purpose or objectives of the assessment/study.

Despite the fact that the number of women taken outside employment but still the majority of educated middle-class women are confined to domestic activities. The women experienced certain advantages over women who are not working in professional jobs, privileges that they share with the men of their class. Two of these are material in the broadest sense, the economic benefits of financial independence and the social benefit of increased autonomy and control over their own lives. The other two are psychological and concern self- identity, and increased esteem from others (Liddle and Joshi 1987, p72).

The material benefits have an impact on women's sense of self. In terms of recognising benefits, the vast majority of women has raised how the job encourage the growth of self-confidence, enable them to achieve some self-identity apart from being the daughter or wife of a man, how they could keep in touch with the world.

An inclusive organisation embraced many women to be involved in the job market, non-traditional nature of work. That also has an influence on the gender distinctions and the interactions, portion of women and men in the family and society beyond the workplace. Sex discrimination at the workplace has found that equal opportunities continued to be hampered by women's double burden of unpaid work at home combined with paid work outside. Moreover, a working woman has to face discrimination on the work front also. While they received equal pay with their male colleagues for equal work, however, at the time of promotions few women may reach to the higher positions. Further, the experience of working in a private/ NGO and the experience of a Government organisation may differ from individual to individual. If the organisation is gender sensitive, that will be reflected in policy and practices. This experience of an individual can develop their gender views as well as it can reflect through personal life to another sphere. The focus has given on how the employees are treated differently in all the areas of working atmosphere with the change of organisation type. Another aspect is also considered, how a person experiences gender discrimination in the different organisations.

On the other hand, nature of a job gives individuals different experience on gender behaviour. The experiences can be gathered from the societal level, how they have taken the particular job and their perception reflected the individual. On the other hand, in work sphere, the nature of job can give different attitude to the individual, people who are around him/her. This attitude may be different for the same type of job for male and female.

Moreover, in any organisation, individuals are getting an environment, which can give them, negative or positive feeling about their work sphere. The working environment can give a person job satisfaction. The working environment is a more micro level factor among the broader concept of work sphere. In the same organisation, an individual can experience exploitation. The nature of exploitation may be different for male and female in the same working environment. Here an organisational gender climate was assessed by conceptualising that organisation with gender-sensitive policies, how the individual attitude and behaviour differ and how male-female experienced gender discrimination as well as exploitation in different ways in the same working environment. Thus, gender climate and attitude assessment addresses diversified areas and solicit anonymous opinion, attitude and suggestions from employees. Furthermore, this could include the approach how gender has been translated into development planning and policy, at the level of institutional activities, in terms of addressing the internal dynamics of development organisation: policies, structures, systems and procedures; and at the level of operational activities: including the reorientation of programmes and the nature of the work that organizations are engaged in (Rao *et al.* 1999).

Kabeer (1999) and Martin (2003) described how both men and women's work experiences are affected by the dynamics of power structures, gendered norm dynamics and gender relations. Furthermore, these dynamics imbue all systems, structures, organisational and institutional cultures. As such, Ahmed and Khan (2016) suggest that in case of BRAC it had been difficult for women to be accommodated within the 'male' space of an office, particularly in the rural areas. Meanwhile, Rao and Kelleher (1998:124) noted that BRAC did respond to specific women-staff related issues, but only as they arose. Rather than looking at what special provisions women might have needed. Here, Ahmed and Khan (*ibid*) argue that the range of issues highlighted for women-staff were primarily based on biological needs, such as a lack of female toilets, issues of mobility and 'desk leave' during menstruation. Despite these attempts to accommodate women into BRAC, the organisational culture, space and ways of working still privileged men (Paris and Schutt 2004). Rao and Kelleher's (1998) case study shows that although attempts were made to accommodate women into a male orientated set up, work was not undertaken to address the counter-culture values that surfaced nor had any planning taken place in terms of how BRAC would respond to the gendered changes that would accompany the introduction of women into these spaces, especially equal participation, personal growth, and professional advancement and ensure a sexual harassment-free work environment.

1.2 BRAC's JOURNEY FOR PROMOTING GENDER EQUALITY AND WOMEN EMPOWERMENT

BRAC strives for achieving gender equality through the empowerment of women and the transformation of gender relations within organisations and communities. Over the last decades, BRAC's commitment towards gender equality is manifested in policy procedures, systems and mechanism and within interventions at the communities in various ways. The following major steps have been taken towards achieving gender equality priorities of BRAC.

The 1980s: the decade of women as rural professionals.

The programmes or interventions like the Oral Rehydration Therapy Programme (OTEP), Microcredit, Legal Aid contributed to a huge social transformation where women act as an agent from household to community reached around 13 million households. Those also facilitated women's greater mobility and spaces at public places reached the poorest and most vulnerable women for income generation and non-traditional professions in areas of entrepreneurship, health volunteers, barefoot lawyers etc. This decade had greater contribution to change women conditions and positions in the families and communities.

The 1990s: The decade of applying gender equality principles inside BRAC

The decade contributed to enhancing women participation and decision-making in organisational structures and formed Women's Advisory Committee (WAC) to identify, help and redress barriers for women staff effective' participation in BRAC. The effort also places in developing capacity and skills of different professional categories to facilitate analysis, capture gender inequality issues and forward problem solutions. Gender Quality Action Learning (GQAL) programme launched for all staff to improve staff relations and the quality of BRAC programmes. The year 1995 was also the milestone year when "Women only" recruitment policy adopted; BRAC attended world women conference in Beijing and presented papers in nine thematic areas on BRAC's programmes intervention.

BRAC contributed in drafting National Women Development Policy of Bangladesh. BRAC introduced optional eight months leave without pay for women staff in addition to the three months paid maternity leave. GQAL programme scaled up as per the decision of BRAC founder Chairperson Sir Fazle Hasan Abed, KCMG. BRAC introduced its Gender Policy, values training, Daycare centre- DOLNA at the head office in 1997.

The 2000s: Decade of institutionalization of gender transformation

So, many transformative changes initiated for fostering women and girls empowerment and equality, i.e., Adolescent Development Programme (ADP), The Employment and Livelihood for Adolescent (ELA) programme, GQAL with village organisation members and with Challenging the Frontiers of Poverty Reduction: Targeting Ultra Poor (CFPR-TUP) Programme. At the organisational level, Gender Equality & Diversity Team (GEDT) platform formed established the dedicated Gender Justice & Diversity (GJD) Section and Sexual Harassment Elimination (SHarE) Unit. At the same time, organisational policy for maternity leave increased from three to four months, and paternity leave increased up to seven days.

The 2010s: The decade of strategic changes

BRAC did the first systematic review to assess how far organisational policy, system and mechanism enabled women and men to work together in an equitable, effective and mutually respectful manner in 2010. First ever BRAC Governing Board gender retreat held in 2011 and BRAC endorsed Gender Equality Goal (GEG) and actions for the organisation and programme development. Based on the experience and learning gender

equality directions placed in BRAC Strategy 2010-2015. Further, BRAC introduced gender strategy for 2016-2020, which is closely aligned with BRAC strategic priority. The key strategic shift is the coordinated actions and ownership building among programmes for reducing violence against women and children and engaging men and boys for gender equality and women empowerment.

This page is intentionally left blank

CHAPTER TWO

OBJECTIVES OF THE STUDY

The broad objective of this study was to evaluate the gender climate in BRAC. To achieve this objective the study aimed to meet the following specific objectives:

1. Identify to what extent, BRAC staff evaluate their workplace in terms of gender-responsive work environment, career and professional development, work-life balance and affirmative action and special needs of female staff.
2. Explore how do BRAC staff experience their workplace in terms of the above mentioned indicators.

2.1 OPERATIONAL DEFINITION OF GENDER CLIMATE

The operational definition of a positive gender climate for this study had been set. According to this, a positive gender climate in an organisation has following characteristics:

1. Professional behaviours within a workplace where an individual feels personally safe, listened to, valued, and treated fairly and with respect and dignity.
2. A secured workplace for both men and women without the prevalence of any kind of abuses such as sexual harassment.
3. A congenial working environment which contributes to equal recognition of men and women.

4. An equitable working environment where fair standards of promotion, opportunities for career and professional development and learning environment is in practice and operational.
5. An equitable and gender friendly working environment which recognises and supports to the varying needs of employees in balancing work and family responsibilities.
6. A workplace that offers flexible work schedules, childcare referrals constitute a productive working environment in an organisation.
7. A diverse and inclusive working environment which provides women's safety and well-being, hospitable to individuals with disabilities, and people with diverse ethnic backgrounds.
8. A positive gender climate where gender needs and voices are equally valued at all levels of decision-making, planning and implementation within the organisation

2.2 DEFINITION AND EXPLANATION OF THE KEY CONCEPTS OF THE STUDY

To demonstrate the study, several terms and concepts have been defined and explained to measure the gender climate in terms of gender responsive work environment, knowledge, and level of skills, career opportunities, work and life situation, attitudes and behaviour of the employees in the organisation

By the term gender friendly or responsive working environment (Malla *et al.* 2005), this study emphasises on provision of certain policies and facilities, which includes safe and secure workplace for women, special arrangement of security measures for women workers, maternity and paternity leave, breastfeeding time, childcare room, equal wages, and arrangement of separate sanitation facilities for women and men staff in an organisation.

By the term Career and Professional Development, this study inclines to indicate that human resources are valuable assets of an organisation and it is expected that every organisation should encourage its employees to develop their full potential with equal opportunities (University of California 2015). In other words, career and professional development denote to increasing capabilities of staff through access to education and training opportunities in the workplace, through outside the organisation, or through watching others' expertise of performing the job that helps to build and maintain a competent workforce in the organisation.

By the term work and life balance, this study intends to posit that work and life balance encompasses prioritising between work (including career

and ambition) on one hand and life (including areas such as health, leisure, family, pleasure and spiritual development) on the other. It is a comfortable state of equilibrium achieved between an employee's primary priorities of their employment position and their private lifestyle.

Above mentioned four components were used frequently to implement the study. Those thematic issues were the key intervention areas on which the study was concentrated to measure gender climate in BRAC.

2.3 MEASURING THE GENDER CLIMATE IN BRAC: KEY AREAS OF INTERVENTIONS

In order to meet the objectives of the study, the following thematic issues and concerning areas (Table 2.1) were covered to know the gender climate of BRAC through the survey.

Table 2.1 Indicators explored under major themes of assessing workplace

Sl.	Thematic areas	Measuring indicators
1	Gender friendly work environment	Feelings of safety and security in the workplace
		The sense of security at the workplace or during work at out of office
		Guest room accommodation and privacy
		Space and furniture provided for work
		Relationship with supervisor
		Supervisor's behaviour
		Administrative support
		Feel valued in unit or department working during decision-making
		Receive respect as desired at the workplace (for colleagues/ supervisors)
		Feelings about transfer
		Verbal abuse
		Physical abuse
		Complain intended but not made or made against the abuse
		Investigation of the complaint and implementation of the decision

[Table 2.1 contd...]

[...Table 2.1 contd]

Sl.	Thematic areas	Measuring indicators
		Preference received in the allocation of responsibilities in the job
		Inclusiveness in terms of disability, religion and other differences
2	Career and professional development	Stereotypical practices in the division of labour at work
		Objectivity maintained in the promotion
		Training opportunities for staff
		Gender-related training provided to the staff
		Promotion/level change
		Salaries and benefits and job responsibilities compatible with level and grades
		Changes of designation and responsibilities go with financial incentives
		Workload
3	Work and life balance	Impact of work on the family: Impact of the workplace on family life (children's education, social life) Excessive work pressure Enjoyment of weekend, vacations without worrying about office/workload Health safety Enjoyment of leave (earned, sick and maternity/paternity leave)
		BRAC's role in domestic violence
		Staff encourage friends and families to join BRAC
4	Affirmative action and special needs of female staff	Flexi-time policy (Flexible working hours) during pregnancy, post-partum and lactation period
		Provision of maternity and paternity leave as well as family leave
		Placement of staff convenient to maintain their family life
		The policy of flexibility during menstruation (desk work)
		Consideration of family responsibilities in allocating work assignments by the managers

CHAPTER THREE

METHODS

The study employed a complementary method of blending qualitative and quantitative approaches in relevance to the key intervening areas and objectives of the gender climate survey (Table 3.1). The study largely took qualitative approaches in its mode of data collection, analysis and presentation of the findings. Data gathered through structured questionnaire was core resources of the quantitative part. The following table described how the study was conducted.

Table 3.1 Study Approaches

Study Approaches	Instruments/Tools	Intended Research Participants
Quantitative	Structured Survey Questionnaire	Cross-sectional BRAC Staff randomly selected from a programme/unit
Qualitative	Guidelines for in-depth interview and case study	BRAC Staff purposively selected from a programme/unit

3.1 STUDY DESIGN, AREA AND POPULATION

It was a cross-sectional study designed to understand the perception of gender environment among the BRAC staff working in Bangladesh. According to BRAC Human Resource department (2015) in Bangladesh, BRAC Head Office (HO) was covered by 112 regional offices, and these regional offices were again covered by 2949 area offices. A total of 37,552 employees were involved in different stages of the official operations; more precisely 1,727 employees were working at the HO level, 1,319 employees

were at the regional office level, and 34,506 employees were placed at the area office level. Two groups of respondents were interviewed for this study—male and female staff.

Sampling and sample size

In a previous study conducted in 2006 on the perception of a campus climate with respect to gender and gender-related issues, about 11% of all employees had experienced sexual harassment by their supervisors at the workplace (SUNY Cortland, 2006). Using the single proportion formula, the calculated minimum sample size for each programme by sex is described in Table 3.2. Thus, we assumed

Desirable precision (%)	: 5%
Expected prevalence (%)	: 11%
Design effect	: 0
Confidence level	: 95 %
Sample size (first approximation)	: 150.44

Based on the above approximation, the sample size was corrected by a number of employees of each programme category, and finally, the incremented sample was calculated considering non-response error (Table 2.2). Thus, the desired sample size was estimated as 1,470 employees.

In order to facilitate the study, programmes, divisions, and departments, henceforth referred to as units involved in the development and empowerment of the poor was considered in the study. The selection was made in a way that each of the ‘unit’ was considered and each gender had proportional representation in the sample. The sample was randomly selected from the staff list maintained by the Human Resource Division (HRD) of BRAC. The respondents for qualitative data collection were purposively selected to conduct the study.

Table 3.2 Allocation of the sample in five categories of programmes by employees’ sex

Programme	Sex	Total employee	Sample (corrected for population)	Non-response error (5%)	Desired sample	Sample taken (field office)	Sample taken (head office)
Health	Male	3023	143.3	7.2	150	144	9
	Female	4186	145.2	7.3	152	161	7
Economic development	Male	15582	149.1	7.4	156	175	14
	Female	2903	143.0	7.2	150	163	8

[Table 3.2 contd...]

[...Table 3.2 contd]

Programme	Sex	Total employee	Sample (corrected for population)	Non-response error (5%)	Desired sample	Sample taken (field office)	Sample taken (head office)
Education	Male	2577	142.1	7.1	149	136	7
	Female	1923	139.5	7.1	146	106	13
Social empowerment	Male	1339	135.2	6.9	142	143	15
	Female	717	124.3	6.2	131	144	12
Support and others	Male	4152	145.2	7.3	152	152	209
	Female	1150	133.0	6.7	140	129	56
All	Male	26673	-	-	751	750	254
	Female	10879	-	-	719	703	96
	Both	37552	-	-	1470	1453	350

This study followed a multi-stage cluster random sampling procedure. Therefore, the sample had been selected by several steps. First, out of total 112 regional offices, 31 were selected randomly. Then, staff list in each regional office and also the list of staff worked in the area and branch offices under each regional office were collected. The area offices operated three or more than three programmes were singled out while in the case of branch offices, the required number of programmes for selection was four or more than four. Thus, the number of area office and branch office which met the criteria were 143 and 251 respectively. The initial plan was to collect data from seven field offices, in average, that made the number of total field office was 217, and it was 248 including 31 regional offices (31 regional offices X 7 field offices+ 31 regional office). Considering the total number of 217 field offices from which the data would be collected, a number of area and branch offices were calculated.

Therefore, the number of areas and branch offices were 79 and 138 respectively following the calculation as given below:

Number of area office = (143 area offices having 3 or >3 programmes X 217) 394 =79

Number of branch office = (251 branch offices having 4 or >4 programmes X 217) 394= 138

Total field office = 31 regional office + 68 area office + 118 branch

$$\begin{aligned} & \text{office} \\ & = 79+138+31 \\ & = 248 \end{aligned}$$

Therefore, the data were collected from 248 field offices and head office. It must be mentioned here that, although our initial calculated sample size was 1,470 from both field and head offices, later it was increased to 1,803 for adjusting the gap, both sex and programme wise, found in some field offices during data collection by increasing the number of samples in head office, and also for including representative samples from the head office.

Data collection tools

A structured questionnaire was employed to collect data in the survey. It was a self-administered questionnaire containing 126 questions. A trained interviewer was present there with each interviewee to assist him/her if s/he needed any clarifications of any questions, although the questionnaires went through several field-test before it was employed for final data collection.

Ninety four questions were asked to know respondents' feelings and experiences about their work climate in seven aspects: gender responsive work environment, career and professional development, work and life balance, BRAC's role in domestic violence, work environment, affirmative action and inclusiveness. Out of total 126 questions, some questions aim to take respondents' socioeconomic, educational and service related information, and few questions to know their stands about some issues, like their perception of the benefits of residential arrangement in office campus, impact of distance between residence and workplace on their work, variation in motivation of field visit by sex as well as their general feelings of the overall environment of their workplace, like whether they thought their workplace as women-friendly.

In-depth interview and observation had been conducted to know the real situation or experience of staff regarding the workplace.

Data analysis

Bivariate and multivariate analyses were done using SPSS version 17. The level of respondent's perception about their workplace was measured by giving weight in each type of answer – where the maximum point for each question was three and the most negative answer regarding the workplace for each question contains zero points. In each case, a statement was given to respondents on which they were asked to give their opinion whether they agreed or not. Their opinions were captured in the four responses: completely positive, partially positive, and little positive, and fully negative.

Table 3.3 Issues explored to assess workplace environment from the gender perspective

Themes explored	No. of issues explored
Gender-responsive work environment	
The sense of security, guest room accommodation and privacy	7
Space and Furniture	5
Supervisor	10
Colleagues	3
Administrative support	1
Transfer	6
Abuse	5
Complain	9
Total	46
Inclusiveness	6
Career and professional development	
Career building and human capital development	4
Salary, benefits and rewards	2
Promotion	5
Workload	3
Total	14
Work and life balance	
Impact on family life	4
Job responsibility and health hazard	4
Leave	5
Total	13
BRAC's role in domestic violence	3
Staff encourage others to join BRAC	2
Affirmative action	10

Total theme: 7, Sub-theme: 16, Total number of issues explored: 94

The scores of 94 questions, that reflected workplace situation, were summed up to know the respondents' opinion and view about their workplace from the gender perspective. The score had been calculated for each broader theme to know the situation of each separately and then for all seven themes together to know the respondents' overall perceptions of their workplace. Therefore, the highest score for 94 questions was 282 while the lowest was

zero (0). The perception was seen by comparison between male and female respondents.

All the major themes were explored through several sub-themes, the mean score of each sub-theme by sex was also measured to know the situation from respondents' viewpoint as well as to the difference they have in this regard by their sex.

Reliability and validity of the data collection

The study took some measures against biased data collection during the field survey. In order to receive cooperation and unbiased data from respondents it was important to take appropriate measures to overcome these problems, and accordingly, the study determined to take several measures:

- The intended respondents were briefed appropriately regarding the importance of the study.
- They were invited to give their consent in this study before collection of data.
- The study maintained confidentiality strictly during data collection. All the respondents involved in the study remained anonymous.
- The respondents assured that the study would not disclose their identity during data collection process. Thus, the respondents were not worried about being identified and punished for expressing their feelings in the questionnaire.
- The respondents filled out the questionnaire by themselves without any interference by the researchers/field researchers.
- In the presence of the researchers/field researchers, the answer-sheet was preserved in a secured place to avoid exposure to any unanticipated research participants.
- The researchers/field researchers brought those to head office for data compilation and analysis.

CHAPTER FOUR

FINDINGS

It was mentioned earlier that both qualitative and quantitative data were collected to achieve the objectives of the study. This section starts with the discussion on a brief demographic profile of respondents followed by their service and residence-related information that will be relevant to understand the challenges and reality of their workplace. Next, the section will assess the workplace on the basis of themes mentioned earlier. In doing so, seven themes shown in Table 2.1 had been divided into four, bringing the similar issues together under one. For example, the findings related inclusiveness has been discussed under gender responsive workplace, and likewise, BRAC's role in domestic violence and findings on respondents' action of motivating others to take BRAC as the workplace has been described under the theme of work and life balance. Moreover, Exploration of the workplace through these criteria was explored in this study from the respondents' perspective about the workplace they worked.

The survey was conducted among 1,803 staff of the head office and field office of BRAC, among that 55.6% were male while the rest were female.

4.1 BACKGROUND OF RESPONDENTS

This section started with the discussion on the demographic profile of respondents. The next section discussed their service related information in BRAC. Then, the section looked at limited residence related information of respondents considered as vital to provide an understanding of their assessment of the workplace.

Highest per cent of respondents belonged to the age group of 31-44 years; therefore, the mean age of male and female respondents were 36.7 and 32.7 years respectively. Regardless of sex, the majority of the respondents

were married, while in the case of unmarried respondents, per cent of female respondents were double of male respondents. Mean year of education of male respondents was higher than that of female respondents, and the difference between the groups, in this case, was found statistically significant. This fact reflects in the per cent of male and female staff educated up to Master's level where nearly two-thirds of respondents having Master's Degree were male. Although few, a higher percentage of female than male respondents did not have formal education. Except a few, all of the respondents regardless of sex were Bengali by ethnicity, and were Muslim (Table 4.1).

Table 4.1 Demographic profile of respondents

Variables	Male	Female	p-value
Age			
17-30	19.5	40.4	0.000
31-44	65.6	54.1	
45-58	14.0	5.5	
59 and above	0.8	0.0	
Mean age	36.7	32.7	
Marital status			
Married	88.3	78.0	0.000
Single	11.7	22.0	
Education (class completed)			
No education	0.6	2.5	0.000
Below SSC	5.4	1.3	
SSC	4.4	5.6	
HSC	9.6	24.4	
Bachelor	19.5	28.9	
Master's	59.5	36.3	
Others (diploma/ vocational)	1.1	1.0	
Mean year of education	15.5	14.8	
Religion			
Muslim	77.2	74.0	0.121
Others (Hindu, Christian, Buddhist)	22.8	26.0	
Ethnicity			
Bengali	98.4	98.7	
Others*	1.6	1.3	
n	1004	799	

*Others: Garo, Chakma, Monipuri, Urao, Saotal, Marma, Rakhain

Majority of the respondents were the regular staff of BRAC. Male-female composition in terms of the types of the employment was statistically significant among the respondents ($p < 0.01$). In the case of male respondents, the percentage of regular staff was higher than that of contractual staff, although the fact was similar in the case of female respondents, among the female respondents, the more was under contract than in the case of the male. In case of the regular staff, the majority of the female respondents belonged to the lowest grade (grade 1-2) while the highest concentration was found from grade 3 to 6 in the case of male respondents. Substantial portion of respondents from both groups had experience of other organisation than BRAC. The per cent was much higher in the case of male than that in case of female, and the difference in male-female composition regarding work experience outside BRAC was found to be statistically significant ($p < 0.01$) (Table 4.2). Majority of the respondents regardless of sex worked under four programmes of BRAC, though the difference between male and female was statistically significant in this case ($p < 0.01$), and substantial number of respondents came from other and support programmes like Finance and Accounts, Human Resources Department, Monitoring, Research and Evaluation and support staff working under various projects and programmes (Table 4.2).

Except few having less than one year and more than 30 years of experience in BRAC, the working years of BRAC for all respondents' ranged from one to 30 years with the highest per cent having one to five years of experience. The per cent of respondents were found to have dropped over time, but in general male respondents had spent longer period than female, and the difference between sexes was statistically significant ($p < .01$). Nearly half of the respondents received gender related training while considerably higher per cent reported that they did not receive any training focused on gender issues in their working period of BRAC to date. Despite, majority knew the fact that the organisation had Gender Policy; considerably higher per cent expressed their ignorance about it. Although knowing of the existence, many did not read or know the content (Table 4.2).

Although respondents might have worked under different supervisor during the period they worked in BRAC, at the time of data collection majority of the respondents worked under male supervisors, while some worked under female supervision. The case also reflects the fact that men mostly occupied the supervisory position. As mentioned in the sampling part, the majority of the respondents were taken from the field office, and majority experienced transfer from two to five times. Difference between the experience regarding transfer on the basis of gender was statistically significant ($p < .01$), and therefore, average number of transfer was higher for male than female respondents (4.5 compared to 3.5) (Table 4.2).

Table 4.2. Service related information

Variables	Male	Female	p-value
Type of service			
Regular	95.0	83.1	0.000
Contractual	5.0	16.9	
n	1004	799	
Grade			
1-2	45.1	72.4	0.000
3-6 (level 8-14)	51.4	26.6	
7-8 (level 15-17)	2.4	1.0	
9-13 (level 18+)	1.1	0.0	
n	836	598	
Worked outside BRAC			
No	56.3	75.6	0.000
Yes	43.7	24.4	
n	1004	799	
Programme			
Health	15.2	21.0	0.000
Economic empowerment	18.8	21.9	
Social empowerment	14.2	14.9	
Education	14.3	18.0	
Support and others	37.4	24.5	
n	1004	799	
Working years			
Less than 1	3.9	4.4	0.000
1-5	35.8	49.2	
6-10	26.8	23.8	
11-20	25.2	19.3	
21-30	7.7	3.4	
Above 30	0.7	0.0	
n	1004	799	
Location of workplace			
Field office	74.7	88.0	0.000
Head office	25.3	12.0	

[Table 4.2 contd...]

[...Table 4.2 contd]

Variables	Male	Female	p-value
Gender-related training			
Received	52.6	48.2	0.06
Did not receive	47.4	51.8	
n	1004	799	
Sex of immediate supervisor			
Male	89.2	82.9	0.000
Female	10.8	17.1	
n	1004	799	
Awareness about the existence of gender policy			
Aware	89.1	85.6	0.026
Not aware	10.9	14.4	
n	1004	799	
Knowledge about gender policy			
Yes	66.8	56.1	0.000
No	33.2	43.9	
n	1004	799	
No. of transfer experienced			
1	18.4	29.4	0.000
2-5	51.8	51.0	
6-10	23.8	17.8	
11-15	4.6	1.6	
Above 15	1.3	0.2	
n	689	439	
Average number of transfer	4.5	3.5	0.000

Factors that might influence the assessment of workplace were considered while collecting the background information of respondents. It was found that although the majority had their families with them in their working areas a considerably large number did not have. In this regard, more female lived with their families in their working area than male respondents. Although there was no difference between male and female respondents in terms of the distance between their workplace and living place in the working area, there was a significant difference found between the respondents of both sexes regarding the distance between their workplace and residence

(where their families were settled). In this case, it was found that female respondents were posted in the workplace closer to their residence than male respondents were. Therefore, the time needed to travel was less in the case of a female (Table 4.3).

Table 4.3 Residence related information

Variables	Male	Female	p-value
Living with family in working area			
Yes	53.8	68.1	0.000
No	46.2	31.9	
n	1004	799	
Mean distance between workplace and living place in working area (km)	2.5	2.4	0.578
Meantime needed to go to office from living place (minutes)	16.9	15.9	0.293
Mean distance between workplace and residence (km)	202.5	100.4	0.000
Meantime needed to go to residence (hours)	5.9	3.2	0.000

Knowledge about gender and gender policy: Major portion of the respondents think that the term ‘gender’ refers to the issues related to female only. While seeking the knowledge of respondents about gender and organisation’s existing gender policy, the interviewer got varied responses from male and female respondents. For example, when a male respondent was asked to talk about his idea about gender, he said - *With the word gender we mean male and female. It means a person will do his or her assigned task. In other words, men will do their job and female will do theirs.* When a female respondent was asked the same question, she said, *With the word gender we understand both male and female but now gender means having equal right. She added that we cannot change the biological side of male and female, but if we can bring change in their mentality, then there will be gender equality.* Some respondents said that gender means the inequality between the men and women. Most of the respondents said that although they know that there is a gender policy in BRAC, but they have not read or seen it yet. They do not even know what policies are written there. While discussing about the training, the respondents could remember the content of the training such as sexual harassment, what was considered as discriminatory attitude, what will be the appropriate dress for men and women, the role of men and women at household level and so forth. Some male staff said that the female staff get the preference in terms of enrolling in the gender training

that is occasionally arranged at BRAC. Assessment of workplace regarding four major themes from the respondents' perspective has been discussed below.

4.2 GENDER RESPONSIVE WORKPLACE

While exploring whether the respondents felt that their workplace was gender responsive or not several factors were considered during the survey. The factors included sense of respondents' job security, sense of security while being on duty, guest room accommodation and privacy, availability of space and furniture, their relationship with supervisors, supervisor's behaviour, administrative support, experience and feelings of transfer, abuse and complaint (Matrix 1).

The average scores found in Table 4.4 in all cases, except in the case of a sense of security while being on duty, for both sexes, were above 70%, but the difference between the scores by sex was found to be statistically significant in most cases. The female respondents were less satisfied with the relationship with their supervisors and colleagues than their male counterparts were. The same was the case for the sense of security, availability of guest room and privacy, transfer and administrative assistance. However, the reverse was found in the case of respondents' satisfaction over the availability of the office space and furniture, meaning higher percent of female respondents compared to their male counterpart expressed their full satisfaction over the space and furniture provided within their workplace (Table 4.5).

Table 4.4 Average score regarding gender responsive workplace by sex

Theme	Mean score		p-value
	Male	Female	
Sense of security	69.2	66.7	0.005
Availability of space and furniture	79.6	82.1	0.000
Relationship with supervisors and supervisors' behaviour	86.2	82.5	0.000
Relationship with colleagues and their behaviour	82.4	78.8	0.000
Administrative assistance	77.9	75.5	0.061
Transfer	77.3	74.7	0.002
Abuse	94.8	94.6	0.550
Mechanism to deal complain regarding sexual harassment	90.2	87.2	0.000
n	1004	799	

Table 4.5 Per cent respondents completely satisfied and completely dissatisfied over some themes explored under gender responsive work environment

Theme	Issues Explored	Fully Positive		p-value	Fully Negative		p-value
		Male	Female		Male	Female	
Space and furniture	Furniture for the female	63.7	65.2	0.52	1.5	1.4	0.836
	Furniture for the male	63.6	70.1	0.004	1.0	1.4	0.454
	Satisfied with the provided space	57.9	61.0	0.186	0.8	0.9	0.854
	Timely getting office equipment	78.8	80.6	0.342	0.9	0.8	0.735
Colleagues	Official relationship with the colleagues of opposite sex	84.8	71.2	0.000	0.3	0.4	0.000
	Helping attitude of colleagues of opposite sex (when not asked)	37.4	34.2	0.162	5.3	9.6	0.000
	Helping attitude of colleagues of opposite sex (when asked)	58.4	55.2	0.177	1.1	2.0	0.115
	Does the work efficiency get effected by bureaucratic problem	52.9	50.2	0.254	2.8	3.0	0.786
Administration	Mentally sexual harassment (Supervisor)	96.3	95.7	0.536	0.2	0.1	0.702
	Physically sexual harassment (supervisor)	98.7	98.7	0.935	0.2	0.1	0.702
	Mentally sexual harassment (colleagues)	96.8	94.9	0.037	0.0	0.1	0.262
	Physically sexual harassment (colleagues)	98.8	98.7	0.914	0.0	0.1	0.262
Complain	Is the workplace risk free and safe	52.6	52.8	0.924	5.4	6.0	0.566
	Encourage to inform higher authority after sexual harassment	92.9	92.1	.513	1.3	1.3	.935
	Appropriate action taken by management after sexual harassment	82.7	79.8	.126	1.1	1.1	.951
	Possibility of receiving justice after complaining about sexual harassment	81.7	78.3	.078	.4	.9	.196
Complain	Complaining about sexual harassment to harass colleague or supervisor	61.8	69.2	.001	1.0	1.5	.331

[Table 4.5 contd....]

[...Table 4.5 contd]

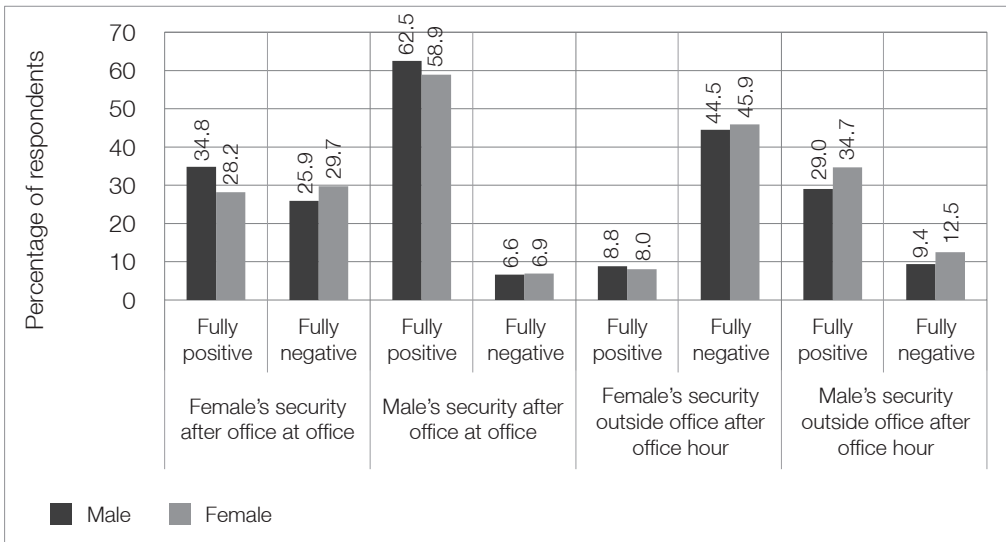
Theme	Issues Explored	Fully Positive		p-value	Fully Negative		p-value
		Male	Female		Male	Female	
	Face any problem after complaining about sexual harassment	54.5	41.9	.000	3.8	7.6	.000
	Does the organisation has shown example of Zero tolerance towards any kind of sexual harassment	75.8	64.1	.000	5.7	11.9	.000
	Can someone report against sexual harassment fearlessly	77.9	72.2	.005	1.0	2.3	.032
	Does the supervisor take rapid, responsible and correct step against sexual harassment	85.9	78.8	.000	.2	.3	.819
	Is the mechanism and the procedure of BRAC effective to prevent sexual harassment	76.2	72.0	.041	.2	.8	.080

By programme gender variation in terms of given score in different aspects of gender responsiveness in their workplace did not exist significantly except health programme where male respondents scored significantly higher than female respondents. Again, within male group, the score was found to be statistically different by programmes, and the same was the fact in the case of female respondents. In general, regardless of sex the score varied by the programme in this regard (Appendix 4). While exploring the score regarding gender responsive work environment in terms of supervisor's sex, it has been found that respondents having male supervisor gave significantly higher score than female respondents in Economic empowerment programme though there was no difference found in the other programmes (Appendix 5). Within the group of respondents, having male supervisors had significant variation in their scoring by programmes (Appendix 5). Among the respondents having the educational qualification below bachelor degree, the statistically significant difference was found in scoring across programmes. The fact is similar in case of those having master's degree. In general, there was no statistically significant difference found between scores in each category of the programme by educational qualification, although the exception was found in case of support and other programme including finance and accounts, HRD, monitoring, agriculture and food security, RED and ICT. In this exceptional case, respondents having education up to HSC or below bachelor degree scored higher than those having higher degrees (Appendix 6). By marital status, although there was no statistically significant difference found in terms of scoring in this aspect of the workplace in any programme, the score given by the married respondents in different programmes varied significantly (Appendix 7). Although respondents' knowledge about gender policy was found to have had no impact on their scoring of the workplace on the issues asked under the theme of gender-responsive work environment in all programmes except health programme in which respondents who read the gender policy reported more positively than those who did not. In both cases, like respondents who read the policy and who did not, score varied significantly within the group by the programme (Appendix 8).

Feelings of safety and security in the workplace

Table 4.5 shows the per cent responses by gender to specific indicators of gender-responsive work environment. Figure 4.1 illustrates that considerably higher number of respondents regardless of sex expressed their full satisfaction over male's security at the office after office hour than that of female staff. The same trend was seen in the extremely negative response, where the much higher percentage of respondents, both male and female, expressed that the office place was not at all secured for female staff after office hour was over compared to male staff in the same situation.

Figure 4.1 Percentage of respondents fully satisfied and dissatisfied over staff security during office work



About performing official duties outside the office after office hour, slightly less than half of the respondents from both sexes expressed their full concern about the security of female staff, while some but a substantial number of respondents expressed the same for male staff. There was a statistically significant difference found between male and female's response regarding women's security inside the office as well as men's security outside the office on office duty (Figure 4.1).

There are certain programmes in BRAC where staff need to stay additional hours at the work to complete their assignments. It can be both in field areas and at offices. Therefore, female staff also have to stay at the work in the evening after office hours. The respondents opined that it has become quite regular to work beyond official working hours that usually depend on the programme. They gave an estimation that they remain occupied intensively in office for 5 to 10 days in a month beyond office hours. In this case, they have to depend on their male colleagues to accompany them to stay in the office and on the way to back home. It has been seen that some female staff were not feel comfortable to accompany by their male colleagues in the evening and felt doubtful about their intentions. Again, if they failed to complete the number of their targeted households to visit within the office hour, then they also felt insecure. The female staff faced problems in winter seasons to visit their targeted households in the given time, as it became dark earlier.

It has been observed that some of the branch offices are established in the outside of the localities and quiet places. Office locations in such distant places and the rented buildings are considered as insecure places for the staff, especially for the female staff. It could be seen that many BRAC offices, specially those in rented buildings do not have any office signboards, which were supposed to be displayed in front. It has been said by some of the respondents that office signboards play an important role in protecting the female staff. Few female respondents opined that local people often became confused to these offices with meeting places, as there was no signboard at the premises. Sometimes the female staff were teased or abused by the local goons on their way to the field. Reasoning to this it can be said that the socio-religious features of these areas are the contributory factors behind these incidents. Considering these the local authority kept a good relationship with the influential person of the community- Chairman, and members of Union Parishad to control such situations. Hence, the female staff are reluctant to work in microfinance programme especially in Dabi programme, as they feel threatened while doing financial transactions.

However, some female staff said they were not felt insecure while working with the male colleagues even after office hours. A few female staff claimed that their supervisors suggest them to leave office at the given time considering the social circumstances of the locality. They did that being aware of the fact that women can be harassed if they commute alone at night.

While asked about the availability of accommodation and guest room in case of their field requiring them to stay at night, female respondents opined that they get the privilege to avail the guest rooms considering their safety and security. BRAC has always worked for and prioritised the women.

Space and furniture provided for work

The survey revealed that higher percentage of female respondents than their male counterparts were fully satisfied with the availability of space and furniture they were provided for their work, though the difference was not statistically significant. The exception was seen only in the case of respondent's opinion about male's availability of furniture where the significantly higher percentage of female respondents felt that their male colleagues were provided with the necessary furniture in the greatest extent than the male respondents felt the same (Table 4.5). However, although, as described in Table 4.3, the average score of females' satisfaction over the availability of space and furniture was significantly higher than that of male respondents (82.1 against 79.6), some concerns have been raised during the qualitative interview as mentioned below.

In BRAC's field offices, various programmes are operating their activities under the same roof. Some programmes, especially HNPP and HRLS

deal with special issues of beneficiaries and clients. Thus, sometimes the female clients become hesitant to disclose their problems in such public setup. Again, some offices have limited space, which makes the seating arrangement difficult for the female clients. Adding to that, it hampers the smooth operation of office activities. While discussing it was found that Microfinance programme needs more space to run its activities compare to other programmes as it is involved in vast activities with the larger scale of community people. Thus, sometimes it becomes difficult to arrange monthly meetings at some branch offices due to limited space and furniture.

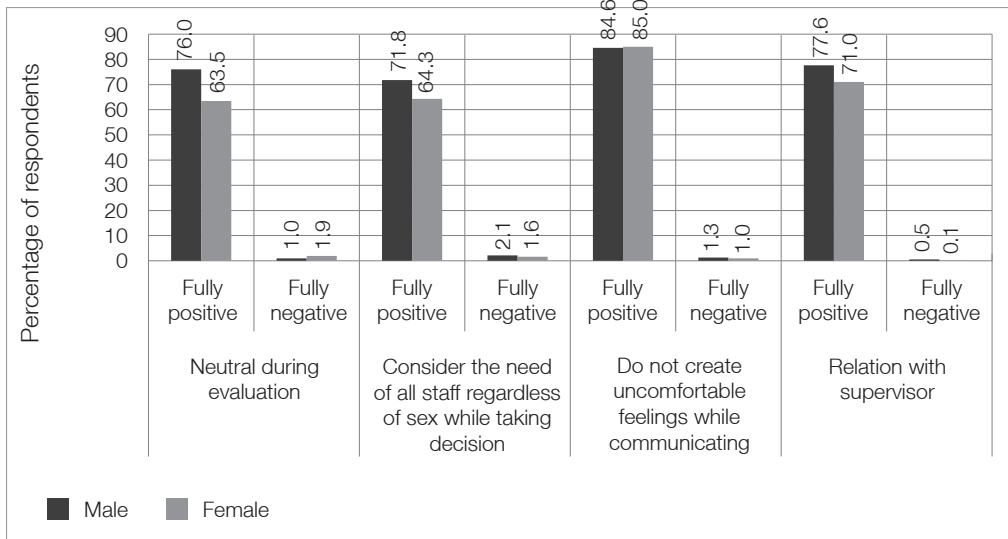
Rooms at the field offices are quite congested, and the seating arrangement is not convenient for the female staff. Sometimes the offices become crowded when clients of different programmes gather there for services. As most of the staff have to share their space, they often feel disturbed when there is chaos caused by other colleagues. Many female staff stated that they feel uncomfortable sharing space and work with their male colleagues. Some staff claimed that they do not get proper desk and chair despite having the same designation or position like others.

Supervisor's behaviour

While exploring the satisfaction and dissatisfaction to the extreme level, the fact had been revealed that higher percentage of female respondents were fully satisfied than their male counterparts regarding supervisors' neutrality during the assessment, their attitudes of counting need of all staff regardless of sex under consideration during decision-making, and their relationship with supervisors. The differences in terms of their satisfaction in these cases were found to be statistically significant between sexes (Figure 4.2 and Appendix 1).

Despite positive scoring, there were some challenges revealed during the in-depth interview. Sometimes, some supervisors along with other male colleagues make comments on the female staff. For example, one of the respondents stated that a supervisor asked a female staff, *why are you becoming fat?* Both the male and female staff feel embarrassed when they hear such abusive language from their supervisor. Some, both male and female stated that it had become a common practice in the field offices to use abusive language by their supervisors when anyone fails to fulfil the given target on time. A major portion of the respondents stated that they had experienced impolite or obnoxious behaviour from their supervisors when they failed to convince them with the reason of being unsuccessful in fulfilling their task. They added that some supervisors lose their temper often and scold without listening to the other side. The respondents have identified this as a strategy of the supervisors to get their work done within the given time. They added that such approach of the supervisor creates

Figure 4.2 Percentage of respondents fully satisfied and dissatisfied over selected aspects of supervisors' behaviour



a suffocating environment among the staff at the office. They often are in mental trauma and pressure and feel the rush to fulfil the target. Some female staff said that they had experienced harsh behaviour like shouting from their supervisors. However, there are some supervisors, who are very efficient and skilled to manage their subordinates tactfully. They are optimistic, helpful and cooperative towards their subordinates. They set the target to the male and female staff accordingly and divide the workload accordingly. These supervisors always motivate them. This approach helps the programme to progress further. Some respondents said they have across to such supervisors who continuously work on improving the image of BRAC at the root level. Some respondents stated that they try to keep a good relationship with their supervisors, as it is not possible to progress their assigned responsibilities without the approval of the supervisor. Moreover, one of the respondents opined that his female supervisee is more responsible and work better than male supervisee work. Female staff always think that they have to finish their assigned task and thinking of their family, they try to finish their work within or before given time.

Table 4.6 Programme wise score on different aspects of gender climate of workplace by supervisor's sex

Programme	Theme	Score		Sig level
		Male Supervisor	Female Supervisor	
Health	Gender responsive work environment	81.6	79.9	0.356
	Inclusiveness	83.2	78.9	0.099
	Career and professional development	75.3	69.7	0.005
	Work and life balance	78.4	72.9	0.081
	BRAC's role in domestic violence	81.9	75.8	0.142
	Staff encourage others to join BRAC	72.2	64.7	0.201
	Affirmative action	82.9	78.1	0.081
Economic empowerment (microfinance and TUP)	Gender-responsive work environment	83.4	80.2	0.052
	Inclusiveness	85.1	80.4	0.075
	Career and professional development	76.3	74.3	0.296
	Work and life balance	78.8	73.9	0.146
	BRAC's role in domestic violence	85.6	75.8	0.023
	Staff encourage others to join BRAC	81.1	80.4	0.893
	Affirmative action	83.0	78.8	0.108
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	Gender-responsive work environment	81.2	83.2	0.224
	Inclusiveness	83.8	83.1	0.775
	Career and professional development	76.0	77.7	0.390
	Work and life balance	76.9	81.8	0.138
	BRAC's role in domestic violence	83.8	76.1	0.059
	Staff encourage others to join BRAC	72.4	86.6	0.012
	Affirmative action	81.5	87.4	0.024
Education	Gender responsive work environment	80.6	79.3	0.286
	Inclusiveness	79.8	77.1	0.141
	Career and professional development	72.5	70.9	0.308
	Work and life balance	72.9	70.5	0.313
	BRAC's role in domestic violence	78.5	75.4	0.323
	Staff encourage others to join BRAC	67.3	61.7	0.200
	Affirmative action	82.5	79.6	0.091

[Table 4.6 contd...]

[...Table 4.6 contd]

Programme	Theme	Score		Sig level
		Male Supervisor	Female Supervisor	
Support and others*	Gender-responsive work environment	83.3	81.5	0.129
	Inclusiveness	84.8	78.0	0.000
	Career and professional development	75.5	73.2	0.150
	Work and life balance	79.7	77.0	0.214
	BRAC's role in domestic violence	83.9	79.0	0.080
	Staff encourage others to join BRAC	76.5	72.9	0.337
	Affirmative action	83.5	77.4	0.002

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Administrative support

Most of the respondents said that they get all the office logistics on time. More than half of the respondents from both sexes expressed their satisfaction that they always receive administrative support on time and the way they require, and there is no bureaucratic problem hampering their work (Table 4.5). However, the rest reported having faced some administrative challenges. Such as, sometimes it takes time for the process the requisition form and thus takes time to get the logistics. Sometimes they face a problem when they deal with the government offices for any logistics. Again, long distance is another factor that makes the process slow.

Receive respect as desired at workplace

As BRAC staff are mostly involved in target-oriented work, here teamwork is necessary to achieve a goal. Internal interaction helps staff to complete their assignment successfully. However, the survey shows that significantly higher percentage of male respondents than that of female respondents (84.8 per cent against 71.2 per cent) are completely satisfied with the relationship they have with their colleagues of opposite sex (Table 4.5). Some aspects regarding the interaction between male and female staff have appeared as the reasons behind this gap.

Sometimes some male colleagues show too much interest in the personal lifestyle, family life etc. according to some female respondents. Some also stated that personal and family issues of staff often become important discussion topic in the office. For example, sometimes male staff often

suggest female colleagues to get married early. Sharing this kind of experience one female respondent quoted one of her male colleague's remark to her, *you will not be able to get pregnant being obese if you marry late*. Again there is another example of such comments, one of the female staff was partly burnt and were injured. She felt embarrassed while visiting fields. At that time her colleagues made comments projecting being sympathetic that, *we are concerned whether she will be able to get married or not*. Such comments make the female staff uncomfortable and fail to create a congenial, professional atmosphere within the office. This environment ultimately creates sufferings at the field level for the programme.

Moreover, many female respondents said that they have observed that most of the staff do not give their opinion in the meetings although they participate in preparing the work plan or in the meetings regularly. As a reason for this, they identified that most of these participants are afraid of being proved to be wrong in front of their supervisor. Few respondents opined that it would have been better if they had a chance to convey their message to the higher management. They added that if they often talk their supervisors do not take it positively and that ultimately impacts negatively on their job. The respondents identified some major reasons for their non-participation or silence in meetings: first, they do not have the practice of giving their opinion; second, they do not get the opportunity to talk; and third, they become afraid of being wrong while giving their opinion in the meetings. Thus, many of the staff especially female staff do not want to give their opinions in the meetings.

Inclusiveness

The study intended to see if the organisation offers an inclusive working environment to its staff. In this regard, respondents were asked if they found their workplace as responsive and sensitive to difference or diversity in terms of disabilities, ethnicity, class and marital status. They were also asked whether they felt isolated and if they had experience of hearing negative and degrading comments in their workplace (Table 4.7, Appendix 3).

Male respondents were found to have more positive than female respondents, over the inclusive nature of their workplace. The average score was 86.1, and 83.5 for male and female respondents respectively that is the difference between the mean score of both groups were statistically significant ($p < 0.01$). Respondents said BRAC does not employ disabled staff. However, if a staff became disabled during the work period, then he or she employed in such a job that does not require hard work. The staff can easily do that, and other colleagues also help the disabled staff to finish his job.

Table 4.7 Percentage of respondents completely satisfied and completely dissatisfied over BRAC's practice of inclusiveness

Theme	Issues Explored	Fully Positive			Fully Negative		
		Male	Female	p-value	Male	Female	p-value
Inclusiveness	Does the workplace see everyone equally with the same value regardless of sex, religion, caste, marital status, physical fitness, class	72.3	68.3	0.066	1.5	1.9	0.527
	How friendly the workplace for the physically disabled staff	49.6	44.9	0.049	8.0	9.8	0.181
	Acceptability of liberal mentality, difference	56.1	48.3	0.001	1.0	1.3	0.607
	Does a staff see him/herself detached from others	92.2	86.7	0.000	0.2	2.0	0.000
	Hearing disrespectful, offensive and insulting comment in the workplace	76.4	74.3	0.314	1.0	1.3	0.607

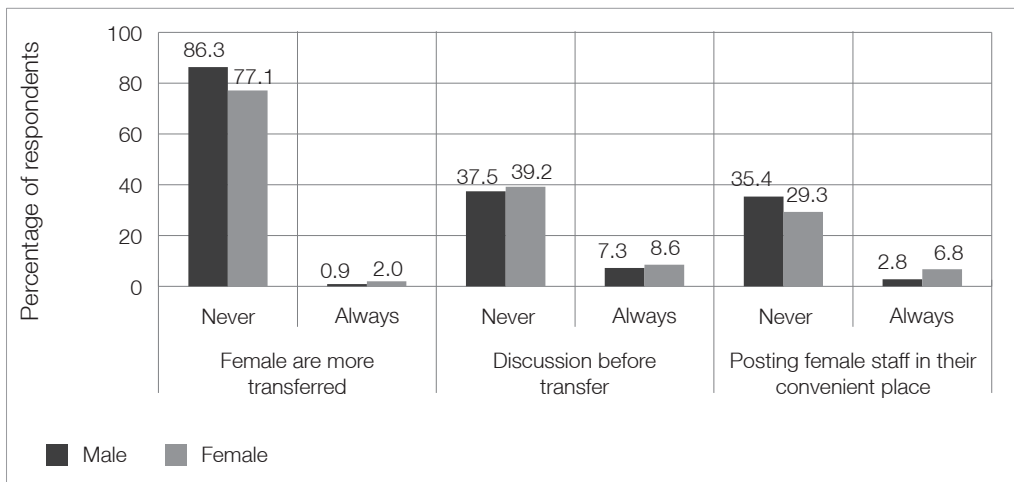
There was statistically significant difference found between male and female respondents in terms of their scoring on the issue of inclusiveness of the workplace across the programme in most cases- health, economic empowerment, support and other programmes. Overall score in this matter, regardless of sex, varied across the programme, while the average of score given by male respondents varied significantly by programmes. Difference was found statistically significant between score given by female respondents across the programmes (Appendix 9). Programme-wise variation has also been observed in the scoring of respondents having a male supervisor on the issue of inclusiveness, and the difference was statistically significant across the programmes. In some programmes (health, economic development and support programmes), the difference of scoring between respondents having male supervisors and those having female supervisors in this issues was statistically significant, here respondents working under male supervisors scored significantly higher than those under female supervisors (Appendix 10). The assessment was seen to be different according to respondents' educational qualification. In economic empowerment programme, average score given on the issue of inclusiveness was found to be decreased with educational qualifications. That is, respondents educated up to HSC or below gave the higher score than the other two groups: with bachelor and with master's degree. Again, respondents having bachelor degree scored more positively than those having master's degree. The difference in this regard was statistically significant. If going for the programme wise variation within the group, there was a statistically significant difference found in the

group of HSC or below and Master's Degree (Appendix 11). Within the group of married respondents, there was a significant difference found in their response to programmes, and the same was the fact for the group of single respondents (Appendix 12). According to the knowledge, respondents had on gender policy, there was a statistically significant difference found between the respondents who read the policy and who did not while assessing their workplace in terms of inclusiveness in most programmes (health, economic empowerment, social empowerment and support programmes). For both cases, within the group difference was statistically significant across the programmes (Appendix 13).

Feelings about transfer

Figure 4.3 illustrates that the higher percentage of male respondents opined that the organisation never had the practice of transferring female staff more. Although the majority of both male and female staff expressed their satisfaction over the matter, there was significant difference found on the basis of gender between these two groups. Despite more than 29 per cent female respondents opined that female staff were posted in their convenient place, more than six per cent of female respondents expressed their complete dissatisfaction.

Figure 4.3 Percentage of respondents fully satisfied and dissatisfied over transfer



The transfer appears as the aspect of the workplace that creates a problem for both male and female staff. It was seen that the staff have a varied transfer experience. Usually, the local management discusses with the staff before transferring them. Typically, female staff are transferred to the adjacent places to their home. However, the male staff may be transferred to anywhere. It was observed that female staff prefers to stay with their children if the spouse works somewhere else. According to the respondents from both sexes, they face problem in admitting their children to a new school if they get transferred in the middle of a year. Again, if a staff lives in another area where his/her family does not live, then they face the problem. They cannot take leave very often because that will hamper their work. In this case, many respondents had experience of not getting leave when their family member was sick or was in a problem. One of the respondents opined that his transfer had deprived his children from his love and affection. Again, the respondents explained that transfer always is associated with financial cost and mental pressure. Sometimes, they cannot afford the shifting expense from their salary. Additionally, living in two areas increases their living costs as well. These things demotivate them and hamper concentrating in their work.

Some male respondents added that the female staff usually considered in case of transfer issue, whereas male staff are often ignored although some of the female respondents thought that BRAC does not consider gender in case of transferring the workstation. The authorities do that based on the need of the programme.

Complaint and investigation of abuse

Although during the interview some respondents both male and female reported about the abusive language or verbal abuse by supervisors or their colleagues, in survey, the highest per cent of respondents, regardless of sex, reported having no experience of sexual harassment or abuse in the workplace. This fact has been reflected in their average score over the issue. Mean score of both sexes were revealed to be highest in case of their feelings and experience regarding abuse. The majority of them did not report any sexual harassment perpetrated either by their colleagues or by supervisors of the opposite sex. While exploring the issue, specific behaviours of both physical and psychological aspects were considered (Matrix 4.1). The responses, in this case, were not different between male and female (ns) (Table 4.3).

Matrix 4.1 Issues considered while exploring sexual abuse

Physical abuse	Psychological abuse
<ul style="list-style-type: none"> - trying to make any unwanted physical contact (i.e. hugging, kissing) 	<ul style="list-style-type: none"> - having a sexual relationship with supervisor/seniors as a condition for promotion - talking about unwanted issues indicating sexuality while working
<ul style="list-style-type: none"> - touching or attempting to touch hair or dress or any part of the body 	<ul style="list-style-type: none"> - calling bad names or making degrading and humiliating comments of sexual nature - proposing colleagues to have a sexual relationship - staring - offering present with a purpose of establishing a sexual relationship - using language or sending a message of sexual nature including SMS or showing pornography - taking photograph or videos with the purpose of harassing the colleagues sexually

Although almost same per cent of respondents of both sexes reported that they would encourage their colleagues to make the complaint in case of their victimisation of sexual abuse, female respondents were found to have less faith on the overall mechanism of the organisation’s way of dealing the problems to prevent sexual harassment, compared to the male respondents. There were few from both sexes expressed their full dissatisfaction on the organisation’s overall action and response to the problem, and in this case, the gender difference was also revealed, where the percentage of female respondents was higher than that of men (Table 9). Thus, female respondent’s having less faith in the existing mechanism of dealing complaint regarding sexual harassment compared to male respondents have been reflected in the gender difference between the average score (Table 4.4).

It is noticed that ‘culture of fear’ has developed among the female staff of BRAC and thus they refrain themselves from complaining about gender-sensitive issue against their male counterparts regardless the position of the offender. The female staff think that if they complain against someone who belongs to a higher position, then she will be further harassed and victimised for such taken action. They also added that such offenders have and use powerful networks to cover up the complaint. Thus for such reasons they do not seek for justice or make any official complaints.

4.3 CAREER AND PROFESSIONAL DEVELOPMENT

To see the workplace by career and professional development from respondents' perspective, four features of the workplace were considered: opportunities and environment to develop careers including in-house and outer training, their satisfaction over salary and rewards, promotion and workload.

Male respondents were found to score higher than their female counterparts on the issue of enjoying equal opportunities for building their career and in getting an equal chance for doing in-house and outer training. The in-depth interview revealed that male staff are selected in more cases for training as female staff are reluctant to leave their children at home. Thus the supervisor chooses the male staff over female staff considering their circumstances. Eighty-five point four per cent of male and 80.9 per cent of female staff were highly positive in the case of organisation's practice of providing equal opportunities for in-house training while the figures for outdoor training were 67.8 and 64.6 per cent for male and female respondents respectively who expressed satisfaction (Table 4.9).

The same was in the case for promotion where males were found to be more satisfied. In both cases, the statistically significant difference was found between these two groups. In the case of salary and rewards meaning designation, female respondents were found to have slightly higher average score than men, though the difference was not statistically significant (ns) (Table 4.8). Nearly three-fourths (72.9) of male respondents was fully optimistic about being promoted in the future. The per cent of female respondents from this group was 65.2 per cent, and the difference between both sexes expressing their full faith was significantly different ($p < 0.01$). In the other extreme case, few respondents (2.5 per cent of male and 4.6 per cent of female) reported that they did not think that organisational policy was properly followed during deciding promotion by the management. Almost similar per cent of respondents from both sexes (2.0 per cent of male and 4.1 per cent of female, that makes a percentage of a female was twice that for male) reported that their immediate supervisors did not place their success properly to higher authority during their assessment for promotion. The difference between the response of two groups, in both cases, were found to be statistically significant ($p < 0.01$) (Table 4.9). However, some opined that female staff did not want to take higher positions as the responsibilities and field visits increase. It becomes difficult for them to cope up with that.

The majority of the staff regardless of programmes were dissatisfied with the new grading system of the organisation introduced in the recent year, revealed during the in-depth interview. Some stated that before introducing grade and slab, they had the expectation that work experience and experience in

respective programmes would be considered in determining grade and slab under the new system, and with that if they have any extra quality that would be counted as well. However, when they got the list, all those facts were missing there. This new grading system has created a hierarchy among the same designation based on different slabs and at the same time different designations under the same grade. The respondents stated that the staff of microfinance had been more benefitted through this process. Thus the internal relation of the staff becomes conflicting. Again, many staff stated that different job descriptions had been designed under the same grade. During in-depth qualitative exploration majority of the respondents opined that field staff's salary is quite low comparing to the volume of their work. Again their salary increase very slowly. They also added that programmes other than microfinance get a lower salary. The staff of micro finance get some extra benefits and rewards too that other programmes do not get. One of the respondents said, *staff of microfinance get various benefits as they are big in number. It has been seen that dining arranges good food when their guests come in the office whereas it is not possible for other programme staff.* However, contradicting to these issues one of the respondents said that work of microfinance staff is quite difficult as they collect loans from the mass people. Moreover, some respondents said that there was discrimination regarding salary within the same programme and same designation.

Staff at the field level often have to travel distant places by riding bi-cycles. But not all the staff can ride bi-cycle, especially women. In that case, they have to visit fields spending their own money. Regarding this, some respondents said there should be a provision of money for those who cannot ride bi-cycle and have to visit distant field areas. There is not a provision of pension for BRAC staff that also is demotivating for staff to work, the respondents opined.

Although keeping the issue out of the scoring, the study tried to understand how the motivation of employees affected when they witnessed massive layoff in their workplace. In exploring the matter, respondents were asked whether they felt to work harder when they saw that many of their colleagues were laid off due to redundancy policy of the organisation. Many staff stated that they were more concerned about their job security as many programmes and projects are being closed or resized.

In the case of workload, the average score of male respondents was higher than that of female respondents (Table 4.8). On an average, a higher number of the female respondents than male, though not statistically significant, reported that they were overloaded with work.

Table 4.8 Average score regarding career and professional development by sex

Theme	Mean score		p-value
	Male	Female	
Opportunities of career and human capital development (in-house and outside training)	86.6	85.0	0.028
Satisfaction over salary, benefits and rewards	59.6	61.2	0.159
Fairness of promotion	83.5	78.8	0.000
Workload	77.7	78.5	0.404
n	1004	799	

Regarding work pressure, although majority of the respondents from both groups reported that they never thought of quitting their job due to their workload, many of the respondents, 10.5 per cent of male and 7.8 per cent of female, reported that they always had to be occupied with thought of office work even in their weekend that in turn hindered the enjoyment of their holidays. On the other hand, according to 33.6 per cent of male and 38.7 per cent of female respondents, their office work never created any barriers to enjoying their weekend. Gender difference in their responses, in this case, was statistically significant ($p < 0.05$). The rest were somewhere in the middle meaning they often or rarely face such problems (Table 4.9).

Table 4.9 Percentage of respondents completely satisfied and completely dissatisfied over themes explored under career and professional development

Theme	Issues Explored	Fully Positive			Fully Negative		
		Male	Female	p-value	Male	Female	p-value
Career building and human capital development	Is the work environment helpful for the staff's career progress	56.8	53.1	0.116	1.4	1.0	0.450
	Is the work environment helpful for the female staff's career progress	60.4	52.4	0.001	1.4	1.1	0.614
	Getting equal opportunity to the in-house training	85.4	80.9	0.011	0.3	0.3	0.846
	Getting equal opportunity to the outdoor training	67.8	64.6	0.147	3.9	3.6	0.778

[Table 4.9 contd...]

[...Table 4.9 contd]

Theme	Issues Explored	Fully Positive			Fully Negative		
		Male	Female	p-value	Male	Female	p-value
Salary, benefit and rewards	Preference to sex while giving designation	54.7	48.4	0.008	19.9	20.3	0.852
	Giving right salary comparing to the opposite sex	65.7	68.8	0.164	3.7	6.0	0.021
Promotion	Follow organisation's policy while giving promotion	65.9	63.7	0.324	2.5	4.6	0.013
	Hopeful about getting promotion	72.9	65.2	0.000	2.4	4.9	0.004
	Giving preference to male staff during promotion	81.8	67.3	0.000	4.4	5.9	0.148
	Giving preference to female staff during promotion	63.1	56.9	0.007	10.8	11.5	0.611
	Supervisor presenting successful works to the higher management during promotion	55.0	51.9	0.198	2.0	4.1	0.008
Work overload	Thought of resigning from job due overload of work	71.4	65.7	0.009	1.9	3.3	0.066
	Giving more work comparing to the opposite sex	66.4	73.6	0.001	1.8	1.5	0.631
	Does work pressure hinder in enjoying weekends or other holidays	33.6	38.7	0.025	10.5	7.8	0.050

Few respondents alleged that they had to deal with a constant workload that results in mental pressure. The respondents feel that they may have mental disorder if they continuously take the huge workload along with the misbehaviour of the seniors. The female respondents feel that this is a challenging job especially for the microfinance programme at the field level. One of the female respondents claimed that few female staff already left a job because of the workload and excessive mental pressure. She added that working with microfinance programme requires not only physical but also

mental strength. For example, often the female staff of microfinance were provided with the unrealistic target in terms of disbursing loans to the clients. Although the given target is same for the male and female staff, the latter group finds it more challenging. Female staff cannot travel in the field in the evening to collect the loan. Again according to the respondents, the staff of microfinance have less opportunity to enrol into training due to workload and high target. They also said that a managerial role becomes challenging for the female staff of microfinance programme as they find difficulties in setting high targets and to visit remote field areas due to safety and security.

Although employees' skills and efficiencies are measured in terms of workload, sometimes workload is not enough to increase professional achievement. The interpersonal relationship among the staff is also needed to achieve the career development. Thus, the respondents stated that promotion is not always linked to hard work; rather it is in many cases linked to staff's effort of maintaining 'good relationship' with their evaluators or supervisors.

Some female respondents stated that BRAC could not be a gender friendly organisation considering the scopes and nature of different programmes. The reason they gave was that most of the programmes at the field level require male staff to fulfil its target. Most of its programmes are designed in a way where male have the scope to play dominating roles in managerial positions. Some female respondents stated that it is difficult for them to acquire the managerial positions considering its nature and programmes' requirements that includes- field movements, workloads, and targets and so on.

In general, male respondents were found to be more positive than their female counterparts while evaluating their workplace in terms of the scope of career and professional development. This was also the fact when analysing at the level of each programme, though the exception was found in health programme where the difference between average score given by male and female respondents was statistically insignificant. There was a significant difference found within the group that was, responses came from male respondents varied significantly across the programmes, and same was for the case of other group (Appendix 14). In contrary, sex of supervisors respondents worked for did not make any impact on their scoring over the issue in all programmes, but an exception was found in the health programme where respondents worked under female supervisors scored less positively than those under male supervisors, and here the difference was statistically significant. Within-group, the difference for both cases across programmes was also significant (Appendix 15). Like supervisors' sex, educational qualification was found to have left no impact on respondents' scoring except one programme (support programme) where higher the educational qualification lower was their satisfaction or score. Within-group, the difference for all groups of educational qualification across the programmes was also

significant (Appendix 16). This assessment or scoring has been varied among married respondents across the programmes significantly (Appendix 17). Knowledge on gender policy was found to have an impact on scoring in most cases, wherein most programmes (health, social empowerment) the respondents who read the policy gave a higher score than those who did not, while in one programme (support and other programmes) the case was reverse. Within the group the score varied by programmes (Appendix 18).

4.4 WORK AND LIFE BALANCE

In order to explore the work-life balance of respondents, the schedule consisted of questions on the impact of the workplace on family life. In the case of the impact of the workplace on family life, respondents were asked if their children's education were affected by the location of their workplace. They were also asked about the perceived impact of the workplace on their social life, meaning participation in events like wedding ceremony, birthday party, funeral at family and friend level. There was also a question on their view whether they faced a challenge in maintain a balance between families and work due to their nature of work and workplace (Matrix 4.1 and Table 4.10).

Besides exploring the above mentioned impact, the study also explored the aspect of distributing job responsibility and health safety under the theme of work and life balance. Whether family problems were considered in distributing work to staff had also been taken as an indicator to know the issue. Under this theme, one question on health safety was also included. Here, the question was on their perception of whether the organisation they worked for assigned work kept health risk under consideration (Matrix 4.1 and Table 4.10).

The respondents were asked on their perceived reality whether respondents themselves or their other colleagues could take the leave they were entitled. The questions were on four types of leaves: earned, sick, maternity and paternity leave. Respondents' opinion was asked on whether they could take the leave they were entitled in the time of their emergency, whether they took sick leave as well as maternity and paternity leave (Matrix 4.1 and Table 4.11).

In all cases, on average, male respondents had a higher score than female respondents. In the case of responses regarding the impact of their workplace on their family life, the difference between scores of male and female was not statistically significant, though male respondents scored higher than the other group. Male respondents were more positive than the female respondents that they did not see any discrimination from the supervisor's side to assign work to their subordinates by sexes, and they also did not feel

that their nature of work was detrimental to their health. Men were also more positive; meaning had a higher score than their female counterparts on the fact that they could take leave of any kind whenever they wanted. Table 4.10 shows that the differences in these cases between both sexes were found to be statistically significant ($p < 0.05$ and < 0.01 respectively).

Table 4.10 Average score regarding work and life balance by sex

Theme	Mean score		p-value
	Male	Female	
Impact on family life	70.4	69.0	0.258
Job responsibility and health hazard	77.5	75.4	0.033
Leave	85.2	82.8	0.004
n	1004	799	

Table 4.11 Percentage of espondents completely satisfied and completely dissatisfied over the impact of work on their family life

Theme	Issues Explored	Fully Positive			Fully Negative		
		Male	Female	p-value	Male	Female	p-value
Impact on family life	Current workstation impacting on the education of the children	46.3	46.7	0.876	11.5	12.8	0.395
	Workstation impacting the social life	33.2	35.8	0.243	14.5	11.0	0.101
	Excessive field visit impacting family life	52.0	50.2	0.446	4.9	6.8	0.088
	Does working at BRAC cause lacking in balancing professional and personal life	56.5	49.1	0.002	3.9	4.9	0.301
Job responsibility and health safety	Supervisor thinks of family problems while giving work	37.5	36.4	0.653	9.9	11.9	0.167
	Giving more job responsibilities comparing to the other colleagues	59.8	68.3	0.000	2.5	2.6	0.853
	Considering health hazards while giving work	51.5	46.6	0.037	5.7	8.8	0.011
	Nature of work cause harm to physical and mental health	70.8	63.5	0.001	2.8	2.8	0.964

[Table 4.11 contd...]

[...Table 4.11 contd]

Theme	Issues Explored	Fully Positive			Fully Negative		
		Male	Female	p-value	Male	Female	p-value
Leave	Availing earned leave when needed	46.2	51.2	0.036	2.8	2.3	0.473
	Female staff availing earned leave when needed	60.6	50.9	0.000	0.6	1.8	0.020
	Availing sick leave when needed	62.6	57.7	0.019	1.0	2.9	0.003
	Female staff availing sick leave when needed	73.0	57.7	0.000	1.0	2.9	0.003
	Availing maternity/paternity leave according to the organisation's policy when needed	87.1	91.1	0.006	0.8	0.4	0.254

Overall, male respondents scored higher than female respondents in terms of keeping a balance between family and workplace while working for BRAC. However, the difference was not statistically significant by programmes except support programme where the gender difference of scoring was highly significant in this regard. Within the group, scores given by male and female respondents varied by programmes significantly. While taken the overall score regarding this aspect of the workplace under consideration regardless of sex statistically significant difference was found across programmes (Appendix 19). In case of supervisors' sex, in health programme, respondents working under male supervisors scored significantly higher than those working for female supervisors, though the difference of this kind was not found in other programmes. There was a significant variation found in their scoring by programmes within the group: those works under a male supervisor and those having female supervisors (Appendix 20). In most cases, respondents' score regarding the issue of work and life balance was not found to vary in each category of programmes by educational qualification with exceptions in economic empowerment and support programmes where respondents educated up to HSC were more satisfied than those having master's degree and the difference was statistically significant. Across programme score given by respondents having education up to HSC varied significantly, and the same as the case for the respondents having master's degree (Appendix 21). The findings also showed that all programmes except one that is social empowerment programmes (CEP, HRLS, IDP, Advocacy, migration, GJD), had no variation regardless of marital status while scoring their workplace in terms of the selected issues under work and life balance. In the case of an exception, the average score given by single respondents was significantly

higher than those came from married respondents. If considering the score given by married respondents, a significant difference was found across the programme, and the same was true for the group of single respondents (Appendix 22). The significant difference was not found among respondents while scoring the workplace by their knowledge on gender policy, although the average score varied within the group (those who read gender policy and those who did not) across programme (Appendix 23).

Impact of work on family

Regarding impact of workplace on family life, similar per cent of male and female respondents did not see any negative impact of their workplace on their children's education at all, leaving the significant per cent from both sexes had totally different experience, and that is, their children's education was always hampered by the location of their workplace. About the impact on the social life, per cent female respondents belonged to the fully satisfied group was higher (ns), while the figure for male and female respondents belonged to the fully unsatisfied group was 14.5 and 11 per cent respectively. More than half of the respondents of both sexes expressed that the nature of BRAC work requiring frequent field visits did not have any impact on their family life, and the differences between the responses came from both sexes were statistically insignificant. Although nearly half of female respondents (49.1 per cent) opined that they did not face any problem at all to keep balance between professional and personal life. Per cent of male staff was higher (56.5 per cent) in this 'most satisfied' group, and the difference of the responses between the two groups was statistically significant ($p < 0.01$), while some respondents expressed their full dissatisfaction over the matter that it was not possible for them to maintain the balance between work and personal life, and the figures were 3.9 and 4.9 per cent for male and female respondents respectively and the difference was not statistically significant between the groups in this case (Table 4.11).

More details have been revealed about the issue during in-depth interviews. Most of the respondents regardless of gender stated that it is difficult for women to do the job. According to BRAC's schedule, a staff spends the majority of his/her time in office since the field office time is from 7:30 am to 5:00 pm. During the office time staff has to work intensely and does not get time to think of her family. However, a female staff has to perform various roles and responsibilities in her family which sometimes becomes hard for her to balance between work and life. Sometimes it is seen that the female staff has to stay outside home at night for work and at that time she has to leave her child alone at home. It also keeps her family in tension because they think of her accommodation and safety issue. Again, after office, they spend majority time doing household works which do not allow them to spend time with their family. All these factors lead to damaging their relationship with

their family. They often have to listen to bad comments from them which ultimately force them to leave their job. Moreover, family members do get affected when the staff do not get convenient environment at their offices according to the respondents of both sexes. According to them, they hold their negative feelings in at the workplace, but their relationship with their family members get affected when they take their frustration or stress out on their spouses, children and other family members who have nothing to do with that. Again, a huge number of field visits also hampers the family life as this refrain a staff taking care of his children in terms of education, health, etc. It becomes difficult for unmarried women to work as well. It has been stated that if a single woman works then, she does not get good marriage proposals. Again, if the girl is beautiful, then there is a risk of being sexually abused by her male colleagues.

The respondents opined that being in a challenging profession, they need extensive family support to achieve their career goal. Some of the female respondents reported having received that kind of support from their family. Their mother in law encouragingly looks after their children while they attend their offices.

Some female respondents said they could not stay with their spouse for being in different workstations. Thus they often feel insecure considering this situation. Their parents or in-laws pressurise them to leave their job. Again they cannot avail their earned leave considering their workload and supervisor's disagreement. There had been cases of assigning more work when staff approached the supervisor for leave. They could not visit their relatives in different situations. Even they are not able to join in the family events like wedding, funeral etc., which ultimately hampers their relationship with their relatives.

Enjoyment of leave

While exploring whether staff could enjoy their weekend, vacations without worrying about their office work, they were asked about different types of leaves they were entitled to earn, sick and maternity and paternity leave. The questions were asked in different ways: first, they were asked about their own experience of availing leave and then about their opinion whether the female staff could avail the leave. Considerably higher per cent of female respondents were fully satisfied with BRAC's implementation of paternity/maternity leave than that of male respondents ($p < 0.01$). In the case of sick leave, the findings were found reversed. Gender differences in the responses regarding earned leave were revealed different depending on the context. In this regard, while talking about the respondents' own experience of getting earned leave, significantly higher per cent of female staff, than male staff, showed their satisfaction ($p < 0.05$), but when they were asked about

their feelings about the possibility of getting earned leave for any female staff, not only themselves, whenever they were in need, significantly less per cent of female than male respondents were positive at the maximum level ($p < 0.01$). That is, a higher percentage of respondents regardless of sex showed satisfaction over their availing sick leave than that of earned leave, and significantly higher percentage of male than female respondents felt that being female a staff had higher chance to get both earned and sick leave. That is, 73 per cent and 60.6 per cent of male respondents opined that female staff always could avail sick and earned leave respectively. The figures for female staff in this regard were 57.7 and 50.9 per cent respectively (Table 4.11).

Despite high per cent being satisfied with availing leave in their need, many reported that although they get leave whenever they ask for, they could not enjoy that due to workload. If a staff goes on leave, then it is likely that all his works are stacked, and later he finds it difficult in finishing those works. Even when they go on leave, they carry their diary and office reports with them. If both male and female staff ask for leave, then their need and urgency of taking leave are considered. Few respondents stated that they have work during the weekend in the office. While explaining the matter, they reported that sometimes they have meetings or seminars on the weekends. As a result, they become unable to spend time with their families.

The majority of the staff opined that they could not enjoy their earned leave because of their workload and managerial role at the field level. Even if the staff are allowed to avail the earned leave they cannot enjoy that without the office tension. Some respondents reported that they do the office on the weekends to comply with the workload. Some of the male respondents reported that they usually do not take the earned leave considering the distance of their home from their workstation. They said that some of them require traveling for more than a day to reach their destination. Sometimes they cannot even manage leave for their medical treatment as their work schedule is quite hectic. Some of them added that they cannot even avail their entitled paternal leave due to hectic programme schedule. Thus, they are discouraged to avail these leaves. Some shared their bitter experience regarding leave. According to one who worked as an AM (Area Manager):

When I went on leave for my wedding in 2009, even then office asked for a report. On 12th I informed my RM (Regional Manager) that my wedding is on 16th, so I have to go home. He told me that there isn't any problem in that. On 12th I got out of my office and after that everyone started asking for me. RM called and told me to attend a meeting on 13th in Chittagong and then go home straight from the meeting. I went there with him on 13th. In that meeting, the authority withdrew my RM. What will I do then? Should I stop my wedding? I went home. New RM called me on my wedding day, and I told him to collect a report from the BM (Branch Manager). Saying upon that I

switched off my mobile phone. When I came back, My RM said 'I will see how you work here. Why do I have to collect a report from BM.' I explained to him that, that was my wedding day, but he was not ready to hear anything. Then I worked the way I supposed to. Having this experience, I do not call any of my BM (subordinates) when they are on leave.

Another respondent shared his experience;

BRAC staff often have to work on the weekend. Last Saturday I had to work on management's order. I got BDT 500 for transport. I had a programme at my in-laws place but could not go. Besides this, I need rest as well. Management arranges the meetings on weekends so that our regular work is not hampered on weekdays.

Another respondent said;

It's not like we do not get leave but we cannot enjoy it for the sake of our responsibility. Programme designs our work in a way that we cannot take leave. For example, we have three orientations this week. In these programmes, area manager has a slot. If I miss it, then we cannot arrange it later, and they will also be not able to give time. Thus, I will not be able to arrange it and will not be able to fulfil my target. As a result, I will be on the weak list. ...When we joined BRAC in 2002 as a PO, we did not have a mobile phone. There used to be letters or telegrams which manager used to hide if there was any bad news as they had to give leave. It was seen that manager gave the news of father's death after 6/7 days.

One respondent shared,

I could not go home even it was emergency. After joining here my grandfather and uncle died but I could not go as my hometown is far away from where I work. In 2014 I could not attend my brother's wedding. My mother was sick, but I could not go because my leave will be spent on my commute. I cannot go home if someone is sick or dies. It takes a lot of time.

Many reported that asking for leave impacts negatively in the assessment process. They stated that although they have 15 to 20 days earned leave each year they cannot use that as measuring job performance is associated with the number of taking leave. Sometimes supervisors link the higher frequency of taking leave as a weakness of a staff's job performance. Furthermore, staff are hesitant about taking leave considering factors like distance to their destination from their work location. Some respondents said they at least need 4 to 5 days to enjoy their leave with their family, but it takes 10 to 12 hours to reach to the destination that refrains them to enjoy

their time. They also fear that their performance rating may get hampered for these long leave in a month.

Health safety

Although the majority of respondents regardless of sex never felt that their involvement in the work BRAC assigned them caused any harm to their mental and physical health; there was a significant difference found between the male's and female's approval. Percentage of male was higher in this fully satisfied group, while few respondents belonged to the group who thought that the type of work BRAC assigned to them had a negative effect on their physical and psychological health (Table 4.10). However, although satisfied with the nature of work in general, when came to the question that whether the issue of health safety had been taken under considered by supervisors or not in assigning any work to their subordinates, the percent of respondents belonged to fully satisfied group were found to be decreased for both sexes. Despite this, more than half of the male respondents and slightly less than half of the female respondents were seen to be in this completely satisfied group, and the difference between both sexes in this stand is statistically different ($p < 0.05$). Moreover, some from both sexes, although percentage of female was higher than male, expressed that they never saw their supervisors taking such issue under consideration while distributing work (Table 4.11). About gender discrimination in work distribution, the majority of the respondents from both sexes were satisfied, meaning that they did not face any discrimination based on gender from the supervisor's side in distributing work among staff.

BRAC's role in domestic violence

The survey intended to understand the environment of the workplace in terms of receiving and expecting moral and legal support from colleagues as well as the organisation in case of respondents' victimisation of domestic violence. In this case, two questions were kept on domestic violence of physical and psychological forms. They were asked whether they expected any support, like giving psychological and moral support, aid, courage, from their colleagues if they were violated by their family members, either by physically or psychologically. In the questionnaire, to ensure better communication with respondents, examples of each type of violence were mentioned. Here, examples of physical violence included beating, kicking, bruising hands and arms, throwing objects aiming to hit body, marital rape, hitting to genital organs, while in the case of psychological violence the behavior that was cited as examples included attack to self-esteem, scolding, threatening, threatening to divorce, make compel to quit job and being suspicious. Under this theme, there is also a question on respondents'

perception if they would get legal support from BRAC if they were violated by their family members (Matrix 1 and Table 4.12).

The average score for male and female respondents in this theme was 81.9 and 82.6 respectively and that means that female respondents were more satisfied with BRAC's role over domestic violence than that of male respondents, although the differences between the scores of two groups were found to be statistically insignificant (ns). Majority of the respondents regardless of sex were found to be fully positive over receiving moral and legal support from the colleagues as well as the organization at large in the case of their experience of domestic violence in their personal life. Table 4.13 and Appendix 2 shows that regarding receiving help from colleagues there was no statistically significant difference between the responses came from male and female respondents while about receiving legal support from the organization more female respondents were positive than that of male respondents and the difference was statistically significant.

Table 4.12 Percentage of respondents completely satisfied and completely dissatisfied over BRAC's role in domestic violence

Theme	Issues Explored	Fully Positive			Fully Negative		
		Male	Female	p-value	Male	Female	p-value
Personal life and domestic violence	Receive help from the BRAC colleagues after being abused physically by the family members	61.4	59.6	0.442	2.2	3.6	0.067
	Receive help from the BRAC colleagues after being abused mentally by the family members	59.5	59.1	0.868	2.5	3.0	0.505
	Staff will get any legal support from BRAC after any family problem	65.7	72.8	0.001	3.1	2.9	0.796

In some cases, gender variation has been observed in scoring in terms of BRAC's perceived role in domestic violence of its staff. In health and education programme, average score given by female was significantly higher than those given by male respondents. Across programmes, the average score of male respondents varied significantly (Appendix 24). Sex of supervisors was also revealed to influence respondent's scoring over the issue. Respondents having male supervisor gave more positive reflection over the issue of their workplace than those worked under female supervisors in three programmes (economic empowerment, social empowerment and support and other programmes, like finance and accounts, HRD, monitoring, agriculture and food security, RED, ICT). Responses came from those having male

supervisors varied significantly by programmes (Appendix 25). Respondent's educational qualification did not affect the scoring except average score given by those having education up to HSC or below varied significantly by programmes (Appendix 26). Same as the case for married respondents that their scoring also varied significantly across programmes over their perception of BRAC's role in domestic violence (Appendix 27). Programme-wise variation in this regard was also seen within both groups of respondents who read the gender policy of BRAC and who did not (Appendix 28).

Staff encourages friends and families to join BRAC

The study tried to know whether BRAC offers its staff an environment that made them invite their friends and family members to choose BRAC as their workplace. In doing so, they were asked whether they encouraged their friends and relatives to join and make their career in BRAC. Here, separate questions were asked for male and female friends and relatives for each respondent to get a better understanding whether they made a different response on the basis of the sex of their close ones. Their response regarding motivating others was scored and the significant difference has been found between the average score of male and female respondents where female respondents scored higher than that of their male counterparts (average score for male: 72.3 and female: 76.7 and $p < 0.01$). Table 4.13. Indicates that per cent of female respondents reported to always encourage their family and friends to join BRAC was higher than that of male respondents.

Table 4.13 Percentage of respondents encourage family and friends to join BRAC

Issues explored	Always encourage			Never encourage		
	Male	Female	p-value	Male	Female	p-value
Encourage female family and friends to join BRAC	49.5	58.2	0.000	8.9	6.8	0.100
Encourage male family and friends to join BRAC	50.8	56.9	0.009	7.2	5.9	0.273

They reasoned behind their act of motivating women to join BRAC that female staff become empowered at their working place and family by working with BRAC. Some respondents said that previously society didn't value the BRAC staff. They used to show a negative attitude towards the staff. But according to them, the situation has changed and some respondents think that this is because of the name of the organisation as a number one NGO and getting various awards in different fields. One of the respondents said applicants do not have to bribe or do lobbying anywhere to get a job in BRAC. All of the applicants get a job considering their talent. Besides, some respondents opined that comparing to other organisations BRAC's

work environment is better. Here, staff get two days weekend and get their salary in time. They have the convenience of accommodation at any corner of BRAC. Staff are accountable for each of their deed. There is a fixed time (7:30 a.m. to 6:00 p.m.) of work. A person will get information from anywhere in Bangladesh from BRAC. Previously staff used to face problem while getting married but now the situation has improved. The respondents stated that now they encourage their relatives and family members to join BRAC. Some respondents also added that in other NGOs, supervisors behaved very rudely with their subordinates which are not in practice in BRAC.

On the other hand, some respondents felt that the work environment is still not good. Some respondents stated that though there is a fixed time to enter the office but no fixed time to get out of the office. Female staff those who are unmarried may face fewer difficulties working in this long hour but married staff face problem at the house, and thus they often have to leave their job. One of the respondents said that BRAC does not give value to the experience. The respondent said,

I am working here for five years, and new staff joined the same designation and getting the salary I get. My five years of experience has got no value here.

Again, some respondents said that the society does not see the NGO job positively; therefore, they do not recommend anyone to work in BRAC. Some respondents stated that they only recommend those who did not get a job anywhere else suggesting not sustaining here for long as every year BRAC terminates five per cent staff through the assessment process. Staff who have recently join BRAC cannot concentrate due to retrenchment process. Describing current situation the respondents said that it seems like BRAC is always welcoming its staff to leave the organisation. One respondent said,

I will not suggest anyone to join in BRAC considering organisation's current situation. If they lose a job in their mid-age then will accuse me for that.

Another respondent said,

The work we do here cause a lot of mental stress. In few days either we will be a mental patient or will cause a stroke. Moreover, for women, it is even more difficult.

They also added that the work hour is not convenient as well. Excessive field work is another reason the staff do not recommend their family members and friends to join in BRAC.

If giving attention to each programme level, in most cases gender difference was not found in respondents' act of motivating to join BRAC to their friends

and relatives, although programmes like economic empowerment as well as social empowerment were an exception in this case. In these two programmes number of female staff who encouraged others to take BRAC as workplace was significantly higher than those of male staff having the same practice. However, in both cases, within programme difference was statistically significant (Appendix 29). Again, sex of supervisors although did not affect the scoring in most cases, in one programme (social empowerment that includes CEP, HRLS, IDP, advocacy, migration and GJD) respondents having female supervisors scored the workplace in terms of their act of encouraging their close ones to join BRAC significantly higher than those worked under male supervisors. Average score within each group (with male supervisors and with female supervisors) over this aspect of workplace varied significantly across programme (Appendix 30). The average score also varied across different level of education in each programme. In all programmes, except one (social empowerment), there was a significant difference found between respondents with various level of education in their scoring regarding their act of motivating others to join the organization they have been working for, and difference within each level of education was found to be significant across programmes (Appendix 31). The difference of the same kind across programmes have been observed in the respondent belonged to the married group, and those to a single group, but the between-group difference within each programme was statistically insignificant (Appendix 32). Although reading the gender policy did not affect the scoring in general, only support and other programmes that included finance and accounts, HRD, monitoring, agriculture and food security, RED and ICT showed the significant difference of scoring between the respondents who read the policy and those who did not. Difference within group across programmes was statistically significant (Appendix 33).

Job Security

While asking about job security, there was a mixed reaction from the respondents. Many of the staff feel job insecurity because of the retrenchment and redundancy process. According to them, comparing to other organisations BRAC provides less job security. Every year it curtails a lot of staff regardless of gender which other organisations do not do. However, female staff have more job security than the male staff. Staff always remain in fear of getting terminated at any time and thus they feel demotivated to work. One of the respondents said,

...How will I be able to concentrate on my work if I have to search for job aside from my current job?" They stated that because of this a culture of fear has developed among the staff. During the fieldwork of this study, many staff were curtailed due to organisation's retrenchment policy. The respondents said social issues are related with having a job. This not only ensures financial solvency but also gives a person

status in the society. They reported that it is quite hard to survive here if someone is above the age of 45 due to retrenchment. It also affects their family and social lives as losing job has an overall effect on these aspects. Those who live in their hometown face difficulties after losing their jobs. Both male and female staff's perception is the same on this issue. Many added that termination of a staff impacts negatively on his/her family. Their family thinks that the staff has done some serious irregularity thus he/ she have lost his/ her job.

Another respondent gave an example regarding this,

A PO lost his job, and his family thinks that he must have done something wrong. He could not return to his hometown. His age is around 50 thus it has become difficult for him to get another good job. He is now working in a loan agency at Hathajari with a low salary.

Some respondents mentioned that the local banks do not want to give them a loan for any purpose one stated, *BRAC does all its transactions through Pubali bank. As a BRAC staff, one colleague went to Pubali bank to take a loan to buy land. However, the bank refused to give loan saying that higher management of BRAC forbids them to give any loan to BRAC staff. He then asked them the reason, and the bank replied that BRAC might terminate its staff at any time, therefore, they are asked not to give any loan to BRAC staff.* Some respondents said that it had been seen many times that the staff is terminated for not being personally in good terms with his/her supervisor. As a result of that conflict, the staff gets terminated. If staff can flatter his/ her supervisor aside his/her good work, then he/ she will be able to establish a good relationship which helps them to get promotion in future. Again, if there is an altercation between staff and supervisor, then the supervisor may enlist that staff in the weak list and eventually that staff gets terminated. Every year BRAC curtails a number (5%) of staff. Therefore the supervisors give a list of weak staff having no other options.

Another group of respondents said BRAC offers job security if the staff work and fulfil all his/her responsibilities accordingly. However, at the same time, they also said that they know that the terminated staff must have some faults, but he/she should get a prior warning at least once before getting any final decision. They should be informed about their wrong act for which they have been terminated. Because the terminated staff often face a lot of mishaps due to such action. Their relatives think that definitely, the staff has embezzled money from the organisation. They listen to a lot of bad comments. Moreover, if the staff is a female, then the comments become harsher. As an example, one respondent said that one of their female colleagues was terminated during the retrenchment process. Her husband started to suspect that the staff must have done something wrong otherwise why she would be terminated. Their family was about to break. Then the staff came to her current manager, and after shedding many tears and with

the effort of that manager she got a contractual job as a branch cashier in another branch of BRAC.

4.5 AFFIRMATIVE ACTION AND SPECIAL NEEDS OF FEMALE STAFF

As a part of the effort of exploring work climate from the gender perspective, the study intended to know the implementation of affirmative action policy of the organisation by asking ten questions on various gender policies aimed to reduce challenges women tend to face in a gendered workplace. They were asked whether employees were being discriminated due to their sex at the time of renewal of their job contract. There were also questions on whether the female staff of field office took benefits of a policy that permitted female staff to do desk work instead of going to field during the time of their menstruation every month. The study also tried to know if the organization offered a friendly environment to staff during their pregnancy and post-pregnancy period in terms of infrastructure support, behaviour they received from supervisors and other colleagues. One question was also there to know whether the flexible time given to breastfeeding mother according to the policy was sufficient from the respondents' opinion (Table 4.14).

Male respondents were seen to have a higher degree of satisfaction over the implementation of affirmative action policy than female staff and difference between the average score of these two groups was statistically significant. The mean scores were 84.5 and 79.7 for male and female respondents respectively. In order to go into more details, Table 15 shows percent of male respondents with a view that the organisation never did any discriminatory practice by sex while renewal the job contract was significantly higher than that of female respondents ($p < 0.01$). Although the majority of both sexes expressed this view, substantial portion of respondents (13.4 percent male and 16 percent of female) had the opposite opinion. That is, according to them, employee's sex was taken into consideration in deciding whether to renew the contract.

Table 4.14 Percentage of respondents completely satisfied and completely dissatisfied over themes explored under implementation of affirmative action

Theme	Issues Explored	Fully Positive			Fully Negative		
		Male	Female	p-value	Male	Female	p-value
Affirmative action	Retain staff after end of contract regardless of male and female	58.4	51.9	0.006	13.4	16.1	0.107
	Follow two days desk job rule according to the policy	52.9	40.7	0.000	6.1	15.1	0.000
	Supervisor behaving accordingly with the pregnant staff	78.1	63.6	0.000	1.0	2.3	0.032
	Colleagues behaving accordingly with the pregnant staff	79.6	64.7	0.000	0.6	1.5	0.055
	Is the infrastructure of the workplace pregnant staff friendly	50.2	48.4	0.457	1.3	2.3	0.120
	Does supervisor explain all the work accordingly after returning from maternity leave	70.1	67.7	0.272	0.2	0.8	0.080
	Supervisor being indifferent about the need of pregnant staff	80.2	66.3	0.000	5.5	7.1	0.148
	Join the same designation after returning from the maternity leave	83.6	85.6	0.235	0.2	0.4	0.480
	Staff get the benefit of previous desk, space, furniture and equipment after returning from the maternity leave	80.5	74.5	0.002	0.5	1.6	0.017
	Sufficiency of extra time for breast feeding	35.6	31.5	0.073	5.1	9.4	0.000

Regarding the issue of maternity, majority of the respondents from both sexes reported their feelings that pregnant staff were ‘always’ properly treated by both the supervisors and their coworkers, although the difference between the responses in these cases was statistically significant according to respondents’ gender ($p < 0.01$) with higher percentage of male respondents than female respondents in this fully positive group. Except few respondents having fully negative view shown in Table 16 the rest were with the opinion that pregnant staff were treated well but not ‘always’.

Many respondents reported that supervisor assigns less work to the pregnant staff and often the supervisor or other colleagues work on their target. They try to give her easy fields and the places where the commute is easier. However, at the same time, they also opined that their work is not reduced. However, one of the respondents' responses deferred from what others had said,

We have sympathy for the pregnant staff, but that does not mean anything. She has to collect the money otherwise; the programme will not spare my Branch Manager or me. However, I feel bad for them. When I ask a pregnant staff to collect loan in the evening after returning from another field, I always think if I had kept my wife like this. I feel bad when I see the transport they use. However, what will I do? This is how it goes. My manager also says that it is not possible for him to do such volume of work. Those pregnant staff also take leave one month prior to delivery so that they can take more leave later. They work until the last moment as they also need money.

Another respondent shared that one of their Manager of Micro Finance went on maternity leave today, but until her last day, she visited the same number of the field. The programme did not consider her situation.

Although more than 60 per cent of female staff had fully positive feelings towards the behaviour of supervisor and colleagues during the pregnancy period of any staff, less than half of the female staff did not think that their workplace offered appropriate infrastructure like desk, allocated space and furniture settings to pregnant staff. Although did not report any misbehave from supervisor's part during pregnancy period, a number of female respondents reported that the supervisor acted indifferently about the needs of pregnant staff, and there was a significant difference between the responses came from both sexes ($p < 0.01$). Both male and female staff had the opinion that after coming back from maternity leave female staff were properly dealt by their supervisors and also by the organization, and by proper 'dealing' in this case means supervisor's act of explaining the work or assignment to staff, providing required space and furniture as well as to let them join the same designation/position they had before maternity leave according to the policy. Most respondents of both sexes thought that the extra time female staff were entitled to breastfeed children was not sufficient, although some expressed satisfaction over the extra hour. The figure for this highly satisfied group was 35.6 and 31.5 per cent for male and female staff respectively (Table 4.14). Some female respondents opined that pregnant female staff do not get time to relax in between the office hour at field offices. However, they are allowed to visit the nearby field areas. The respondents said that they found the male colleague to be very cooperative towards the pregnant colleagues. However, even though they are cooperative towards them, the male colleagues cannot help them in fulfilling target as it is set for individuals.

Majority of female respondents were not fully satisfied with the implementation of organisational policy regarding flexibility during menstruation, among them 15 per cent of female respondents expressed that the provision of taking two days off from the fieldwork during the menstrual period was never implemented in reality. Six per cent of male respondents expressed the same opinion, though 52.9 per cent of male reported that female staff could always take the benefits of the policy (Table 4.14). In general, there were more female respondents than male respondents were of the opinion that female staff, in reality, had not experienced the policy, and the difference in the opinion between male and female respondents was statistically significant ($p < 0.01$).

The in-depth interview reveals that female staff do not feel comfortable in availing desk work facility. Many male respondents of managerial positions do not know about the term desk work. They also reported that they have not seen any female staff availing desk work during their work life. The male staff also added that it is a very uncomfortable issue to discuss with a female colleague. Moreover the policy is not clear to everyone. The female staff often feel hesitant to approach their male supervisor about availing desk work. One of the female respondents shared her experience on asking permission to avail desk work from her supervisor. Upon that her supervisor asked her to take the leave later as she had work in her hand. It had also been noticed that there was no mentioning about deskwork in the movement register. Sometimes the female staff listen to comments like, 'desk work cannot be an excuse to avoid work and assignments.' Some female staff stated that they could not avail desk work as there is extensive workload in the respective programmes. They stated that even female staff are reluctant to share about this issue with female staff. Some female staff said that everyone should attend the gender-related training so that they can understand such issues and policies well. But female staff have less opportunity to enrol in such training considering their family circumstances. However, the majority of the female respondents opined that BRAC is one of the gender friendly organisations despite some challenges.

Most of the respondents opined that if the staff take two days leave as desk work, then their field target will be hampered as there is no one else to take others' responsibilities as the work plan is prepared at the beginning of the month. They also added that there is much staff who do not know about the term desk work. One of the respondents said that it is women's problem that they cannot express it out of shyness. They think if they do not do field for two days then they have to do it later which ultimately will increase their workload thinking about these things they do not want to avail the desk work. Some respondents said that the supervisors do not encourage staff to avail desk job. Regarding this, a respondent opined that *We do not have time for this. If I give her the desk work then who will collect money from her assigned group or do her other work. Then that work has to be done by her manager, but he has his own work. We do not have extra staff for*

this. The female respondents also opined that if someone avails desk work, then there has to be someone in replacement of her. Few respondents said that if a female staff writes about desk work, then her male colleagues find interest in it. Many of them questions about it pretending of being unaware of it- *why haven't you gone in the field? Do you have any problem?* Some respondents suggested of writing *office work* instead of 'desk work' in the movement register.

Average score given by male respondents regarding the effectiveness of the provision of affirmative action was found to be significantly higher than those by their female counterparts in all programmes except social empowerment programme (Appendix 34). Evaluation of the workplace over the issue of affirmative policies also had been affected by the sex of respondents' supervisors. In most programmes, respondents having male supervisors scored more positively their workplace than those having female supervisors, and the difference in this regard were statistically significant. However, in social empowerment programme that included CEP, HRLS, IDP, advocacy, migration and GJD programmes the reverse was seen, and that is, respondents of these programmes having female supervisors showed higher satisfaction than those working for male supervisors (Appendix 35). Moreover, the average score for the group of different level of educational qualification significantly varied in support and other (finance and accounts, HRD, monitoring, agriculture and food security, RED, ICT) programmes. Here, respondents with the lowest level of educational qualification had the highest level of satisfaction (Appendix 36). For the same programme, knowledge on gender policy had also left the impact on negative scoring. That is, respondents who did not read the gender policy gave significantly higher score than those who read it (Appendix 37). Besides, marital status did not have any impact on scoring on this particular aspect of the workplace (Appendix 38).

4.6 OVERALL ASSESSMENT OF WORKPLACE

In general, male tended to assess the workplace more positively than the female respondents. The average score of male respondents was 80.5 while for a female it was 78.3 and therefore, the difference between the score by sex was statistically significant ($p < 0.01$). If exploring the gender difference in scoring on each issue explored under major themes, it is revealed that in most cases the difference is statistically significant. Table 18, shows that the issues that are linked to family life (like leave, transfer, job responsibility), career development (promotion, opportunities of career building through capacity building), effectiveness of policy and its implementation (affirmative actions) and overall responsiveness of the environment through gender lens (accommodation of guest rooms, supervisors' behaviour, colleagues

behavior, inclusiveness, administrative support) as well as mechanism to address sexual harassment female respondents gave lower score than their male counterparts. In contrary, female respondents were found to be more satisfied than male respondents in terms of having enough space in the office campus for their work, and they also reported to have motivated others more than male colleagues (Table 4.15).

Table 4.15 Average score on different aspects of work environment by sex

Variables	Mean Score		p-Value
	Male (n = 1004)	Female (n = 799)	
Job security, guest room and accommodation	69.2	66.7	0.005
Space	79.6	82.1	0.000
Supervisor	86.2	82.5	0.000
Colleagues	82.4	78.8	0.000
Administration	77.9	75.5	0.061
Transfer	77.3	74.7	0.002
Abuse	94.8	94.6	0.550
Complain	90.2	87.2	0.000
Career building	86.6	85.0	0.028
Salary and rewards	59.6	61.2	0.159
Promotion	83.5	78.8	0.000
Workload	77.7	78.5	0.404
Work life balance	70.4	69.0	0.258
Job responsibility and health safety	77.5	75.4	.033
Leave	85.2	82.8	0.004
Personal and domestic	81.9	82.6	0.519
Work environment/ motivation to others	72.3	76.7	0.003
Affirmative	84.5	79.7	0.000
Inclusiveness	84.4	81.3	0.000

Table 4.16 Respondents' total average score on different aspects of the workplace by the programme

Programme	Total score		Sig level
	Male	Female	
Health	80.1	78.2	0.109
Economic empowerment (microfinance and TUP)	81.2	80.2	0.0324
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	79.1	79.8	0.589
Education	78.0	75.9	0.062
Support and others*	82.0	77.5	0.000
n	1004	799	-

*Finance and accounts, HRD, monitoring, agriculture and food security, RED, ICT

By programme, there is statistically significant difference found between the average score given by men and women except the health and social empowerment programmes. In all cases, male staff scored higher than female staff (Table 4.16). Programme-wise distributions on the score of each programme are shown in Table 4.17.

Table 4.17 Programme wise score on gender climate of workplace

Programme	Theme	Score			Sig level
		Male	Female	Both	
Health	Gender-responsive work environment	82.7	80.2	81.4	0.026
	Inclusiveness	84.0	81.6	82.8	0.143
	Career and professional development	75.7	73.9	74.7	0.148
	Work and life balance	78.4	77.2	77.8	0.528
	BRAC's role in domestic violence	78.6	83.6	81.2	0.050
	Staff encourage others to join BRAC	69.2	73.5	71.4	0.247
	Affirmative action	84.2	80.7	82.4	0.036
Economic empowerment (microfinance and TUP)	Gender responsive work environment	83.3	83.0	83.1	0.336
	Inclusiveness	86.0	83.3	84.7	0.055
	Career and professional development	77.2	75.0	76.2	0.048
	Work and life balance	78.6	78.2	78.4	0.846
	BRAC's role in domestic violence	85.0	84.6	84.8	0.884

[Table 4.17 contd...]

[...Table 4.17 contd]

Programme	Theme	Score			Sig level
		Male	Female	Both	
	Staff encourage others to join BRAC	76.1	86.5	81.1	0.000
	Affirmative action	85.0	80.0	82.6	0.000
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	Gender responsive work environment	81.1	81.9	81.4	0.482
	Inclusiveness	84.3	83.0	83.7	0.392
	Career and professional development	76.3	76.1	76.2	0.933
	Work and life balance	76.2	79.2	77.6	0.179
	BRAC's role in domestic violence	82.9	82.7	82.8	0.949
	Staff encourage others to join BRAC	70.0	79.5	74.3	0.014
	Affirmative action	83.1	81.3	82.3	0.315
Education	Gender responsive work environment	81.7	78.7	80.2	0.005
	Inclusiveness	78.6	79.7	79.1	0.513
	Career and professional development	73.2	70.9	72.1	0.094
	Work and life balance	72.8	71.7	72.3	0.599
	BRAC's role in domestic violence	75.5	80.1	77.8	0.087
	Staff encourage others to join BRAC	63.6	68.2	65.9	0.213
	Affirmative action	84.0	79.5	81.8	0.002
Support and others*	Gender responsive work environment	84.3	80.6	83.1	0.000
	Inclusiveness	86.2	79.5	83.9	0.000
	Career and professional development	76.7	72.1	75.2	0.000
	Work and life balance	81.3	75.6	79.3	0.000
	BRAC's role in domestic violence	84.1	81.6	83.3	0.248
	Staff encourage others to join BRAC	76.3	75.7	76.1	0.550
	Affirmative action	85.2	77.7	82.7	0.000

*Finance and accounts, HRD, monitoring, agriculture and food security, RED, ICT

Table 4.18 Respondents' total score on different aspects of workplace regressed on selected variables

Independent variables	Beta score	Sig level
Sex (male=1, female=0)	6.264	0.000
Supervisor's sex (male=1, female=0)	6.574	0.001
Knowledge about gender policy (yes=1, no=0)	0.247	0.861
Worked outside BRAC (yes=1, no=0)	-2.637	0.082
Type of employment (regular=1, contractual=0)	-2.106	-0.362
Religion (Muslim=1, non-Muslim=0)	-2.031	0.192
Office location (Head Office=1, Field office=0)	5.501	0.002
Years in BRAC	-0.143	0.197
(Constant)	219.466	0.000
n	1803	

*** indicates significant at 1% significance level ($p < 0.01$), R-square: 0.025, dependent variable: total score

To know the association of respondent's overall evaluation of their workplace with their attributes overall score was regressed with selected variables. Then, it was revealed that sex of respondents was positively associated with the higher score they gave in their workplace. Here, male respondents tended to assess their workplace more positively than their female counterparts. In the case of the sex of immediate supervisor, respondents working under male supervisor were found to put the higher score in the workplace. Exposure to other organisations also had the significant association with a higher score. Respondents who did not have experience outside BRAC gave a higher score to their workplace. Respondents worked in Head Office tended to have more positive experience and feelings about their workplace than those from the field office. In case of religion, non-Muslim respondents gave a higher score to their work climate than their Muslim counterparts. Respondents' knowledge of gender policy of the organisation were found to have no association with their scoring (Table 4.18).

If exploring the difference of scoring between head office and field office, the study revealed that staff from head office scored higher than those from field office on gender responsive work environment, security and work and life balance. However, the case is reverse in case of BRAC's support to personal and domestic violence. That is, respondents from field office expressed more satisfaction than their colleagues from head office regarding the matter (Table 4.19).

Table 4.19 Average score on different aspects of gender climate by type of office

Theme	Field office	Head office	Sig. level
Gender responsive work environment	81.5	84.2	0.000
Career and professional development	75.1	74.1	0.182
BRAC's support to personal and domestic violence	82.8	79.7	0.025
Staff encourage others to join BRAC	74.3	73.7	0.723
Effectiveness of affirmative action	82.2	83.3	0.199
Security	74.8	81.2	0.000
Work and life balance	76.5	80.9	0.000

This page is intentionally left blank

CHAPTER FIVE

Discussion and Conclusion

The effort of BRAC as a development organisation of establishing gender equality along with the dilemma between policies and realities in the context of traditional ideology have been reflected in the findings of the study. The study indicates that the organisation's commitment to establish a positive gender climate through various policies, and initiatives on one hand and on the other hand in some cases, female respondents' struggle to make their equal places in terms of respect, recognition and valuation amidst the hostility they faced in combining their roles within and outside the organisation, as employee, mother, and wife as per the social expectations. Nevertheless, the majority of the respondents, both male and female, expressed their satisfaction in the case of most indicators of workplace explored in this study. The exception was seen in the case of policy regarding flexibility during menstruation. Here, more than half of female respondents were not fully satisfied over the implementation of the policy. In this case, both social stigmas attached to female body, especially menstruation and the target-oriented workplaces were appeared to be the responsible factors for which the policy failed to be effective. Therefore, the findings pointed out the necessity of working on both the ideological level of staff and the organisation's approach to achieving the targets as well.

The issue of sexual harassment is one of the major indicators of measuring a positive gender climate of an organization (MacKinnon 1979). The study indicated that most of the respondents, regardless of sex reported to have no experience of sexual harassment in their workplace. However, the per cent expressed their faith on organisation's way of dealing with the complaint regarding sexual harassment in terms of privacy, actions and justice was not as high as the per cent who reported no harassment. However, in this context, there was a possibility that some staff did not open up about their experience of being victims of abuse out of their fear of not getting justice

and losing their confidentiality to comply with the general attitude of the community to blame victims rather than perpetrators for an incident of such kind. It was equally important to note that, female respondents showed much lower positive responses compare to men when they were asked whether they have a fear of facing problem after complaint or not. They also showed less positive attitude towards organisation's stand on zero tolerance, on sexual harassment, and were less confident that supervisors will take rapid response or action.

In spite of the high percentage of respondents being fully satisfied, few aspects regarding supervisors' and colleagues' behaviour have been revealed in this study that needs to be addressed, because many, including both male and female, reported having experienced abusive comments from their co-workers. However, due to the different societal expectations from men and women, the abusive words like 'fat', 'marital status', 'pregnancy', 'beauty' bring a different meaning to the lives of female staff. In the context of the socio-cultural values that put emphasis on the perfection of women's beauty as the measure of women's competency, use of words and comments indicating women's 'failure' in meeting the standard of 'ideal body' obviously created an adverse environment for them and therefore were offensive. Although this was true that both supervisors and colleagues showed respectful behaviour to the female colleagues most of the cases but male prejudices and traditional attitudes persisted among many of the male staff, which created an uncomfortable and uncongenial work environment for the female staff most of the time.

BRAC's efforts of offering an equal workplace to all staff mirrored the feminists' (liberal) urge for affirmative action, equal pay, and pregnancy benefits for female workers, maternity and paternity leaves and the establishment of childcare centres to ensure justice in the workplace for all employees regardless of sex. However, in many cases, the lack of proper implementation of policies had been noticed. In addition to the implementation of policies regarding flexibility during menstruation in the field office as mentioned earlier, policies regarding transfer deserve attention for discussion. In this case, despite female staff should be consulted about their convenient places before they are transferred according to the policy, many of the respondents mentioned about their sufferings for being posted in the office far from their family. Considering the traditional gender role that imposes major part of the domestic and child caring responsibility on women, living far from the families creates a major setback for women's participation in the labour force. Another form of inconsistency between policy and reality has been observed when BRAC's intention of providing equal opportunities of capacity development and promoting women in the higher position is challenged because of women's impulse to confirm the traditionally prescribed roles at the cost of their career. In this case, the study revealed that in spite of policies regarding equal opportunity some female staff did not want to participate in

the residential and intensive training due to their family responsibilities. In the similar way organisation's intention of promoting women to the managerial position was found to be hampered due to women's reluctance to take more responsibility in the workplace that they feared might create obstacles to play their proper role in the household.

The study revealed that supervisors influence the work-life balance of their subordinates. In this context, when supervisors tended to give more focus on 'face time' or the length of office time after office hour than the desired work product within the office hour for measuring the success of individual staff, the work-life balance of subordinates was found to be hampered. Therefore, regardless of what the organisation promotes through its work-life balance policies such as flexible work hours, paid maternity and paternity leaves and other affirmative policies, the success of these policies largely depends on supervisors' or managers' wisdom. Hence, this study pointed out the need of work not only at the policy level but also at the ideological level that demanded more initiatives of orienting and educating all staff, especially from management or senior level, about the necessity of implementing the policies.

Moreover, a few concerns have been raised over the act of unfair practice from the supervisors' regarding professional development and equal opportunity mostly by female respondents. This issue should not be overlooked since this evil practice as favouritism alone can bring a negative consequence for an organisation by creating a bunch of demotivated staff in one side and on the other side a group of unproductive and incompetent staff in the senior level.

Majority of the respondents reported having a positive relationship with their supervisors and senior colleagues. Some female respondents pointed out the culture of bossism that prevents them from expressing their opinion in the common meetings. The fear of being labelled that may negatively affect the evaluation process if express opinion indicates the lack of clarity over the issue among staff and the existence of such practice to at least some extent. In other words, this problem may have root in both or either group – supervisors and subordinates. In this case supervisors' behavior and attitude of targeting staff on the basis of their opinion may be the reason for such complaint. It may also be the fact, as it has been revealed during the interview with supervisors, that although supervisors encourage staff to talk and value their opinion during any meeting, the traditional culture of not expressing opinion (especially if the opinion does not support supervisors) discourage subordinates not to express themselves. Besides, gender is appeared to add another dimension to female staff in this regard.

It was interesting that female respondents have a lower level of positive reflection on the issue of equal opportunity and professional development,

salary, benefit and rewards and promotion than male. On the other hand, it was the fact that more female than male respondents encouraged family and friends (both male and female) to join BRAC. Furthermore, the concern over security from the gender perspective in the workplace has been expressed in this study. Although organisational policy provides priority to the female staff for guest room by keeping the security issue of female staff under consideration, female staff reported taking male escort or travel in the group during field visit if required after office hour. This fact indicates how the social insecurity creates an insecure environment for women in the workplaces and influences their coping strategy with the nature of work they were assigned by the organisation.

In conclusion, besides some challenges and negative experiences, the study found that majority of the respondents, both male and female, reported positively about their workplace. However, the challenges they revealed to face in their workplace should be addressed to ensure a positive gender climate.

REFERENCES

- Ahmed UJ and Khan N (2016). Women in Management: a developing country perspectives, *Int. J. Gender Studies in Developing Societies*. 1(4): 377-386.
- August L and Waltman J (2004). Culture, climate, and contribution: Career satisfaction among female faculty. *Research in Higher Education*. 45(2):177-192.
- Bobbit and Zeher (2011). Gender discrimination at Work. *Journal of Gender and Society*. 25(6): 764-786. Available at <https://www.jstor.org/stable/23212199> (Accessed on 18 December 2014).
- BRAC (2007). BRAC gender policy. Dhaka: BRAC.
- BRAC (2010). BRAC Gender Audit Report. Dhaka: BRAC.
- Buchanan C, Jordan C, Gleason G, Levine V, Mead N, Vigars T and Weber LM. (2013). Gender climate review in 2011. State University of New York, College at Cortland. Available at: <https://www2.cortland.edu/dotAsset/753fc7f8-57c6-420a-8f5b-efe859a03b19.pdf> (Accessed on 18 December 2014).
- Bryant AN (2006). Assessing the gender climate of an evangelical student subculture in the United States. *International Journal on Gender and Education*, 18(6): 612-617. Available at: <http://dx.doi.org/10.1080/09540250600980170> (Accessed on 20 May 2016).
- Chevalier A (2007). Education, Occupation and Career Expectations: Determinants of the Gender Pay Gap for UK Graduates. *Oxford Bulletin of Economics and Statistics*. 69(6): 819-842. Available at: <https://doi.org/10.1111/j.1468-0084.2007.00483.x> (Accessed on 20 May 2016).

- DeSouza E and Solberg (2004). Women's and men's reactions to man-to-man sexual harassment: Does the sexual orientation of the victim matter? *Sex Roles*, 50(10): 623–639. Available at: <https://doi.org/10.1023/B:SERS.0000027566.79507.96> (Accessed on 23 May 2016).
- Donovan J (2000). *Feminist theory: The intellectual traditions*. 3rd ed. New York: The Continuum International Publishing Group Inc.
- Henslin JM and Nelson A (1996). *Sociology: A down to earth approach*. Canada: Allyn & Bacon.
- Ingram PD (2006). The ups and downs of the workplace. *Journal of Extension*. 44(3). Available at: <http://www.joe.org/joe/2006june/comm1.php> (Accessed on 26 May 2016).
- Kabeer N (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and Change*. 30(3): 435-464.
- Khare MM and Owens L (2006). *Faculty work climate survey: University of Illinois at Chicago*. Available at: <http://docplayer.net/storage/27/11891071/1544350541/ixs-2tNt8VwN9FEslakiWQ/11891071.pdf> (Accessed on 20 May 2016).
- Kroth M and Peutz J (2010). Workplace issues in Extension. *Journal of Extension*. 48(1). Available at: <http://www.joe.org/joe/2010february/rb2.php> (Accessed on 22 May 2016).
- Liddle J and Joshi R (1987). Class and gender among professional women in India. In: Spencer A. and Podmore D. (eds.), *In a man's world: essays on women in male-dominated professions*. London: Tavistock.
- MacKinnon CA (1979). *Sexual harassment of working women: a case of sex discrimination*. New Haven: Yale University Press.
- Morrison AM, White RP and Velsor EV (1987). *Breaking the glass ceiling: Can women reach the top of America's largest corporation?* New York: Addison-Wesley.
- Malla SP, Joshi S and Basyal B (2005). *Gender friendly environment in the work place*. Publication No. 98. Nepal: The Asia Foundation. Available at: <http://fwld.org/wp-content/uploads/2016/07/Gender-Friendly-Environment-in-Workplace.pdf> (Accessed on 7 January 2015).

- Martin PY (2003). "Said and Done" versus "Saying and Doing": Gendering Practices, Practicing Gender at Work. *Gender & Society*. 17(3): 342-366.
- Oakley A (1972). *Sex, gender and society*. London: Temple Smith Ltd.
- Renzetti CM and Curran DJ (1998). *Living Sociology*. Boston: Allyn and Bacon.
- Rao A, Stuart R and Kelleher D (1999). Building Gender Capital at BRAC. *Gender at Work: Organizational Change for Gender Equality*. Hartford: Kumarian Press.
- Rao A and Kelleher D (1998). Gender lost , gender found : BRAC's Gender Quality Action Learning program. *Journal of Development in Practice*. 8(2):173-85.
- State University of New York College at Cortland (2006). SUNY Cortland's "Gender Climate": Survey 2006. Available at: <https://www2.cortland.edu/dotAsset/ef8fc540-f710-4a1f-a025-0ac35f7a2dd8.pdf> (Accessed on 22 December 2014).
- Study Group on University Diversity (2008). *Campus climate report*. Irvine, CA: University of California.
- Scandura T and Lankau M (1997). Relationships of gender, family responsibility and flexible work hours to organizational commitment and job satisfaction. *Journal of Organizational Behavior*, 18(4): 377-391.
- Connell RW (1987). *Gender and power society, the person, and sexual politics*. Cambridge: Polity Press.
- Swiss Agency for Development and Cooperation (SDC) (2003). *Gender in practice: A tool-kit for SDC and its partners*. p. 1. Available at http://www.preventionweb.net/files/9533_genderkit.pdf (Accessed on 6 January 2015).
- Taniguchi K and Tuwo A (2014). New Evidence on the Gender Wage Gap in Indonesia. *ADB Economics Working Paper Series*, no. 404, Asian Development Bank. Available at: <http://www.adb.org/sites/default/files/publication/84120/ewp-404.pdf> (accessed on 16 February 2016).
- Trevino J, Thompson SS, Martinez L, Vaccaro A, Trough CM and Pappas-Lucero DA (2005). *The University of Denver Campus climate survey: Final report from a 2005 campus-wide survey conducted for the*

DU Campus climate council. Available at www.du.edu/cme/media/documents/du-CampusClimateReport-2005.pdf (Accessed on 16 February 2016).

University of California (2015). *Guide to Managing Human Resources: Concepts & Definitions*. Available at: <https://hr.berkeley.edu/hr-network/central-guide-managing-hr/managing-hr/managing-successfully/development/concepts> (Accessed on 18 January 2015).

Waldo CR, Berdahl JL and Fitzgerald LE (1998). Are men sexually harassed? If so, by whom? *Law and Human Behavior*, 22 (1): 59-79.

West C and Zimmerman DH (1987). Doing Gender. *Gender and Society*, 1(2):125-151.

APPENDIX

Appendix 1. Percent respondents completely satisfied and completely dissatisfied over themes explored under gender responsive work environment

Theme	Issues Explored	Fully Positive		p-value	Fully Negative		p-value
		Male	Female		Male	Female	
Sense of job security, guest room accommodation and privacy	Female's security working after office at office	34.8	28.2	0.003	25.9	29.7	0.075
	Male's security working after office at office	62.5	58.9	0.119	6.6	6.9	0.794
	Female's security working after office outside office	8.8	8.0	0.567	44.5	45.9	0.550
	Male's security working after office outside office	29.0	34.7	0.010	9.4	12.5	0.002
	Job security after working responsibly	70.0	71.5	0.503	3.5	3.8	0.761
	Guest room safety for female	58	47.2	0.000	3.1	5.5	0.011
	Permission of availing field office guest room equally	61.0	53.6	0.002	5.5	6.9	0.217
	Furniture for the female	63.7	65.2	0.520	1.5	1.4	0.836
	Furniture for the male	63.6	70.1	0.004	1.0	1.4	0.454
	Satisfied with the provided space	57.9	61.0	0.186	0.8	0.9	0.854
Space and furniture	Timely getting office equipment	78.8	80.6	0.342	0.9	0.8	0.735
	Impact of space on competency (in compared to other departments)	25.8	34.0	0.000	30.9	24.8	0.004
	Official relation with supervisor	77.6	71.0	0.001	0.5	0.1	0.172
	Evaluating neutrally in terms of opposite sex	76.0	63.5	0.000	1.0	1.9	0.112
supervisor	Giving proper value to male staff	75.0	65.2	0.000	8.8	9.6	0.523
	Giving proper value to female staff	75.2	68.8	0.003	5.9	4.5	0.196

[Appendix 1 contd....]

[...Appendix 1 contd.]

Theme	Issues Explored	Fully Positive		p-value	Fully Negative		p-value
		Male	Female		Male	Female	
	Considering both the staff while taking decision	71.8	64.3	0.001	2.1	1.6	0.471
	Giving value to the opinion of the male staff	53.5	45.3	0.001	11.0	11.9	0.535
	Giving value to the opinion of the female staff	58.7	44.9	0.000	7.4	6.3	0.354
	Considering female staff's problem of visiting field	73.9	51.9	0.000	0.7	2.5	0.002
	Considering male staff's problem of visiting field	57.3	46.6	0.000	3.2	4.0	0.351
Colleagues	Do you feel unsafe or uncomfortable while making daily communication with the supervisor	84.6	85.0	0.806	1.3	1.0	0.564
	Official relationship with the colleagues of opposite sex	84.8	71.2	0.000	0.3	0.4	0.000
	Helping attitude of colleagues of opposite sex (when not asked)	37.4	34.2	0.162	5.3	9.6	0.000
	Helping attitude of colleagues of opposite sex (when asked)	58.4	55.2	0.177	1.1	2.0	0.115
	Does the work efficiency get effected by bureaucratic problem	52.9	50.2	0.254	2.8	3.0	0.786
Sense of values and disabilities	Transfer staff without valid reason	64.5	59.1	0.017	2.6	4.3	0.050
	Transfer female staff without valid reason	76.6	64.5	0.000	1.7	3.8	0.006
	Do female staff get more transferred than male staff	86.3	77.1	0.000	0.9	2.0	0.046
Abuse	Discussion before transfer	37.5	39.2	0.481	7.3	8.6	0.285
	Posting staff in their convenient place	16.8	20.5	0.045	11.6	10.3	0.384
	Posting female staff in their convenient place	35.4	29.3	0.006	2.8	6.8	0.000
	Mentally sexual harassment (Supervisor)	96.3	95.7	0.536	0.2	0.1	0.702
	Physically sexual harassment (supervisor)	98.7	98.7	0.935	0.2	0.1	0.702

[Appendix 1 contd....]

[...Appendix 1 contd.]

Theme	Issues Explored	Fully Positive		p-value	Fully Negative		p-value
		Male	Female		Male	Female	
Complain	Mentally sexual harassment (colleagues)	96.8	94.9	0.037	0.0	0.1	0.262
	Physically sexual harassment (colleagues)	98.8	98.7	0.914	0.0	0.1	0.262
	Is the workplace risk free and safe	52.6	52.8	0.924	5.4	6.0	0.566
Complain	Encourage to inform higher authority after sexual harassment	92.9	92.1	0.513	1.3	1.3	0.935
	Appropriate action taken by management after sexual harassment	82.7	79.8	0.126	1.1	1.1	0.951
	Possibility of receiving justice after complaining about sexual harassment	81.7	78.3	0.078	0.4	0.9	0.196
	Complaining about sexual harassment to harass colleague or supervisor	61.8	69.2	0.001	1.0	1.5	0.331
	Face any problem after complaining about sexual harassment	54.5	41.9	0.000	3.8	7.6	0.000
	Does the organization has shown example of Zero tolerance towards any kind of sexual harassment	75.8	64.1	0.000	5.7	11.9	0.000
	Can someone report against sexual harassment fearlessly	77.9	72.2	0.005	1.0	2.3	0.032
	Does the supervisor take rapid, responsible and correct step against sexual harassment	85.9	78.8	0.000	0.2	0.3	0.819
	Is the mechanism and the procedure of BRAC effective to prevent sexual harassment	76.2	72.0	.041	.2	.8	.080

Appendix 2. Percent respondents completely satisfied and completely dissatisfied over BRAC’s role in domestic violence

Theme	Issues Explored	Fully Positive			Fully Negative		
		Male	Female	p-value	Male	Female	p-value
Personal life and domestic violence	Receive help from the BRAC colleagues after being abused physically by the family members	61.4	59.6	0.442	2.2	3.6	0.067
	Receive help from the BRAC colleagues after being abused mentally by the family members	59.5	59.1	0.868	2.5	3.0	0.505
	Will staff get any legal support from BRAC after any family problem	65.7	72.8	0.001	3.1	2.9	0.796
	Encourage female family and friends to join BRAC	49.5	58.2	0.000	8.9	6.8	0.100
	Encourage female family and friends to join BRAC	50.8	56.9	0.009	7.2	5.9	0.273

Appendix 3. Percent respondents completely satisfied and completely dissatisfied over themes explored under inclusiveness

Theme	Issues Explored	Fully Positive			Fully Negative		
		Male	Female	p-value	Male	Female	p-value
Inclusiveness	Does the workplace see everyone equally with the same value regardless of sex, religion, caste, marital status, physical fitness, class	72.3	68.3	0.066	1.5	1.9	0.527
	How friendly the workplace for the physically disabled staff	49.6	44.9	0.049	8.0	9.8	0.181
	Acceptability of liberal mentality, difference	56.1	48.3	0.001	1.0	1.3	0.607
	Does a staff see him/herself detached from others	92.2	86.7	0.000	0.2	2.0	0.000
	Hearing disrespectful, offensive and insulting comment in the workplace	76.4	74.3	0.314	1.0	1.3	0.607
	Does a female staff get more benefits than a male staff	54.4	46.7	0.001	9.2	12.5	0.022

Appendix 4. Programme wise average score regarding gender responsive work environment by sex

Programme	Mean Score			p-value
	Male	Female	Both	
Health	82.7	80.2	81.4	0.026
Economic empowerment (microfinance and TUP)	83.3	83.0	83.1	0.336
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	81.1	81.9	81.4	0.482
Education	81.7	78.7	80.2	0.005
Support and others*	84.3	80.6	83.1	0.000
Significance level	0.001	0.002	0.000	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 5. Programme wise average score regarding the gender responsive work environment by supervisors' sex

Programme	Mean Score		p-value
	Male Supervisor	Female supervisor	
Health	81.6	79.9	0.356
Economic empowerment (microfinance and TUP)	83.4	80.2	0.052
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	81.2	83.2	0.224
Education	80.6	79.3	0.286
Support and others*	83.3	81.5	0.129
Sig level	0.000	0.255	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 6. Programme wise average score regarding gender responsive work environment by educational qualification

Programme	Mean Score			p-value
	HSC & below/ diploma	Bachelor	Master's	
Health	81.5	80.2	81.9	0.451
Economic empowerment (microfinance and TUP)	83.8	83.1	82.6	0.552
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	80.7	82.7	80.9	0.303
Education	80.5	80.0	80.2	0.938
Support and others*	84.8	81.2	82.6	0.003
Significance level	0.002	0.111	0.055	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 7. Programme wise average score regarding gender responsive work environment by marital status

Programme	Mean Score		p-value
	Married	Single	
Health	81.4	81.8	0.797
Economic empowerment (microfinance and TUP)	82.9	84.0	0.329
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	81.1	82.9	0.189
Education	80.2	80.5	0.835
Support and others*	83.1	82.7	0.663
Sig level	0.000	0.437	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 8. Programme wise average score regarding gender responsive work environment by the knowledge on gender policy

Programme	Mean Score		p-value
	Read the policy	Did not read the policy	
Health	82.4	79.8	0.023
Economic empowerment (microfinance and TUP)	83.4	82.8	0.533
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	82.0	80.1	0.110
Education	80.2	80.3	0.971
Support and others*	82.6	83.8	0.138
Sig level	0.006	0.000	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 9. Programme wise average score regarding inclusiveness by sex

Programme	Mean Score			p-value
	Male	Female	Both	
Health	84.4	81.3	82.8	0.000
Economic empowerment (microfinance and TUP)	86.0	83.3	84.7	0.055
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	84.3	83.0	83.7	0.392
Education	78.6	79.7	79.1	0.513
Support and others*	86.2	79.5	83.9	0.000
Significance level	0.000	0.040	0.000	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 10. Programme wise average score regarding inclusiveness by supervisors' sex

Programme	Mean Score		p-value
	Male Supervisor	Female supervisor	
Health	83.2	78.9	0.099
Economic empowerment (microfinance and TUP)	85.1	80.4	0.075
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	83.8	83.1	0.775
Education	79.8	77.1	0.141
Support and others*	84.8	78.0	0.000
Sig level	0.000	0.370	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 11. Programme wise average score regarding inclusiveness by educational qualification

Programme	Mean Score			p-value
	HSC & below/diploma	Bachelor	Master's	
Health	83.4	82.8	82.5	0.889
Economic empowerment (microfinance and TUP)	86.4	85.6	83.0	0.089
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	87.1	85.1	82.5	0.160
Education	80.6	81.5	77.1	0.040
Support and others*	87.3	81.7	82.5	0.001
Significance level	0.001	0.151	0.002	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 12. Programme wise average score regarding inclusiveness by marital status

Programme	Mean Score		p-value
	Married	Single	
Health	83.2	79.8	0.157
Economic empowerment (microfinance and TUP)	84.6	85.1	0.787
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	83.1	86.1	0.138
Education	79.4	77.5	0.422
Support and others*	84.0	83.7	0.873
Sig level	0.000	0.020	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 13. Programme wise average score regarding inclusiveness by the knowledge on gender policy

Programme	Mean Score		p-value
	Read the policy	Did not read the policy	
Health	84.0	80.7	0.046
Economic empowerment (microfinance and TUP)	85.9	83.3	0.075
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	84.9	80.9	0.020
Education	79.2	79.0	0.890
Support and others*	82.9	85.4	0.053
Sig level	0.000	0.002	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 14. Programme wise average score regarding career and professional development by sex

Programme	Mean Score			p-value
	Male	Female	Both	
Health	75.7	73.9	74.7	0.148
Economic empowerment (microfinance and TUP)	77.2	75.0	76.2	0.048
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	76.3	76.1	76.2	0.933
Education	73.2	70.9	72.1	0.094
Support and others*	76.7	72.1	75.2	0.000
Significance level	0.009	0.001	0.000	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 15. Programme wise average score regarding career and professional development by supervisors' sex

Programme	Mean Score		p-value
	Male Supervisor	Female supervisor	
Health	75.3	69.7	0.005
Economic empowerment (microfinance and TUP)	76.3	74.3	0.296
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	76.0	77.7	0.390
Education	72.5	70.9	0.308
Support and others*	75.5	73.2	0.150
Sig level	0.001	0.015	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 16. Programme wise average score regarding career and professional development by educational qualification

Programme	Mean Score			p-value
	HSC & below/ diploma	Bachelor	Master's	
Health	75.9	75.2	74.0	0.438
Economic empowerment (microfinance and TUP)	76.1	77.7	75.4	0.267
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	76.8	77.2	75.6	0.543
Education	73.3	73.1	70.9	0.246
Support and others*	77.9	74.3	73.6	0.001
Significance level	0.040	0.046	0.002	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 17. Programme wise average score regarding career and professional development by marital status

Programme	Mean Score		p-value
	Married	Single	
Health	75.0	73.2	0.340
Economic empowerment (microfinance and TUP)	76.3	75.5	0.517
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	75.8	77.8	0.259
Education	72.1	71.7	0.826
Support and others*	75.3	74.4	0.531
Sig level	0.000	0.130	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 18. Programme wise average score regarding career and professional development by the knowledge on gender policy

Programme	Mean Score		p-value
	Read the policy	Did not read the policy	
Health	75.0	74.3	0.564
Economic empowerment (microfinance and TUP)	77.3	74.8	0.023
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	77.6	73.0	0.002
Education	72.7	70.7	0.167
Support and others*	74.3	76.5	0.028
Sig level	0.000	0.001	-

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 19. Programme wise average score regarding work and life balance by sex

Programme	Mean Score			p-value
	Male	Female	Both	
Health	78.4	77.2	77.8	0.528
Economic empowerment (microfinance and TUP)	78.6	78.2	78.4	0.846
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	76.2	79.2	77.6	0.179
Education	72.8	71.7	72.3	0.599
Support and others*	81.3	75.6	79.3	0.000
Significance level	0.000	0.003	0.000	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 20. Programme wise average score regarding work and life balance by supervisors' sex

Programme	Mean Score		p-value
	Male Supervisor	Female supervisor	
Health	78.4	72.9	0.081
Economic empowerment (microfinance and TUP)	78.8	73.9	0.146
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	76.9	81.8	0.138
Education	72.9	70.5	0.313
Support and others*	79.7	77.0	0.214
Sig level	0.000	0.012	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 21. Programme wise average score regarding work and life balance by educational qualification

Programme	Mean Score			p-value
	HSC & below/diploma	Bachelor	Master's	
Health	77.7	77.0	78.2	0.892
Economic empowerment (microfinance and TUP)	80.2	80.6	75.9	0.053
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	82.1	78.1	76.7	0.391
Education	73.2	76.2	69.7	0.025
Support and others*	84.2	76.6	77.1	0.000
Significance level	0.000	0.433	0.000	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 22. Programme wise average score regarding work and life balance by marital status

Programme	Mean Score		p-value
	Married	Single	
Health	77.6	79.2	0.577
Economic empowerment (microfinance and TUP)	78.2	79.2	0.673
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	76.3	82.8	0.020
Education	72.5	70.5	0.495
Support and others*	79.5	78.3	0.524
Sig level	0.000	0.024	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 23. Programme wise average score regarding work and life balance by the knowledge on gender policy

Programme	Mean Score		p-value
	Read the policy	Did not read the policy	
Health	78.1	77.2	0.664
Economic empowerment (microfinance and TUP)	79.7	76.9	0.132
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	78.5	75.4	0.192
Education	72.5	71.7	0.720
Support and others*	78.6	80.5	0.190
Sig level	0.000	0.001	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 24. Programme wise average score regarding BRAC's role in domestic violence by sex

Programme	Mean Score			p-value
	Male	Female	Both	
Health	78.6	83.6	81.2	0.050
Economic empowerment (microfinance and TUP)	85.0	84.6	84.8	0.884
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	82.9	82.7	82.8	0.949
Education	75.5	80.1	77.8	0.087
Support and others*	84.1	81.6	83.3	0.248
Significance level	0.000	0.421	0.001	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 25. Programme wise average score regarding BRAC's role in domestic violence by supervisors' sex

Programme	Mean Score		p-value
	Male Supervisor	Female supervisor	
Health	81.9	75.8	0.142
Economic empowerment (microfinance and TUP)	85.6	75.8	0.023
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	83.8	76.1	0.059
Education	78.5	75.4	0.323
Support and others*	83.9	79.0	0.080
Sig level	0.003	0.923	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 26. Programme wise average score regarding BRAC's role in domestic violence by educational qualification

Programme	Mean Score			p-value
	HSC & below/ diploma	Bachelor	Master's	
Health	82.3	82.5	80.2	0.691
Economic empowerment (microfinance and TUP)	86.6	87.2	82.2	0.143
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	85.3	84.2	81.7	0.621
Education	79.8	78.8	76.1	0.480
Support and others*	86.5	75.0	69.0	0.000
Significance level	0.011	0.220	0.165	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 27. Programme wise average score regarding BRAC's role in domestic violence by marital status

Programme	Mean Score		p-value
	Married	Single	
Health	81.4	79.9	0.692
Economic empowerment (microfinance and TUP)	84.7	85.0	0.915
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	81.6	87.5	0.091
Education	77.2	81.9	0.241
Support and others*	83.5	82.6	0.728
Sig level	0.001	0.473	-

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 28. Programme wise average score regarding BRAC's role in domestic violence by the knowledge on gender policy

Programme	Mean Score		p-value
	Read the policy	Did not read the policy	
Health	80.7	82.0	0.618
Economic empowerment (microfinance and TUP)	83.6	86.2	0.267
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	82.6	83.1	0.863
Education	76.2	81.1	0.092
Support and others*	80.9	86.9	0.001
Sig level	0.019	0.053	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 29. Programme wise average score regarding respondents' act of motivating others to join BRAC by sex

Programme	Mean Score			p-value
	Male	Female	Both	
Health	69.2	73.5	71.4	0.247
Economic empowerment (microfinance and TUP)	76.1	86.5	81.1	0.000
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	70.0	79.5	74.3	0.014
Education	63.6	68.2	65.9	0.213
Support and others*	76.3	75.7	76.1	0.550
Significance level	0.000	0.000	0.000	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 30. Programme wise average score regarding respondents' act of motivating others by supervisors' sex

Programme	Mean Score		p-value
	Male Supervisor	Female supervisor	
Health	72.2	64.7	0.201
Economic empowerment (microfinance and TUP)	81.1	80.4	0.893
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	72.4	86.6	0.012
Education	67.3	61.7	0.200
Support and others*	76.5	72.9	0.337
Sig level	0.000	0.000	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 31. Programme wise average score regarding respondents' act of motivating others to join BRAC by educational qualification

Programme	Mean Score			p-value
	HSC & below/diploma	Bachelor	Master's	
Health	78.6	75.3	66.4	0.012
Economic empowerment (microfinance and TUP)	86.4	87.2	73.7	0.000
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	78.0	79.6	71.1	0.117
Education	72.5	69.5	60.5	0.016
Support and others*	86.5	75.0	69.0	0.000
Significance level	0.000	0.002	0.005	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 32. Programme wise average score regarding respondents' act of motivating others to join BRAC by marital status

Programme	Mean Score		p-value
	Married	Single	
Health	71.7	69.9	0.741
Economic empowerment (microfinance and TUP)	80.3	83.7	0.335
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	73.3	78.4	0.300
Education	66.0	65.0	0.851
Support and others*	76.3	74.9	0.676
Sig level	0.000	0.020	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 33. Programme wise average score regarding respondents' act of motivating others to join BRAC by the knowledge on gender policy

Programme	Mean Score		p-value
	Read the policy	Did not read the policy	
Health	71.9	70.6	0.730
Economic empowerment (microfinance and TUP)	81.6	80.4	0.677
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	73.8	75.6	0.667
Education	66.8	63.8	0.442
Support and others*	74.2	78.8	0.071
Sig level	0.000	0.000	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 34. Programme wise average score regarding the provision of affirmative action of BRAC by sex

Programme	Mean Score			p-value
	Male	Female	Both	
Health	84.2	80.7	82.4	0.036
Economic empowerment (microfinance and TUP)	85.0	80.0	82.6	0.000
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	83.1	81.3	82.3	0.315
Education	84.0	79.5	81.8	0.002
Support and others*	85.2	77.7	82.7	0.000
Significance level	0.505	0.263	0.918	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 35. Programme wise average score regarding the provision of affirmative actions by supervisors' sex

Programme	Mean Score		p-value
	Male Supervisor	Female supervisor	
Health	82.9	78.1	0.081
Economic empowerment (microfinance and TUP)	83.0	78.8	0.108
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	81.5	87.4	0.024
Education	82.5	79.6	0.091
Support and others*	83.5	77.4	0.002
Sig level	0.541	0.009	-

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 36. Programme wise average score regarding the provision of affirmative actions by educational qualification

Programme	Mean Score			p-value
	HSC & below/ diploma	Bachelor	Master's	
Health	82.6	81.9	82.5	0.945
Economic empowerment (microfinance and TUP)	82.4	83.5	82.4	0.810
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	86.2	81.3	82.2	0.378
Education	81.6	81.9	81.8	0.989
Support and others*	86.5	80.3	81.0	0.000
Significance level	0.015	0.669	0.844	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 37. Programme wise average score regarding the provision of affirmative action by the knowledge on gender policy

Programme	Mean Score		p-value
	Read the policy	Did not read the policy	
Health	83.2	81.0	0.189
Economic empowerment (microfinance and TUP)	83.2	81.8	0.320
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	82.8	80.9	0.337
Education	81.9	81.5	0.809
Support and others*	81.2	84.8	0.006
Sig level	0.381	0.084	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

Appendix 38: Programme wise average score regarding the provision of affirmative action by marital status

Programme	Mean Score		p-value
	Married	Single	
Health	82.2	83.5	0.601
Economic empowerment (microfinance and TUP)	82.4	83.4	0.580
Social empowerment (CEP, HRLS, IDP, Advocacy, migration, GJD)	82.3	82.2	0.993
Education	81.9	80.9	0.647
Support and others*	82.3	84.6	0.206
Sig level	0.994	0.696	

*Finance & accounts, HRD, monitoring, agriculture and food security, RED, ICT

About

BRAC Research and Evaluation Division

The Research and Evaluation Division (RED) was established in 1975 as an independent unit within BRAC to provide research support to strengthen BRAC's multi-faceted development programmes. Although RED concentrates on BRAC programmes, its analytical work goes beyond and includes research on various development issues of national and global importance that contributes to evidence-based policy dialogue and discourse. For more information, please visit www.brac.net/research.



BRAC

BRAC Centre
75 Mohakhali
Dhaka 1212
Bangladesh

T: 88 02 9881265
F: 88 02 8823542
E: altamas.p@brac.net
W: www.research.brac.net