

**MANAGEMENT OF SEXUAL HARASSMENT AGAINST FEMALE
TRAINEE TEACHERS: A STUDY IN TEACHER TRAINING
COLLEGES IN HARARE, ZIMBABWE**

Abstract

In this dissertation, the writer, himself a graduate the Zimbabwe teacher training college system, examines the issue of sexual harassment of female trainee teachers by their male teachers. Starting with the 'lived realities' of the female victims, he analyses the problem based on evidence gathered through various interrelated methodologies, including the Women's Law and Grounded Theory Approaches. Although rampant, sexual harassment is seldom reported due to several factors, especially, the operation of grossly inadequate complaints procedures. Rather than protect victims, their enforcement perversely foments a climate of tolerance for the illegal practice which victimizes its whistle-blowers. Long-overdue reforms to the system are suggested within the context of Zimbabwe's duty to fulfill its sadly-neglected obligations under relevant international human rights instruments which are binding on the country.

BY

JIGU KATSANDE

Supervisor: Professor Julie Stewart

**A Dissertation submitted in partial fulfillment of the Masters in
Women's Law Degree at the Southern and Eastern Africa Regional
Centre For Women's Law, Faculty of Law, University of Zimbabwe**

2008

Dedication

This piece of work is dedicated to my parents. Although denied the benefits of education they merited, they appreciated its value. They supported my education sometimes at considerable personal sacrifice. It is to those who have sacrificed themselves for their children's future and to my parents in particular, that this study is dedicated.

Acknowledgements

First and foremost, I must thank my supervisor, Professor Julie Stewart, for her professional guidance and constructive advice during the field research, data analysis and write-up. Thanks “Prof” for giving me the confidence to trust my inner voice and allow the participants’ voices to speak through the presentation of the data. Once more, thanks for challenging my assumptions and allowing me to reinforce my views and open my understanding to others’ points of view. I am greatly indebted to your scholarly guidance.

My thanks also go to NORAD, through the University of Oslo in Norway for the research grant that made this research possible. Thanks to the administrators at the Southern and Eastern African Regional Center for Women’s Law (SEARCWL) who facilitated the sponsorship.

To the female trainee teachers who participated in this study, I am indebted to you for ever. Thank you for so selflessly sharing your lives with me. It is my only hope that I was successful in bringing your voices out through my analysis and that I was careful and accurate in portraying your life stories.

To my wife, Nellie, I say thank you for sharing and supporting this complicated period of time with me, for ignoring my temper when stress was high, and for always believing in me. Therefore, this dissertation is all yours.

Finally, to Leslie and Larry, despite all the “disturbing” moments when I was editing the manuscript and you wanted to play games on the laptop, I have to acknowledge your companionship on all those endless nights in front of the computer.

TABLE OF CONTENTS

DEDICATION	2
ACKNOWLEDGEMENTS	3
TABLE OF CONTENTS	4
CHAPTER 1:	6
INTRODUCTION	6
1.0 OVERVIEW	6
1.1 BACKGROUND INFORMATION LEADING TO THE STUDY	6
1.2 THESIS STATEMENT	9
1.3 RESEARCH OBJECTIVES.....	9
1.4 ASSUMPTIONS	9
1.5 RESEARCH QUESTIONS.....	10
1.6 SIGNIFICANCE FOR THE STUDY.....	10
1.7 DE-LIMITATIONS	11
1.8 LIMITATIONS	11
1.9 OPERATIONAL DEFINITIONS OF CONCEPTS	13
1.10 SUMMARY	13
CHAPTER 2:	14
SEXUAL HARASSMENT AND MY POINT OF ENTRY	14
2.0 OVERVIEW	14
2.1 THEORETICAL FRAMEWORKS	14
2.1.1 <i>Feminist Perspective</i>	14
2.1.2 <i>Social Construction Theory</i>	16
2.2 AN HISTORICAL ACCOUNT ON SEXUAL HARASSMENT STUDIES	16
2.3 SEXUAL HARASSMENT: DEFINITIONS AND THE LEGAL PERSPECTIVE	18
2.3.1 <i>Sexual Harassment: The Lack of a Common Definition</i>	21
2.3.1.1 Sexual Harassment: Conduct Of A Sexual Nature	21
2.3.1.2 Sexual Harassment: Unwelcome Conduct	22
2.3.1.3 Sexual Harassment: The Work Environment	23
2.4 SEXUAL HARASSMENT: THE LEGAL POSITION IN ZIMBABWE.....	24
2.5 TEACHER TRAINING FORMAT.....	27
2.6 SEXUAL HARASSMENT POLICY IN INSTITUTIONS OF HIGHER LEARNING.....	27
2.7 HUMAN RIGHTS LENS	29
2.8 MY POINT OF ENTRY	31
2.9 SUMMARY	31
CHAPTER 3:	32
METHODOLOGY	32
3.0 OVERVIEW OF THE RESEARCH DESIGN.....	32
3.1 GROUNDED THEORY	32
3.2 ENTRY INTO THE RESEARCH SITE.....	34
3.3 SELECTION OF PARTICIPANTS.....	34
3.3.1 <i>Ethical Considerations</i>	34
3.4 PILOT STUDY	36
3.5 DATA COLLECTION PROCEDURES AND METHODS	36
3.5.1 <i>In-depth Interviews</i>	37
3.5.2 <i>Document Analysis</i>	37

3.5.3	<i>Observations</i>	37
3.5.4	<i>Triangulation</i>	38
3.6	VALIDITY	38
3.7	DATA ANALYSIS	39
3.8	SUMMARY	40
CHAPTER 4:		41
DISCOURSES OF FEMALE SEXUALITY.....		41
4.0	OVERVIEW	41
4.1	PREVALENCE OF SEXUAL HARASSMENT IN TEACHER TRAINING COLLEGES	41
4.1.1	<i>College Principals and Ministry of Higher and Tertiary Education Officials</i>	41
4.1.2	<i>Sexual Harassment Scripts: Muted Voices</i>	42
4.1.3	<i>Sexual Harassment or Women’s Sexual Agency?</i>	44
4.2	BEYOND THE NIGHTMARE SCENARIOS: SEXUAL HARASSMENT KNOWLEDGE	45
4.3	VULNERABILITY AND SEXUAL VICTIMISATION: INCIDENCE OF SEXUAL HARASSMENT	45
4.4	COLLEGE POLICIES AND PRACTICES.....	46
4.5	MANAGING SEXUAL HARASSMENT: THE HIDDEN FORMULA	48
4.6	THE ROLE OF EMPLOYEE REPRESENTATIVE.....	48
4.7	MAIN FINDINGS.....	49
4.8	SUMMARY	50
CHAPTER 5:		51
SEXUAL HARASSMENT: THE WAY FORWARD		51
5.0	OVERVIEW	51
5.1	CODES OF CONDUCT AGAINST SEXUAL HARASSMENT AND GUIDELINES	51
5.2	CONCLUSION.....	51
5.3	SEXUAL HARASSMENT: WHAT WE NEED NOW	53
5.4	DESIGNING A SEXUAL HARASSMENT POLICY: GUIDELINES	54
5.5	RECOMMENDATIONS	56
5.6	FUTURE RESEARCH ENDEAVOURS	57
5.7	CONCLUDING REMARKS.....	57
BIBLIOGRAPHY		59
ARTICLES AND ACTS		61
APPENDIX A		62
APPENDIX B.....		65

CHAPTER 1:

INTRODUCTION

1.0 Overview

Sexual harassment is gender discrimination that involves the imposition of an unwanted condition or requirement on the continued employment or education of the victim (Argus, 2004). The present study aims at exploring the prevailing perceptions, knowledge, awareness, prevalence, attitudes and practices on sexual harassment in teacher training colleges and more importantly how it is managed. To this end, background information on sexual harassment leading to this study forms the first part of this chapter. The research questions, assumptions and rationale for the study follow. The de-limitations, limitations, and operational definitions of concepts also form part of this introductory chapter.

1.1 Background information leading to the study

Views on sexual harassment have evolved since it was a widely tolerated aspect of working life, often considered an occupational hazard (Reynolds, 1997). The influx of a large number of women into the paid labourforce over the past 30 years and their increasing involvement in workers' organizations and women's advocacy groups have heightened awareness of the extent and destructive consequences of sexual harassment. Thus women have exposed it as offensive and damaging, redefining the behaviour deemed an inescapable fact of work place life as a manifestation of sex discrimination and a form of violence (Argus, 2004).

Women have long been exposed to workplace sexual harassment which involves conduct of a sexual nature or is premised on the sex of the victim. These kinds of behaviour were not given a name until the 1970s when women in the United States demanded that sexual harassment be recognized as sex discrimination under the Federal anti-discrimination legislation (Kambarami, 2006). Sexual harassment in the workplace and in educational

institutions creates an environment that demeans people and has a negative impact on individual performance and effectiveness as well as organizational productivity and unit morale (Argus, 2004). Sensitivity to this complex issue has been recently heightened (Hadzibaba, 2001), yet according to Zindi (1994) there exists much confusion, even about what exactly constitutes sexual harassment, as well as about modalities appropriate for dealing with the problem (Osmond and Thorne, 2001). Notwithstanding all the law, literature and discussion on this issue, even very well-meaning people remain confused and concerned about what really constitutes sexual harassment (Baber and Vance, 2006).

According to Dumbutshena CJ (cited in Taylor and Stewart, 1991) sexual harassment is a legal challenge that must be met by all who pursue human rights in Zimbabwe. According to Khan (1998) research indicates that in Zimbabwe sexual harassment is widespread and has major consequences for women professionally, socially, physically and on their mental health. In fact, sexual harassment is largely a problem that working women are faced with throughout the world. In Zimbabwe, one out of three working women is sexually harassed at sometime in their lives (Khan, 1998). This revelation by Khan (1998) goes to show how sexual harassment is a pervasive issue that should be given due attention and resources so as to end it.

Earlier, Zindi (1994) conducted a survey of the extent to which sexual harassment takes place in institutions of higher education such as universities, polytechnics and teachers' colleges. The study's findings were that sexual harassment is rife in institutions of higher learning throughout Zimbabwe and that students do not report sexual harassment for fear of victimization. Questionnaires were used to collect the data. Both quantitative and qualitative methods were used to analyse the data.

It is common knowledge that the workplace including teacher training colleges are one of the logical places for people to meet and fall in love. However, according to Mayse (2005:67)

Consensual sexual interactions between trainee teachers and their lecturers constitute sexual harassment because power differential creates a dynamic in which mutual consent is impossible.

In as much as this view may be controversial, power definitely becomes an issue when a person in a position of authority or trust abuses his or her position by engaging in behaviour of a sexual nature that is disrespectful, offensive, inappropriate and/or nonreciprocal. According to a 1992 study by the International Labour Organisation:

sexual harassment is inextricably intertwined with power and takes place in societies which often treat women as sex objects and second class citizens.

It is this misuse of power that violates the trust of what should be a neutral relationship between two people, say, a female trainee teacher and a lecturer. In fact, sexual harassment does not mean that sexuality or sexual issues must never be discussed in a work or study area. However, when discussion of sexuality is inappropriate in content or presentation style to the setting or individuals involved, this may create a situation in which sexual harassment may occur.

In short, many studies indicate that sexual harassment is widespread and that it takes a serious toll on women's lives and careers. Critics point out that many studies elicit responses only from those persons who have experienced sexual harassment and that such incidence rates may be inflated (Hugh, 1998; Donnelly and Furlong, 2000; Theyry, 2005). For example, if a magazine asks readers to return a questionnaire, it is unlikely that women who have not been sexually harassed would take the time to return the questionnaire. Other critics counter that rates of sexual harassment may actually be underreported, because many women are conditioned to accept harassing behaviour as an acceptable form of joke or compliment, and they will not report it, either in questionnaires or at work (Throgmus, 1991; Dennis and Dennis, 1999; Young, 2004).

It is against this background that this research was conducted. More importantly I sought to hear the "voices" of the women on the subject, their perceptions, and awareness of

sexual harassment. It is the lived realities as told by them that I sought. The use of questionnaires and statistical measurements, therefore, was out of question.

1.2 Thesis Statement

The statement of this thesis is that the perceptions, practices and policies on sexual harassment have an impact on how it is managed in teacher training colleges.

1.3 Research Objectives

In conducting the research I was guided by the following objectives:

- i. To determine prevalence of sexual harassment in teacher training colleges.
- ii. To establish the level of awareness among female trainee teachers and their rights and remedies in relation to sexual harassment.
- iii. To examine the prevailing policies, attitudes and practices in teacher training colleges in relation to how they respond to sexual harassment of female trainee teachers.
- iv. On the basis of the findings, to make suggestions/recommendations on the appropriate interventions to empower women to claim their rights.

1.4 Assumptions

These are the assumptions that informed this research:

- i. Sexual harassment of female trainee teachers by their lecturers is prevalent but unrecorded in teacher training colleges.
- ii. Female trainee teachers are aware of their rights and associated remedies in relation to sexual harassment but do not pursue them.

- iii. Teacher training college policies and administrative practices and perceptions on sexual harassment do not adequately address sexual harassment of female trainee teachers.
- iv. Sexual harassment legislation and Public Service regulations in particular are not appropriate as they do not adequately address sexually harassed female trainee teachers.

1.5 Research Questions

The above assumptions led to the following research questions.

- i. Is the sexual harassment of female trainee teachers prevalent but unrecorded in teacher training colleges?
- ii. Are female trainee teachers aware of their rights and remedies in relation to sexual harassment but fail to pursue them?
- iii. Do teacher training colleges' policies and administrative practices and perceptions on sexual harassment adequately address sexual harassment of female trainee teachers?
- iv. Are sexual harassment legislation and Public Service regulations in particular appropriate so as to deal adequately with sexual harassment of female trainee teachers?

1.6 Significance for the Study

This study is critical and timely for several reasons. Chief among them is that the study attempts to contribute to the existing knowledge on sexual harassment in general and sexual harassment in the workplace in Zimbabwe in particular. Another reason that ties in intimately with this is that there is presently scant knowledge on sexual harassment in teacher training colleges in Zimbabwe (Zindi, 1994; Mawire, 2006).

This study seeks to contribute to knowledge intended to inform a rigorous discourse on sexual harassment in general and in teacher training colleges in particular. In so doing, it

is my hope that the study will form the basis of and a point of departure for further research on this subject.

This study also sought to question some of the observed inadequacies inherent in sexual harassment policies and practices. The information generated by the study should be used to explain the reason for the public outrage against sexual harassment the world over. In short this study can therefore serve as a diagnostic tool that may inform policy makers on sexual harassment in order to make appropriate interventions to empower women.

1.7 De-limitations

The study restricted itself to teacher training colleges in Harare, Zimbabwe. Informants and respondents were drawn from the Ministry of Higher and Tertiary Education, teacher training colleges in Harare and the University of Zimbabwe's Department for Teacher Education.

1.8 Limitations

The most important limitation of this study was one that is hard to overcome. Filtering of data through the lenses of the participants and the researcher is inevitable in practice, especially when qualitative methods were utilized. In fact, by using a constructionist approach, I acknowledge that the data are constructed by participants, that they are a reflection of the participants' socio-cultural background, and a function of their personal experience. I also bring my own filtering lenses to the process. The fact that I was once a former student at one of the teacher training colleges means that I have the same culture as the participants and this may have aided in the process of establishing rapport. My perspective, however, necessarily confines my analysis to that of an "insider". A different researcher, with different life experiences, may bring a different perspective on how to interpret the stories of these female trainee teachers.

Another issue was the language. Participants were asked to narrate their stories in the local language (Shona) where they could not express themselves adequately in English.

In the analysis process, I had to translate selected portions of the narratives into English. This procedure may have affected the accuracy of the words used by participants as some words and phrases are just impossible to translate into English. In an effort to be as accurate as possible in translating the participants' quotes, translations were checked in the following manner:

- (a) when I met with some of the participants for confirmation of preliminary findings, I had them read both the local language and English versions of the selected quotes. I asked them if they felt my translations accurately represented their words;
- (b) I asked fellow post-graduate students who speak the local language (Shona) to compare the English translations of the quotes to their local language originals. Most individuals agreed with the majority of the translations. Only a few translations were questioned and those were discussed further with the readers until they felt these translations represented the local language version accurately.

Another limitation to the study was the period of time I had to do my research. Establishing rapport with women who have been socialized to be silent about sexuality issues was a problem. The study was conducted from October 2007 to mid-January 2008. This is the time when teacher training students are preparing for their end of year examinations. Thus I could not interview the number of students I wanted. The college authorities were also busy at this time of the year compiling marks for students who were to be presented to the Department of Teacher Education, at the University of Zimbabwe, for certification. Thus I could not conduct all the interviews I had scheduled to do with them but I managed to get relevant information from the documents I got from the Department of Teacher Education pertaining to the manner in which teachers' colleges operate in association with the University of Zimbabwe and the role each party plays.

1.9 Operational Definitions of Concepts

Major concepts used in this study are to be understood within the context below unless indicated to the contrary.

- i. **Sexual harassment:** unwelcome sexual behaviour; requests for sexual favours, verbal visual or physical conduct of a sexual nature that is offensive, inappropriate, and/or unwanted sexual attention.
- ii. **Sexual agency:** the power to choose and control one's sexuality.
- iii. **Sexual risk management:** the communication of clear definitions of acceptable standards of behaviour, treatment of all sexual harassment as serious matters and steps to prevent subsequent offences.

1.10 Summary

The chapter presented the background information leading to this study. The methodological problems in earlier researches were highlighted and the reasons for undertaking research of this nature were cited. The significance of the study, the delimitations and limitations are also stated. The next chapter is a review of literature on sexual harassment.

CHAPTER 2:

SEXUAL HARASSMENT AND MY POINT OF ENTRY

2.0 Overview

This chapter begins with an historical account of research on sexual harassment. This is followed by a discussion of the theoretical frameworks or conceptualizations that guided the development of this study. Then a brief overview of workplace sexual harassment studies, international and national legislation on sexual harassment is presented. The chapter ends with my point of entry.

2.1 Theoretical Frameworks

Some authors point to the scarcity of recent research on sexuality and sexual harassment in particular that it is female centred and feminist (Barber and Allen, 1996). Historically, research regarding female's sexuality has been based on patriarchal and biological perspectives, and on the experience of Euro-American, class privileged, heterosexual men (Osmond and Thorne, 1999). Important research on women sexuality and women sexual harassment in particular though, exists from as early as and is largely guided by the works of Cathrine MacKinnon (Bretcher, 2001).

Given the social nature of sexual scripts and based on the assumption of the sexual construction of sexuality (Barber and Allen, 1996) a feminist and social construction perspective was primarily used to guide the methodology and the interpretation of the research findings.

2.1.1 *Feminist Perspective*

Feminist perspectives were used as the main frameworks guiding this study. There is not one, but many perspectives. Among all of them are common basic assumptions which follow. Societal institutions disadvantage females and other oppressed groups making them invisible and powerless by denying them a voice (Fine, 1997). The feminist agenda

goes beyond documenting inequality and powerlessness, it discusses the contradictory messages about women's roles, the ways in which oppression is hidden, and how women fight, conform, or even collude against themselves in their own oppression (Thompson, 2003). It challenges the portrayal of women as passively oppressed and victimized and visualizes women as active agents of their own lives, even when not able to control the circumstances surrounding them.

Feminist theory provides women with hope for the future. In this way, non-feminist-traditional positivist research distorts or masks the experiences and realities of women (Roseblatt and Fischer, 1998). Furthermore, feminist approaches to research attempt to minimize the imposed hierarchies and exploitative relationships prevalent in traditional positivist methods (Walsh, 2000). Research participants could be included as part of the research planning process. For instance, they could collaborate with the development of data collection techniques that would be as unobtrusive as possible, or they could meet with the researcher in feedback sessions and confirm interpretations of their own experience as legitimate (DuBois, 1983; Duelli-Kein, 2001).

One of the goals of feminist research is to sensitize people to the different realities of women's lives, including sexism and social injustice (Roseblatt and Fischer, 1998). All knowledge is assumed to be gendered. In fact, feminist research re-examines existing concepts and generates new ones grounded on women's words and experiences. Jayaratne and Stewart (1991) suggested that to maximize the development of "new" knowledge, researchers should always attempt political analysis of the results and seek active participation in the dissemination of the research findings. It is important to consider how the findings will empower women. Because knowledge brings power, research results have to be made available to everyone interested in them (Duelli-klein, 2001). By using feminist research as an empowering tool, we can address feminist interest and direct research towards social change (Roseblatt and Fischer, 1998).

2.1.2 Social Construction Theory

In social construction theory, as in most feminist approaches, the idea of an objectively knowable truth does not exist. Knowledge is constructed through social interaction and the intersubjective influence of language, family and culture (Hoffman, 1990). The basic contention of social constructionism is that reality is socially constructed (Berger, 1967), that is, what we perceive as reality has been shaped through a system of social, cultural and interpersonal processes. In fact this theory places an emphasis on the individual's active role in constructing reality, while being guided by his/her culture. That is, persons are constructors of knowledge in their lives assisted by the prevalent discourses in their societies and cultures, and their own life experiences.

Through social constructionism, researchers can look for diverse meanings of sexual harassment within and between social groups (Thompson, 1992). Social construction theorists contend that physically identical sexual acts may have different social and personal meanings depending on how they are defined and understood in their cultures. Besides influencing the way individuals define and act on their behaviours, social constructions also organize and give meaning to collective sexual experience through, for instance, construction of sexual identities, definitions, ideologies and regulations (Vance, 1991). However, Foucault (1978) stated that there is no such thing as an internal force or drive that can be manipulated in ways described above. What can be manipulated are ideas, since sexualities are constantly produced, changed and modified. In fact, the nature of sexual discourse and experience changes accordingly.

With the above in mind, it becomes imperative to present a brief historical account of sexual harassment in order to provide a better understanding of the complexities of attitudes and practices as they play out when it comes to sexual harassment issues.

2.2 An Historical Account of Sexual Harassment Studies

On-the-job sexual harassment is not a recent problem, although legal liability for it is (McLaren, 2006). Sexual harassment is a hazard encountered in workplaces across the world that reduces the quality of life, jeopardizes the well-being of women and men,

undermines gender equality and imposes costs on firms and organizations. The causes of sexual harassment at work are complex, and steeped in socialization, politics, and psychology (Zindi, 1994; Wallace and Dennis, 2001). Work relations can be quite intimate and intense, and those involved share common interests. Employees are dependant on each other for teamwork and support, and are dependant on their supervisor's approval for opportunities and career success. Supervisors can grow accustomed to the power they have over their employees. Such closeness and intensity can blur the professional boundaries and lead people to step over the line.

No occupation is immune from sexual harassment. In fact, sexist or sexualized environments (full of sexual joking, sexually explicit graffiti or objects, viewing internet pornography) usually shape the attitudes that male workers have towards their female colleagues. For example, in an environment where obscenities are common, women are 3 times more likely to be sexually harassed than in an environment where such talk is not tolerated (Wallace and Dennis, 2001).

Despite widespread publicity about the perils of sexual harassment, surveys demonstrate that many businesses the world over are yet to address the problem (Donnelly and Furlong, 2000; Theyry, 2005). Researchers are beginning to turn from studying sexual harassment as a problem between individuals to it being a problem of organizational climate. Sexual harassment is more likely in an environment in which employees perceive that management does not take victims seriously or take punitive measures against women who speak out, or where administrators inadequately enforce anti-sexual harassment policies against offenders.

Studies conducted by the International Labour Organisation (ILO) from 1999-2002 in developed countries reveal that sexual harassment is a problem that demands the political will of those in management in the various companies and corporate bodies investigated. The ILO (1999-2002) study further argues that sexual harassment results from opportunities presented by relations of power and authority that derive from the hierarchical structure of organizations. From the ILO study, sexual harassment is an issue

of organizational power. Because workplaces are defined by vertical stratification and asymmetrical relations among supervisors and subordinates, individuals can use the power of their position to extort sexual gratification from their subordinates. It should also be stated here that even men in some organizations who do not wield power or authority also harass women. According to Giddens (1995) this is so because sexual harassment is only a manifestation of the much larger patriarchal system in which men are the dominant group. Therefore, sexual harassment is an example of men asserting their personal power based on their sex.

2.3 Sexual Harassment: Definitions and the Legal Perspective

Sexual harassment is a legal term, created for the purpose of ending harassment and discrimination in the workplace. According to Donaldson and Hughs (1999) the term is constantly being redefined and extended in legislation. However not all sexual behavior in the workplace is harassment and the laws against sexual harassment do not extend outside the workplace or school. At this juncture it becomes necessary to identify who the harasser is and who may be harassed. It is commonly thought that workplace sexual harassment is limited to interactions between male bosses and a female subordinate. This is not true (Dennis, 2001). In fact, sexual harassment can occur between any co-workers, including the following:

- i. Peer to peer sexual harassment;
- ii. Subordinate harassment of a supervisor;
- iii. Men can be sexually harassed by women;
- iv. Same sex harassment (men can harass men; women can harass women);
- v. Third party harassment (an example is when someone gets a job or promotion ahead of you because he or she has had an intimate relationship with the person making the decision. Thus it is discriminatory behaviour towards you on the basis of sex and is considered to be a form of sexual harassment. In fact if preferential treatment is given to employees who grant sexual favours, the motivation and work performance of other employees may be negatively affected).

Despite both national and international efforts to eliminate sexual harassment, there is no single agreed definition of what constitutes prohibited behaviour. Generally, international instruments define sexual harassment broadly as a form of violence against women and as discriminatory treatment, while national laws focus more closely on the illegal conduct (Webb, 1994). Most of the jurisdictions in which sexual harassment is directly prohibited include a definition in their legislation. In others the legislation states that sexual harassment is prohibited, leaving the decision-making body room to clarify the kinds of actions covered and the circumstances in which they will be prohibited.

At the international level, the United Nations, General Recommendation 19 to the Convention on the Elimination of all Forms of Discrimination Against Women defines sexual harassment as including:

Such unwelcome sexually determined behaviour as physical contact and advances, sexually coloured remarks, showing pornography and sexual demands, whether by words or actions. Such conduct can be humiliating and may constitute a health and safety problem; it is discriminatory when the woman has reasonable ground to believe that her objection would disadvantage her employment including recruitment and promotion, or when it creates a hostile working environment.

The International Labour Organisation (ILO) a UN agency has addressed sexual harassment as a prohibited form of sex discrimination under the Discrimination (Employment and Occupation) Convention (no.C111). The ILO has made it clear that sexual harassment is more than a problem of safety and health, and an unacceptable working condition. It is also a form of violence (primarily against women). The committee defined sexual harassment as:

[A]ny insult or inappropriate remark, joke, insinuation, and Comment on a person's dress, physique, age, family situation; a condescending or paternalistic attitude with sexual implications undermining dignity; any unwelcome invitation or request, implicit or explicit, whether or not accompanied by threats; any lascivious look or other gesture associated

with sexuality; and any unnecessary physical contact such as touching, caresses, pinching, or assault.

This definition, therefore, covers forms of sexual harassment which are most frequently targeted as well as those that are not, such as condescending and paternalistic attitudes.

At the regional level, the European Union addresses sexual harassment as illegal behaviour. The European Commission of the EU in Reynolds and Reynolds (2000) defines sexual harassment as:

Unwanted conduct of a sexual nature, or other conduct based on sex affecting the dignity of women and men at work. This includes unwelcome physical, verbal and non-verbal conduct.

This regional definition identifies or distinguished three types of harassment: physical, verbal, and non-verbal sexual harassment.

At the national level, India has also an extensive definition of sexual harassment, which is worth noting here. The Supreme court of India in *Vishaka v State of Rajasthan (1997)* 6 SSC 241 says:

Sexual harassment includes such unwelcome sexually determined behaviour (which directly or by implication) as:

- i. *physical contact and advances;*
- ii. *a demand or request for sexual favors;*
- iii. *sexually colored remarks;*
- iv. *showing pornography;*
- v. *any other unwelcome physical, verbal or non-verbal conduct of a sexual nature.*

The United States was one of the first countries to define sexual harassment, as a prohibited form of sexual discrimination that violates Title VII of the Civil Rights Act of 1964, a federal law. To this end, the Equal Employment Opportunity Commission (EEOC) responsible for enforcing the Civil Rights Act defines sexual harassment using the following language:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

It should be noted here that the EEOC definition was issued on the basis of its authority to interpret the parameters of discrimination on the basis of sex under Title VII. The EEOC definition, though often quoted, is not of great help in understanding exactly what behaviour is covered or how a responsible employer should deal with potential problems (Dennis, 2005).

2.3.1 *Sexual Harassment: The Lack of a Common Definition*

Despite the lack of a universal definition of sexual harassment, there is general consensus about what constitutes prohibited conduct (Dennis, 2004). For an action to be considered sexual harassment it must meet these criteria which are explained and described in detail below:

- the action is related to sex or sexual conduct;
- the conduct is unwelcome, not returned, not mutual; and
- the conduct affects the terms or conditions of employment, in some cases including the work environment itself (Webb, 1994)

2.3.1.1 Sexual Harassment: Conduct Of A Sexual Nature

According to Webb (1994) conduct of a sexual nature includes a range of behaviour or actions which are expressions of sexuality or have a sexual connotation. To this extent, behaviour which may appear relatively innocent (such as joking, innuendoes, flirting and asking someone on a date) to behaviour which is blatantly illegal (such as forced fondling, attempted or actual rape and sexual assault) can all constitute conduct of a sexual nature. However in order for a conduct to qualify as sexual harassment, the behaviour must be deliberate and/or repeated.

It must also be noted that some forms of sexual behaviour are so offensive that the first time they occur they are considered deliberate, inappropriate, and at times even illegal actions (Webb, 1994). For example, a case in which a lecturer fondles a female trainee teacher's breasts would constitute a case of sexual harassment arising from a single incident. Other behaviours must be repeated over and over again before they become harassment. For example, a lecturer who repeatedly asks a female trainee teacher for a date despite consistent refusal or repeatedly makes sexual innuendoes would constitute sexual harassment. According to Furlong (2001) the purpose of balancing the severity and frequency of the incidence of sexual harassment is to ensure that offensive comments are not only made in the work environment but also to protect the employer from liability for every objectionable remark.

2.3.1.2 Sexual Harassment: Unwelcome Conduct

Sex-based conduct in the workplace is unwelcome when (1) an employee does not elicit or initiate the conduct; and (2) when the employee regards the conduct as undesirable and offensive. Defining sexual harassment as behavior unwelcome to its recipient has been adopted in most legislation. This means defining sexual harassment as a conduct which is unwelcome to its recipient allows a distinction to be drawn between inoffensive and unacceptable behavior according to the context in which it is taking place. This reasoning, then, permits consensual sexual behavior at the workplace but prohibits workplace mistreatment. The reasoning furthermore allows employees the freedom to delineate the boundaries of the behaviour they will tolerate, while preventing harassers from evading liability by claiming not to have intended any harm.

To this end, persons in positions of power within the workplace, such as supervisors and employers, must ensure that any social contact between employees is consensual and welcome. This should be so particularly if the employee is relatively weak and/or in a vulnerable position. One may appear to acquiesce but this does not mean that the conduct was consensual or sexual harassment has not occurred.

2.3.1.3 Sexual Harassment: The Work Environment

The affront to personal dignity that occurs as a result of sexual and other types of harassment, by definition, detrimentally affects the work environment. A hostile environment usually requires a pattern of offensive conduct. Isolated or infrequent incidents of extremely offensive sexual or sex-based verbal conduct, particularly when perpetrated by a supervisor or coupled with physical conduct, however, may create a hostile environment. It is also important to state that the boundaries of the work environment are not determined by location. Instead the boundaries of work environment are defined by whether or not the person is doing something related to his/her job. For this reason sexual harassment can occur in locations outside the traditional work site. The workplace environment includes any place where employees happen to be for work related purposes. This includes traveling to work-related conferences, at the home of a colleague for a work-related activity or out for teaching practice in case of female trainee teachers. The key to understanding the boundaries of the work environment is to consider whether the person is in a specific place because of their job.

From the above, two specific legal definitions of sexual harassment have been established in employment law: *quid pro quo* and hostile working environment:

Quid Pro Quo is a Latin legal term, most often used in contract cases and is generally translated as “something for something” or “this for that”; this is the “you do something for me and I will do something for you” type of exchange. In a contract case this means that each part must receive some benefit in order for there to be a binding agreement. This occurs when a job benefit is directly tied to an employee’s submitting to unwelcome sexual advances. For example, a lecturer promises a female trainee teacher a good mark in all the assignments if she goes out on a date with him, or tells a female trainee teacher she will fail teaching practice if she does not sleep with him. *Quid pro quo* also occurs when a superior makes an evaluative decision, or provides or withholds professional opportunities based on submission to verbal, non-verbal or physical conduct of a sexual

nature (Sharlet and Wallace, 2001). Qui pro quo is equally unlawful whether the victim resists and suffers the threatened harm or submits and thus avoids the threatened harm. In short, quid pro quo sexual harassment takes place when a job benefit (a pay rise, a promotion, or even continuing employment) is made dependent on the victim acceding to demands to engage in some form of sexual behaviour.

Hostile Environment Sexual Harassment: This occurs when an employee is subjected to comments of a sexual nature, demeaning sexual inquiries and vulgarities, offensive sexual materials and language, or unwelcome physical contact as a regular part of the work environment. That is conduct that creates a working environment which is unwelcome and offensive to the victim. In most cases the employee does not suffer any tangible or economic job consequence.

2.4 Sexual Harassment: The legal Position in Zimbabwe

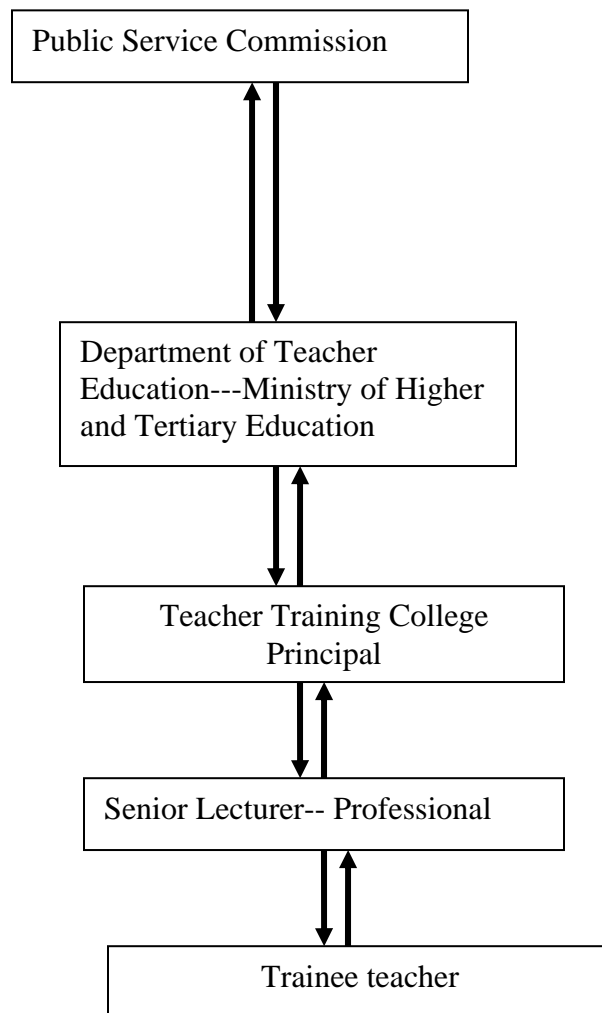
There is no legal definition of sexual harassment in Zimbabwean law. The Zimbabwe Constitution which is the supreme law of the country is silent on the issue of sexual harassment. However, section 23(2) of the constitution prohibits discrimination on the grounds of sex and gender among others. Despite the fact that it is prohibited to discriminate on the grounds of sex and gender, the constitution has left a gap in that it did not explicitly refer to sexual harassment. Sexual harassment is only referred to in the Labour Relations Act Chapter 28:01(8)(g)-(h) as unfair labour practices by the employer. Subsection (g) provides for what is called quid pro quo while subsection (h) provides for the hostile environment type of sexual harassment.

For the government to treat sexual harassment as an unfair labour practice is to trivialize the gravity of the offence in so far as it harms and degrades women. The Labour Relations Act governs all the employers and employees in the private sector and thus for the purposes of the research it becomes necessary to look the Public Service Act Chapter 16:04 that governs all employees in the public sector.

Workers in the public sector under whose jurisdiction female trainee teachers fall are governed by the Public Service Act through Public Service Regulations. As far as sexual harassment is concerned employees in the public service are governed by the Public Service (Officer) (Misconduct and Discharge) Regulations of 2000 contained in Statutory Instrument 1 of 2000. Under the regulations “improper, threatening, insubordinate or discourteous behavior, including sexual harassment, during the course of duty towards any member of the public service or any member of the public” is an act of misconduct and therefore a chargeable offence. It is important to state here that under the Act or the Regulations, sexual harassment is not defined. A careful analysis of these Regulations point to a number of flaws in them. Firstly, there is no definition included in the Regulation about what types of behaviour constitute sexual harassment. Secondly, once a victim lodges a complaint there is a cumbersome and unnecessary bureaucracy before any relief may result. Thirdly, the culprit has to be employed in the public sector (Khan, 1998). These regulations prohibit sexual harassment of government employees by other employees or of any member of the public by government workers. The regulations do not prescribe the procedures that one should take when sexually harassed. Thus one is left with no option except to take the general route that all grievances in the Public Service take.

In terms of the general procedures, when an act of misconduct, sexual harassment in this case, is alleged, a disciplinary committee chaired by the Head of department, or whoever is delegated the authority, shall conduct or cause to be conducted such investigations. No time frame is provided for the investigation period (Disciplinary Procedures Part VIII (44)(1). On completion of the investigations and if it is found that an allegation of misconduct should be preferred, the disciplinary authority shall inform the harasser within 7 days, in writing the nature of the allegations and call him or her to submit a written response within 14 days. Within 7 days from the expiry of 14 days the disciplinary committee then makes a report to the Head of Ministry on a form set out in the Fourth Schedule (See appendix B for a copy of the form). The Head of Ministry in turn writes back to the harasser within 14 days the nature of the allegations and the position of the Ministry with regards such allegations. In turn the disciplinary committee

gives the harasser no less than 7 days from receiving the communication from the Head of Ministry the date, venue and time of hearing the sexual harassment allegations. On conclusion of the hearing the disciplinary committee decides whether one is guilty or not of the misconduct and if found guilty, depending with the gravity, one is either dismissed or fined. It should be pointed out that in all the communications with the harasser the proper channels of communication in the Public service will have to be followed. In practice it is supposed to take 14 days from one hierarchy to another and back but in practice it can take months if not years. This has serious implications for the female trainee teacher during the course of her training as shall be illustrated in the teacher training format subsection. See below for the diagrammatical representation of the route that the procedures follow:



2.5 Teacher Training Format

Currently trainee teachers spend 2 school terms (3 months) in college learning the theories of teaching and child psychological development. Then they have 5 school terms (1 year and 2 months) on teaching practice in schools where they are attached to experienced school teachers who help, guide and coach them in the actual teaching. Later, trainee teachers return to college for another 2 school terms for further learning on theories and then their final examinations (Chivore, 1998). During the 2 school terms that the trainee teachers are in college they are regarded as tertiary education students and during the 5 school terms that they are in schools on teaching practice they are regarded as employees of government. This poses problems to trainee teachers when they want to exercise their rights in sexual harassment cases. That is, at one time the same lecturer is supposed to assess them and pass or fail them in their course and at another time they will be treated under the same Public Service regulations as the lecturer, thus they will be colleagues.

In short, the cumbersome procedures of Public Service Regulations may take place while the female trainee teacher is still a tertiary student and even go on until she qualifies as a teacher. As a result, victimization may not be ruled out in that lecturers may gang up against a 'trouble maker' and fail her during teaching practice.

2.6 Sexual Harassment Policy in Institutions of Higher Learning

In the light of the above, it becomes necessary for institutions of higher education in general and teacher training colleges in particular to have a sexual harassment policy. According to Zindi (1994) most institutions of higher education including the University of Zimbabwe do not have sexual harassment policies. The University of Zimbabwe has in place only Ordinance 30, which prescribes in general terms the rules of student conduct and discipline without any specific reference to sexual harassment. It only stipulates that a high level of personal integrity and a developed sense of responsibility are important and that members must live decent and ordered lives. It goes on to state that students will

be punished for any breach of these rules. This leaves the Proctors with wide powers for the implementation of these rules.

Regionally Makerere University in Uganda has a comprehensive and detailed sexual harassment policy worth noting. It has a definition of what sexual harassment is, enforcement procedures (conducted promptly and thoroughly) and more importantly it has a seal of approval from the University Vice-Chancellor and the Chairperson of the University Council.

It also becomes necessary, therefore, for teacher training colleges to have sexual harassment policies in view of the fact that the Public Service regulations are not only cumbersome, but also not adequate in terms of covering trainee female teachers, more so during the periods they are regarded as tertiary education students and not government employees. To this end, colleges should have a comprehensive, detailed written policy on sexual harassment. Furthermore, the college Principals should issue and distribute the policy document to all trainee teachers and lecturers, including ancillary staff. Formal and informal departmental meetings should be held to discuss the topic and these should be coupled with periodic memos about the policy (Argus, 2004).

To help lecturers grasp the different nature of sexual harassment colleges may provide the lecturers with examples of behaviour they consider inappropriate. To this end, the examples by Rubenstein (1992) come in handy. These are:

- i. physical contact, for example, touching, pinching;
- ii. the use of job-related threats or rewards to solicit sexual favors;
- iii. sexual advances;
- iv. sexual comments, stories and jokes;
- v. repeated social invitations;
- vi. insults based on the sex of the worker;
- vii. condescending or paternalistic remarks;
- viii. comments on a worker's appearance, age, private life;

- ix. sexually suggestive gestures;
- x. whistling;
- xi. display of sexually explicit or suggestive material.

Depending on management style, it may also be useful to survey subordinates about sexual harassment issues as a way to gauge attitudes towards sexual harassment.

2.7 Human Rights Lens

Workplace sexual harassment has been addressed at the regional and international levels as both an aspect of gender discrimination and a form of violence against women. Sexual harassment has also been addressed in the human rights context. The World Conference on Human Rights, held in Vienna in 1993, resolution 48/104, identified sexual harassment as a human rights violation, while the Commission on Human Rights has treated it primarily as a form of violence against women. The United Nations Committee on the Elimination of Discrimination Against Women has expressed the relationship between the two approaches by identifying sexual harassment as a form of violence against women and gender based violence as a type of sex discrimination.

Firstly, within the United Nations of which Zimbabwe is a member, the issue of sexual harassment in the workplace has been addressed as both a manifestation of sex discrimination and a form of violence against women. The United Nations Declaration on Violence Against Women Article 2 of 1993 says “violence against women shall be understood to encompass, but is not limited to ... physical, sexual and psychological violence... including...sexual harassment and intimidation at work”. This alone goes to show that Zimbabwe as part of the United Nations should have sexual harassment laws that adequately address the plight of female trainee teachers, instead of relying on regulations that are too wide and general.

The Protocol to the African Charter Article 12(1)(c) calls for the protection of women from sexual harassment in schools. Article 13(c) call for state parties to combat and punish sexual harassment in the workplace. Zimbabwe is a state party to this protocol and

it is therefore surprising that there is no direct legislation either in schools or in the workplace to deal with sexual harassment. Furthermore, sexual harassment threatens the achievement of objectives such as Millennium Development Goals. Its prevalence in colleges is therefore fundamentally at odds with Millennium Development Goal 3 (*promote gender equality and empower women*). Thus Zimbabwe's failure to provide protection against sexual harassment contravenes its obligations to provide, "just and favourable conditions for work", and to "guarantee conditions of work not inferior to those enjoyed by men" as required by Article 23 of the UDHR and Article 7 of the ICESCR, respectively, both of which are binding on Zimbabwe.

More importantly, the United Nations Fourth World Conference on women held in Beijing in 1995, adopted a Platform for Action, which outlines strategic objectives and actions to be taken by a range of actors, includes provisions on sexual harassment in the workplace. It configures the problem as both a form of violence against women, and a barrier to their equality stating,

The experience of sexual harassment is an affront to a workers' dignity and prevents women from making a contribution commensurate with their abilities.

The platform calls on governments, trade unions, employers and NGOs among others to eliminate sexual harassment. More specifically, governments are urged to enact and enforce laws and have administrative measures on sexual and other forms of harassment in the workplace.

The ILO, the UN labour organ, which is also binding on Zimbabwe as a state party, has always encouraged member states to take action to prevent sexual harassment at work and aid its victims. Among the primary initiatives governments, employers and workers organizations and other bodies can take to demonstrate their commitment to eradicating sexual harassment is to establish an internal complaints policy. First the government should lead by example by prohibiting sexual harassment and introducing policies and procedures that are clear and unambiguous in their condemnation of sexual harassment.

2.8 My Point of Entry

It is against this background of heightened awareness on sexual harassment that I decided to study the sexual harassment of female trainee teachers. It is also of interest to hear what the women themselves have to say concerning the procedures that they have to go through in the event of sexual harassment charges being raised. It is also of interest to find out the women's awareness and knowledge of what sexual harassment entails. More importantly it becomes necessary to find out what teacher training colleges' policies say about sexual harassment and how the college authorities react in the event of a female trainee teacher alleging that she has been sexually harassed.

2.9 Summary

This chapter presented the background information leading to the study citing several scholarly works on sexually harassment. It also highlights the theoretical framework that guides the research. National legislation is analyzed in relation to sexually harassment. The next chapter presents the methodology that was used in collecting the data.

CHAPTER 3:

METHODOLOGY

3.0 Overview of the Research Design

The theoretical lens which guided the development of this research methodology is the feminist perspective. Feminist perspectives assume that the “personal is political” and that life experiences and accounts of women’s relationships are a reflection of the society they live in (Walker et al., 1988:26). Therefore, it is important to listen to the participants’ own voices in studying women’s construction of how they experience sexual harassment. To this end, qualitative methods are better suited than quantitative methods to explore and study meanings, experiences, and processes in people’s lives. These methods are consistent with feminist perspectives.

3.1 Grounded Theory

Qualitative methods involve investigations in natural settings using participant perspectives. The grounded theory approach is a qualitative research method in which the theory is developed from the data. According to Taylor (2002:1) by using grounded theory:

The researcher, first, sets out to study people and aspects of their lives and social worlds and to produce a research text; Secondly, that the text aims to be full, nuanced and non-reductive incorporating change and process without resorting to simplistic aetiological models, and, thirdly that the researchers consciously locate their work within the cross currents of on-going debates...

This is meant to maintain the groundedness of the approach. In this research the approach was heavily influenced by Glaser and Strauss’ (1967) work on grounded theory. The approach advocates conceptual density and integration of findings using multiple data collection methods (interviews, observations, document analysis). To meet conceptual density requirements, I continuously refined the research questions based on participant responses so as to generate a rich, contextual perspective on the issues under discussion.

In collecting data, no pre-conceived ideas or *a priori* theory guided the process. Data is collected from people or respondents who have relevant experience or who live in a particular area which is of interest to the researcher. Thus grounded theory is premised on gathering data from the actual people, hearing what they say about their lives or situations. According to Malinowski (1954) cited by Nyawaranda (2003:21) a researcher who uses the grounded theory approach “goes native and has a prolonged stay at the site of study so as to study the respondents in their natural state”. In this research, I did not do the Malinowskian way of staying with the respondents but I followed the Machakanja (2004) way of visiting the respondents on a daily basis to gather as much data as possible. Furthermore for the purposes of this research, the style of visiting was the most appropriate because the colleges that I visited do not have boarding facilities for persons who are not trainee teachers.

The women’s law method which is an approach which embraces the grounded theory approach was used in this research. This approach in its diversity takes women and their lived realities as a starting point in dealing with law. In this particular research, the use of women’s own voices and personal accounts of how they understand sexual harassment provided me with their own “reality”.

In line with grounded theory philosophies around which the woman’s law approach revolves, I started analyzing data from the first day of my field work. Data collection and analysis were consciously combined, that is, done simultaneously. Using this process, I was able to follow up on issues that were explicit in one interview and implicit in another. For example, I had to return to one of the college authorities when I realized that Ministry of Higher and Tertiary Education officials were saying they had charged and dismissed one lecturer for sexual harassment, whereas the college authorities were insisting that no-one had been charged. Interrelating data collection and analysis in this manner increased my insight. By so doing I was able to collect rich, meaningful data.

3.2 Entry into the Research Site

The research was conducted in Harare, which is the capital city of Zimbabwe. In Harare there are three teacher training colleges. One trains secondary school teachers and the other two train primary school teachers. To gain access into these institutions, I approached the Ministry of Higher and Tertiary Education with an introductory letter from the University of Zimbabwe's Southern and Eastern Africa Regional Centre for Women Law. The involvement of the parent ministry in the research was meant to enhance the credibility of the research as the respondents would be aware of the seal of approval from their superiors. It should be noted here that employees in the Public Service are guided by the Official Secrets Act Chapter 11:04 which prohibits them from releasing information pertaining to government without approval from the Heads of their relevant Ministries.

3.3 Selection of Participants

The selection of participants in this study was purposive because of the personal nature of the subject to be studied. According to Patton (1990) the power and logic of purposive sampling lies in selecting participants rich in information for an in-depth study. Information rich samples are those from which one can learn a great deal about issues of central importance to the study. I had to allow for some flexibility in terms of the selection process. For instance my intended sample constituted third year students (those who were completing their course). After a month, I discussed with the college Principals the possibility of broadening the range in order to increase the number of women targeted by the research. Thus, some in the first year were also included as part of the participants. In total 45 female trainee teachers were selected. It was conducted on a totally voluntary basis.

3.3.1 Ethical Considerations

All participants received and signed a copy of an informed consent (see appendix A for a sample copy) that explained the purpose of the research, procedures to be followed, risks of the research, benefits of the project, anonymity and confidentiality, compensation,

freedom to withdraw, participants' responsibility and participants' permission. More importantly, informed consent was the cornerstone of this research. To those who had volunteered, I explained to them the description of the research process and a brief description of myself and my motivations and intentions in doing this study. I also gave them my personal mobile number in case they had additional questions before they decided to participate.

Those who agreed to participate in the later part of the research, wished me the best of lucky in my research endeavors. Some indicated that more opportunities were needed to allow women to contribute in research that addresses these kinds of topics. Most of them requested me to keep them informed of the interpretations and results of the study. This I did.

Table 1: Respondents from Primary Teacher Training College (A)

Number of Respondents	Designation
15	Students
1	HIV and LifeSkills Lecturer
1	Principal

Table 2: Respondents from Primary Teacher Training College (B)

Number of Respondents	Designation
15	Students
1	HIV and LifeSkills Lecturer
1	Principal

Table 3: Respondents from Secondary Teacher Training College

Number of Respondents	Designation
15	Students
1	Guidance and Counselling Lecturer
1	Principal

Table 4: Respondents from Ministry of Higher and Tertiary Education

Number of Respondents	Designation
1	Director Teacher Education
1	Director Human Resources

Table 5: Respondents from the University of Zimbabwe-Teacher Education

Number of Respondents	Designation
1	University of Zimbabwe-Colleges Link Person

3.4 Pilot Study

A pilot study consisting of 5 trainee teachers and 1 Head-teacher in schools was carried out in September 2007. It was through a friend that I heard of these female trainee teachers in schools. In fact, the 5 female trainee teachers were recruited by word of mouth. I personally talked to the Head of the school who gave me permission to interview the female trainee teachers. The results of this pilot study suggested the following changes. The time for interviewing each participant was reduced from 20 minutes to 10 minutes. There was need to be flexible in the language to be used. Thus those who felt comfortable in talking in the local language were allowed to do so.

3.5 Data Collection Procedures and Methods

In qualitative studies the researcher is the instrument (Borg and Gall, 1989). In this study as the instrument, I used the following methods to collect data:

- i. In-depth Interviews;
- ii. Document Analysis;
- iii. Observations.

3.5.1 *In-depth Interviews*

I had open-ended in-depth interviews with female trainee teachers, college Principals, Ministry of Higher and Tertiary Education officials and the Chairman of the Department of Teacher Education at the University of Zimbabwe to which teacher training colleges are affiliated through a Voluntary Scheme of Association. The focus of the interviews was on perceptions, knowledge, awareness and policies and administrative practices towards sexual harassment as it affects female trainee teachers. In-depth interviews were appropriate because they afforded the respondents the opportunity to say in their own words, in detail, their views on sexual harassment. There was flexibility in language usage between English and the local language. I had a total of 120 minutes with each trainee teacher divided into 40 minutes for the 3 visits I had with them. With college principals and other authorities it varied from 20 minutes to 40 minutes with each official for the 3 visits I had with them. In all the interviews I had, I took copious notes and in some cases verbatim notes. That is, I scribbled notes which were to be re-written into more legible and logical data. What eventuated from the exercise was a voluminous copy.

3.5.2 *Document Analysis*

I analyzed some of the documents I was given by the college Principals and Ministry of Higher and Tertiary Education officials so as to provide me with some background information of the behaviour or actions of the participants, which might be difficult to understand during interviews and observations. In this research I analysed the documents in order to understand the gap between official written policy and practice on the ground. I analyzed the complaints and miscellaneous offences register from the Ministry of Higher and Tertiary Education and notes (short letters) from the suggestion boxes in the teacher training colleges.

3.5.3 *Observations*

For the purposes of this research I attended, as an observer, Music lectures in the teacher training colleges. In primary school teacher training colleges music is a compulsory subject since the trainee teachers have to teach all subjects in the school curriculum. I took this deliberate stance after an interviewee had intimated to me that some lecturers

play and sing sexually suggestive music. According to Holmes (2001) observations can give access to phenomenon that is often obscured, especially non-verbal cues and in the process a picture can be provided of a real life naturalistic setting.

3.5.4 *Triangulation*

The use of more than one method (interviews, observations and document analysis) in collecting data is usually referred to as triangulation (Tritter, 1998). Triangulation is essentially the use of different vantage points. In this research it involved cross-checking and referencing by combining different perceptions of the same event to provide a more holistic picture. In fact, triangulation allows illumination from multiple standpoints, reflecting my commitment to thoroughness, flexibility and appreciation of differences in experiences. In this research, triangulation “functions as the glue that cements the interpretation of multi-method results” (Denzin, 1978:291).

3.6 *Validity*

In order for a qualitative research to be valid, it should accurately depict the participants’ experiences without trying to predict anything further (Aker, 1999). Also it should portray a picture of the social, cultural and economic context around the experience (Strauss and Corbin, 1990). In this study being a former trainee teacher at one of the colleges and a teacher, I acted as both an “insider” and “outsider” to the culture under study (Taylor, 2002:34). Since the data was collected in English and in some instances in the local languages, the participants had an opportunity to express themselves and in the process minimize the possibility of being misunderstood, or without the danger of not finding the appropriate words in English to express their feelings and meanings of sexual harassment.

In several occasions participants mentioned how much easier they thought it was to discuss these matters (sexual harassment) with someone of the same background who “really knows and understands what I am talking about”. I truly believe that coming from the same background, that is, being a former trainee teacher, was instrumental in

achieving the confidence and rapport this study required, considering I am a man. In this way validity was enhanced. Furthermore, to enhance validity, I used what Lincoln and Guba (1985) referred to as member checking. This is the procedure of taking data and interpretations back to the people from whom it was derived. In this research I met the participants during several feedback sessions to confirm interpretation of their own experience as legitimate. In fact, the woman's law approach demands that the research process be interactive and collaborative (Aker, 1999).

3.7 Data Analysis

The content of the in-depth interviews, feedback on interpretations, observation notes and notes from the documents analyzed were considered as data in the analysis. The analysis was guided by the feminist theoretical perspective and woman's law approach. Taylor and Bogdan (1984) divide the analysis into three stages namely identifying themes and developing concepts; coding the data and refining one's understanding of the subject matter; and understanding the data in the context they were collected.

My analyses of the data addressed these as follows: I scrutinized the field notes I gathered from the interviews, observations and document analysis very closely, that is line by line, and in some instances word by word. In fact line by line coding kept me as the researcher thinking about what meanings I make out of the data, asking questions of it, and pin-pointing gaps and leads in it. This gave me the certainty that re-written copies were true to their original sources and started giving me a feel for the data. Through repeated careful readings of the data, emerging themes, concepts and theoretical propositions were obtained. I decided to present the data in a narrative format so that the essence of my data, the participants' accounts will remain true to their voice. Reissman (1993:43) noted that the purpose of narrative analysis is to examine how participants, through the telling of their stories "impose order on the flow of experience to make sense of events and actions in their lives". In this research, both the emic (participant's) and etic (researcher's) views are reflected with the researcher cognizance of issues of quality, including credibility, reflexivity and legitimation.

3.8 Summary

The chapter presented the procedures and philosophies upon which data collection and analysis are based. The feminist perspective as the guiding philosophy, the researcher as the instrument, the description of the research site, the sample size and general the thick description of procedures were done so as “transport the reader to the scene, convey the pervasive qualities of the phenomenon under study and evoke the experience and feeling of being there” (Sherman and Webb, 2004:76). The next chapter presents, discusses the data and findings.

CHAPTER 4:

DISCOURSES OF FEMALE SEXUALITY

4.0 Overview

A qualitative approach to this study means that the participant's voices speak for themselves. It is to this extent that I now present the views of the participants as guided by the following themes: prevalence of sexual harassment in teacher training colleges, female trainee teachers' awareness of sexual harassment, knowledge of female trainee teachers of what constitutes sexual harassment and the remedies, teacher training colleges' sexual harassment policies and the main findings.

4.1 Prevalence of Sexual harassment in teacher training colleges

4.1.1 *College Principals and Ministry of Higher and Tertiary Education Officials*

The data collected revealed that there were only 2 lecturers who were discharged from service after being convicted of sexual harassment between 1990 and 2006. The records prior to this period could not be shown to the researcher because the authorities said such data is sent to Public Service archives. A visit to the Public Service archives revealed that there were no such archives as such but rather rooms containing files of 10 years and older which are kept out of sequence. Therefore, I could not locate any information I needed. The colleges' Principals were of the view that they could not assess the prevalence of sexual harassment in the absence of any official documentation or statistics to support their point, as reflected in the excerpts below.

Excerpt 1: *There is no sexual harassment at this college. We have never received any complaints from female trainee teachers for the past 5 years (College Principal).*

Excerpt 2: *We have no records to show that there is sexual harassment here. We do not operate on speculations. We base our arguments on facts (College Principal).*

Excerpt 3: *Yes we have heard several rumors of female trainee teachers saying they are being sexually harassed but as a college a rumor is a rumor. Nothing more. We do not institute investigations from rumors. That is unprofessional (College Principal).*

Excerpt 4: *We receive very few reports of that nature. When such issues arise colleges have the necessary instruments to use to charge the concerned officer (Ministry of Higher Education Official).*

Excerpt 5: *Yes, we hear such rumors, but there is nothing we do here because we operate away from them. It is the colleges that should investigate such rumors. They should investigate such rumors. We operate through a scheme of voluntary association. There is nowhere we can have a firm knowledge of what is happening there (Department of Teacher Education-University of Zimbabwe Official)*

It would seem from the data that officially there is no sexual harassment in teacher training colleges. The authorities rely on the official reported cases or complaints brought before them. However some officials from the University of Zimbabwe's Department of Teacher Education are of the view that rumors should be investigated because "*there is no smoke without fire*". According to Aker, (1999) in the event of a sexual harassment case, the victim is not obliged to report to the Principal or to a supervisor who is involved, as he may very well condone or ignore the harassment. An effective grievance procedure should provide the complainant with an alternative route for reporting. This is unlike the Public Service regulations where all complaints follow the command chain.

4.1.2 Sexual Harassment Scripts: Muted Voices

The female trainee teachers had a different story and seems not to confirm what the authorities were saying:

Excerpt 6: *He asked me to go out for a date with him but I refused. I am afraid of him now. He is always looking at me. I told my friend about it. I now fear we are going to be branded trouble makers (Primary school female trainee teacher).*

Excerpt 7: *Oh! Oh! Several of my friends were approached by this lecturer. Even the college authorities know this. We do not tell them. I fear publicity (Secondary school female trainee teacher).*

Excerpt 8: *I told him in no uncertainty terms that I do not like his ideas of sharing such sexual jokes with me. I am not his friend. I am “happily married”. Go and tell him to stay away. I do not think the college authorities will believe my story. He is respectable. (Secondary school female trainee teacher).*

Excerpt 9: *The college authorities know what is happening here. They tell you to put your complaints in writing. The procedures are just long and cumbersome (Secondary school female trainee teacher).*

Excerpt 10: *I do not think the college authorities will do anything about this issue. We had a students meeting last week and agreed to write letters and put them in the suggestion box. If we complain against a lecturer it will result in more trouble than keeping quite (Primary school female trainee teacher).*

Excerpt 11: *I voluntarily accept the unwelcome behavior without protest. I just hope the behavior will stop. There is no choice. I just want to finish my course and go. If I report he may be dismissed from work. That hurts not only him but also his family. Just think of it (Secondary school female trainee teacher).*

Excerpt 12: *I tell you all the lecturers (male) will gang up against you. We are sexually harassed here. Even one of the female lecturers told me that she was also sexually harassed by the same male lecturer (Primary school female trainee teacher).*

Excerpt 13: *The senior lady lecturer here seem to side with the male lecturers. She accuses us of wearing clothes that provoke the lecturers. Just think of it, she is the senior lady who is supposed to carry our concerns to administration (Primary school female trainee teacher).*

Accounts from the female trainee teachers indicate that sexual harassment in colleges is present but unreported. The female trainee teachers fear reporting their complaints because: they fear publicity; the procedures are just cumbersome and long; they fear being branded trouble makers; they are concerned about not being believed; they do not

want to hurt the harasser and more importantly they argue that college authorities know these things so it is a waste of time to report.

A study conducted in 11 Northern European countries in 2000 by the Office for Official Publication of the European Communities found out that most employees in sexual harassment cases responded by ignoring the behavior or asking the perpetrator to stop. They feared the negative consequences of responding in other ways, believed their complaints would not be taken seriously or were too surprised to take any action. Some tended to ignore the harassment, deflected it by treating it as a joke, or by going along with it or attempted to avoid the harasser.

4.1.3 Sexual Harassment or Women's Sexual Agency?

However another dimension to this came up in the data as some of the female trainee teachers want favors from the lecturers to see them through the course and some even wanted them to marry them if all goes well.

Excerpt 14: *Teaching practice is a very important phase in the training course, so I would not risk failing it. If the lecturer approaches me I will definitely accept his proposals to go out (Secondary school female trainee teacher)...*

Excerpt 15: *I am an adult, if he abuses me and I pass I would not worry. I know what I will be doing. In fact he also gives me some money (Secondary school female trainee teacher)*

Excerpt 16: *During teaching practice out there we need financial support. And with these economic challenges. Who does not need support? (Primary school female trainee teacher).*

Excerpt 17: *We are in love. That is not sexual harassment. I am in total control. Yes he is a bit older but we love each other (Secondary school female trainee teacher).*

Excerpt 18: *I see it like this: I am giving myself to this man because he is going to marry me. This is what I think because I believe I am going to marry him. He had even said so many*

times. He is going to be my husband anyway. One of my friends got married by this other lecturer.

It would appear from the data that some female trainee teachers are not innocent victims but they use their female agency to achieve their desired goals. In the some vein there are some lecturers who genuinely fall in love with female trainee teachers in the hope of getting married. Unknowingly the participants are becoming active agents of their sexual oppression. The concept of sexual agency is defined as the power to choose and have control over one's sexuality (Laws, 1990). It develops through time and is influenced by the individual's experiences and interpretation given to them (Baber, 1994).

4.2 Beyond the Nightmare Scenarios: Sexual Harassment Knowledge

The data indicates that female trainee teachers have the knowledge and are aware of what sexual harassment is. It also reveals that the female trainee teachers are aware of the procedures to follow in the event they are sexually harassed.

Excerpt 18: *Sexual harassment is any attention of a sexual nature.*

Excerpt 19: *Requests for sexual favors.*

Excerpt 20: *Behavior of a sexual nature I do not like. Any act of harassment with sexual intent.*

Excerpt 21: *Forcing me to love him ; Victimized me for refusing his sexual advances.*

Excerpt 22: *In cases of harassment we are supposed to report the matter to the college Principal.*

4.3 Vulnerability and Sexual Victimization: Incidence of Sexual Harassment

The female trainee teachers reported feeling vulnerable when encountering a sexual situation regardless of whether or not the situation was expected or desired. Feelings of vulnerability can lead to sexual victimization (Holland, 1998). Incidences of sexual

harassment in the present study were extremely disempowering and were presented as thus:

***Excerpt 23:** He asked me sexual questions as I was submitting my final assignment. He is the course coordinator. In fact he is fond of telling vulgar sex jokes. How can he question me about my sexual activities?*

***Excerpt 24:** He is always commenting about my body. Last time he wanted to grab me around the waist but I moved fast and thwarted his evil intentions. Who knows what; he could even have raped me.*

***Excerpt 25:** he intentionally brushed against me in a sexual way. In the process he also pinched me in a sexual way. That was annoying I tell you.*

***Excerpt 26:** In the corridor to the music lecture, he blocked my way and cornered me in a sexual way. He gave me a sexual look. Remember I was going to attend his music lecture. The mark I get in his subject has a bearing on my overall pass.*

4.4 College Policies and Practices

The data reveals that teacher training colleges fall under the Ministry of Higher and Tertiary Education and thus they fall directly under the Public Service Commission to which all the lecturers and trainee teachers report to. Thus they do not create or design their own policies to act alongside or outside the Public Service regulations. Furthermore, during the training of the teachers, at one time, they are regarded as tertiary education students and at another point they are Public Service employees. This dilemma does not pose a problem to the authorities as revealed in the data. Thus when trainee teachers are in the first residential course (1 term), they are regarded as students and therefore lecturers or teachers in the public service are not allowed to associate improperly with their students. Any improper association is a dismissable offence. When students are in teaching practice (5 terms) they are guided or protected by the Public Service regulations of 1985 that prohibits sexual harassment of any employee of the government by another

employee. When the trainee teachers return for the final residential course (1 term) they are again regarded as tertiary education students.

As alluded to earlier the Public Service regulations are too general. They do not provide the procedures and remedies that one has to go through in the event of a sexual harassment allegation. The procedures are the same for all the offences that one commits. According to ILO (1999) guidelines employers should promptly and effectively respond to sexual harassment cases. Prompt means precisely that: under no circumstance should an employer delay an investigation of sexual harassment no more than a few days. Notably egregious sexual harassment misconduct should be handled immediately. Action should be taken immediately that is reasonably calculated to end the harassment. On the part of the employer Douglas (2004) found out that the main aim of most victims of sexual harassment is not sue their employer for damages, but that the offensive behaviour should stop, that it should not recur and that they should be protected against retaliation for having brought a complaint. Thus, because of this, the most effective way to deal with sexual harassment is to develop and implement a preventive policy at organizational or institutional level.

In fact workplace-level policies and procedures on sexual harassment should exist alongside national legal prohibitions, reinforcing and building on them (Douglas, 2004). The advantage of workplace mechanisms over legislation is that their role is primarily preventive. Rather than being confined to responding to sexual harassment, they are intended to ensure that it does not take place. Effective workplace policies protect employees by dissuading potential harassers, and identifying and responding to harassing behaviour in its early stages. In addition, well functioning complaints procedures mitigate the likelihood of targets of harassment being forced to resort to the legal process. Rowland (1999) argues that even in countries where sexual harassment laws are comprehensive and function effectively, workplace policies remain a useful preventive tool and shield victims of sexual harassment from the often stressful, time-consuming and costly process of bringing a legal action.

4.5 Managing Sexual Harassment: The Hidden Formula

In terms of coping with sexual harassment, most participants were not sure what to do since they had indicated that college authorities were not prepared to act on rumours. However from the data one can identify the coping mechanisms employed by victims.

Excerpt 27: It's painful, yes, but I discuss it with my friend and laugh it off. You see.

Excerpt 28: Sometimes I cry. But you see, men's sexual advances are expected.

Excerpt 29: Some of these things we keep quite hoping they will pass.

Excerpt 28: We have some female lectures with whom we confide in. But it appears they are also weak in confronting these harassers. We talk.

4.6 The Role of Employee Representative

The Public Service Act provides for the creation of employee representative organizations called Staff Associations. In the education sector there are three Staff Associations representing teachers and these are: the Zimbabwe Teachers Association (ZIMTA), Progressive Teachers Union of Zimbabwe (PTUZ) and The Teachers Union of Zimbabwe (TUZ). In terms of membership ZIMTA is the largest followed by PTUZ and then TUZ. At the time of conducting the study, the three Staff associations and their members were on strike after failing to agree with their employer over salary increments. Government consult these Associations regularly on matters of working conditions including remuneration. Thus, I failed to have some interviews with the representatives over the issue of sexual harassment. However, the Clerks who were manning the offices gave me literature in the form of pamphlets that gave me an insight into the work and views of these Associations in so far as sexual harassment is concerned.

Nothing much in terms of sexual harassment is being done by the Associations. Despite stating in their codes of conduct that sexual harassment will not be tolerated, there was no definition of what constitute sexual harassment and there was no description of the kinds of conduct covered as sexual harassment. In terms of their constitutions, the three Staff Associations do not mention trainee teachers and thus it would appear that they are not covered by these Associations.

According to Rowland (1999) employee representatives should work with the employers in devising the sexual harassment policy, disseminating it to the workforce, administering the complaints procedure, conducting the training and monitoring the results. In some countries, such as Japan and Netherlands, it is common for sexual harassment policies to be negotiated during collective bargaining and included in collective agreements (ILO, 1999). Indeed, in jurisdictions in which legislative measures are sparse, or non-existent, collective agreements may be the main form of protection.

4.7 Main Findings

Having collected the data and presented it, these are the main findings in view of the assumptions and questions raised:

- i. Female trainee teachers report that sexual harassment is prevalent, but it is not reported officially. Trainee teachers were of the view that, based on their attitudes, college authorities seem to condone sexual harassment.
- ii. Very few official cases of sexual harassment were reported in teacher training colleges. This is so because college authorities do not base their investigations of sexual harassment on rumors, speculations or anonymous tip-offs.
- iii. Female trainee teachers are aware of their rights and remedies but are not willing to pursue them in sexual harassment cases. They do not pursue them because they fear publicity, the procedures are just cumbersome and long, they fear being

branded trouble makers, they are concerned about not being believed, they do not want to hurt the harasser and more importantly they argue that college authorities know these things so it is a waste of time to report them.

- iv. In terms of managing the sexual harassment they face, female trainee teachers resort to talking about it amongst themselves.
- v. Female trainee teachers face sexual harassment during teaching practice as well as during the period approaching examinations. Teaching practice is the period they are away from college and in the schools to which they are deployed. College lecturers visit them there to assess their teaching competence.
- vi. Teacher training colleges do not have sexual harassment policies and procedures and so they rely on Public Service regulations of 2000. The regulations are too general and the procedures are too cumbersome and long-winded to invoke in the event of a sexual harassment claim.

4.8 Summary

The foregoing chapter presented data as it was collected from the field. An analysis of the presented data was attempted. The main findings emanating from the data were stated. The next chapter presents a human rights perspective, the conclusion, recommendations and possible future opportunities for research in this area.

CHAPTER 5:

SEXUAL HARASSMENT: THE WAY FORWARD

5.0 Overview

Sexual harassment as revealed by the data is rife in teacher training colleges. This brings in the issue of what the international actors have done and how organizations can design comprehensive sexual harassment policies as a preventive mechanism to curb it. The role of sexual harassment in perpetuating women's subordination is analysed. Recommendations as to what needs to be in place are given.

5.1 Codes of Conduct against Sexual Harassment and Guidelines

As a starting point both the government and other players in the employment sector should demonstrate an express commitment to eradicating sexual harassment. This can be done through enunciating a comprehensive definition of sexual harassment (covering the two aspects of quid pro quo and hostile working environment). In the policies and/or legislation, there should be an explanation of penalties the employer will impose for sexual harassment conduct which is proven. Furthermore a detailed outline of the grievance procedure employees should use should be clearly set out. Additional resources or contact persons available for consultation and a commitment to keep complaints and personal actions confidential should also be provided.

5.2 Conclusion

Sexual harassment in the workplace is a violation of women's human rights and a prohibited form of violence against women. Sexual harassment laws adopted at the international and national level are not meant to inhibit normal socialization at work or relationships based on mutual consent. Rather, these laws are aimed at preventing egregious conduct which serves as an obstacle to the equal participation of women in the workplace.

Laws and policies that specifically address sexual harassment in the workplace have been developed by national governments around the world and regional institutions. International law dictates that a state may be held responsible for human rights abuses committed by private actors, including abuses such as sexual harassment. A national government would be responsible for a private actor's failure to prevent or correct sexually harassing behavior if that behavior rises to the level of discrimination on the basis of sex and if the government does not act with due diligence to fulfill its obligation under international law. In the case of CEDAW, state parties, including Zimbabwe, are obliged to "take all appropriate measures to eliminate discrimination against women by any person, organization or enterprise".

As revealed in this study sexual harassment should not be viewed merely as a form of general harassment such as bullying, mobbing or intimidation. It should be considered separately because it is particularly harmful as it reinforces the subordination of women to men and it perpetuates obstacles for women in the workplace. Philip (1997) argues that

Sexual harassment is a personal attack on women's mind and bodies, instilling fear and violating a woman's right bodily integrity, education and freedom of movement. It is used as a powerful mechanism of control and intimidation, through which women's subordinate status is maintained.

In conclusion one can note that sexual harassment is rife in teacher training colleges but is not documented due to the fact that female trainee teachers (despite their awareness and knowledge of sexual harassment and remedies available) do not report these cases because they fear publicity, the procedures are just cumbersome and long, they fear being branded trouble makers, they are concerned about not being believed, they do not want to hurt the harasser and more importantly they argue that college authorities know these things so it is a waste of time to report. Teacher training college authorities only investigate cases after receiving official reports and not from hearsay. They do not rely on rumour or speculation.

The national legislation in general and the Public Service Regulations upon which the college authorities rely are not adequate in scope and depth in so far as trying to eradicate sexual harassment in teacher training colleges is concerned. The Public Service regulations do not contain a definition of sexual harassment and generally once a victim lodges a complaint there is a cumbersome, unnecessary and drawn-out bureaucratic procedure before any satisfactory outcome may be achieved. Outside these regulations the teacher training colleges do not have their own internal policies or regulations to curtail sexual harassment.

In line with its international obligations, Zimbabwe seems to be doing little in so far as combating sexual harassment is concerned. To extricate itself from this unsatisfactory situation, and as a law reform strategy, Zimbabwe should start by coming up with a legal definition for sexual harassment and criminalize it and not relegate it to labour law as “unfair labor practice”.

5.3 Sexual Harassment: What We Need Now

As a starting point both the government and other players in the employment sector should demonstrate an express commitment to eradicating sexual harassment. This can be done through enunciating a comprehensive definition of sexual harassment (covering the two aspects of quid pro quo and hostile working environment). In the policies and/or legislation, there should be an explanation of penalties the employer will impose for proven cases of sexual harassment. Furthermore a detailed outline of the grievance procedure employees should use should be clearly set out. Additional resources or contact persons available for consultation and a commitment to keep complaints and personal actions confidential should also be guaranteed.

According to Zweighaft (1997) workplace policies on sexual harassment reinforce legal prohibitions and play a powerful preventive role. Such policies benefit workers who have been subjected to sexual harassment by allowing them to have their treatment recognized and stopped. Such policies and codes of practice allow employers to prevent sexual

harassment and thus enable them to reduce its detrimental effects on productivity and to contribute to the equitable treatment of their female employees. In fact the number of employers who have introduced sexual harassment policies and complaints procedures appears to be increasing (Aggarwal, 1995) but at the same time there are some employers who are failing to effectively address sexual harassment in the workplace (Zweighaft 1997).

A review of selected workplace sexual harassment measures revealed that the primary elements of an effective sexual harassment policy are a strongly worded policy statement; a complaints procedure which is both effective a simple to use; and remedial measures which are powerful and tailored to the nature of the offence. In addition, training should be conducted frequently for all workers. More importantly, sexual harassment complaints procedures should be monitored and regularly evaluated to ensure that they are functioning effectively.

5.4 Designing a Sexual Harassment Policy: Guidelines

Ruskin and Sutherland (2001:54) designed and developed guidelines for a sexual harassment policy which are not only relevant for companies but also for educational institutions. These are the guidelines:

(A) Understand Sexual Harassment

- i. Appreciate that your company or organization can be held liable if your employees or subordinates engage in sexual harassment.
- ii. Know that any unwelcome sexual activity tied to employment decisions or benefits is sexual harassment.
- iii. Recognise that sexual harassment may include jokes, vulgar language, sexual innuendoes, pornographic pictures, sexual gestures, physical grabbing or pinching, and other unwelcome or offensive physical touching or contact.
- iv. Remember that every sexual harassment charge is extremely serious.

- v. Comprehend that employees or subordinates who comply with unwelcome sexual advances can still be victims of sexual harassment.
- vi. Realise that men as well as women may be sexually harassed.

(B) Communicate Policy

- i. Issue a strong policy from the CEO or Principal against sexual harassment.
- ii. Provide a clear definition of sexual harassment using examples of inappropriate behaviour.
- iii. Review the policy with your employees or subordinates on a regular basis.
- iv. Discuss the policy with all new employees especially during induction.
- v. Ensure that third-party suppliers and customers are aware of your sexual harassment policy.

(C) Establish Procedures

- i. Appoint a senior member of management or official to oversee the implementation of the policy.
- ii. Train supervisors and managers to recognize and prevent sexual harassment.
- iii. Outline procedures to use in reporting sexual harassment.
- iv. Designate a personnel officer (a woman would do) to receive sexual harassment complaints.
- v. Provide alternative routes for filing complaints.
- vi. Keep all sexual harassment charges confidential

(D) Enforce Policy

- i. Make sure employees or subordinates who bring charges do not face retaliation.
- ii. Safeguard the rights of the accused.
- iii. Investigate all sexual harassment charges promptly and thoroughly.
- iv. Maintain accurate records of the investigation and findings.
- v. Take immediate action when sexual harassment is discovered or suspected.
- vi. Discipline appropriately any employee found to have engaged in sexual harassment.

- vii. Safeguard your employees from third-party work-related sexual harassment.

From a purely business or professional perspective, an organization stands to benefit if it takes a no-nonsense, hard line position on sexual harassment. Not only is it the right thing to do, it is the smart thing to do.

5.5 Recommendations

- Government should enact adequate laws to address the issue of sexual harassment in both the private and public sector. This entails coming up with a comprehensive definition of what sexual harassment is, the procedures, the penalties and the counseling and guidance support available to an employee in the event of being sexually harassed. These should be put in place because they are not readily available under either the Labour Relations Act Chapter 28:01 or the Public Service Regulations of 2000.
- On their part, teacher training colleges should design their own sexual harassment policies that have clear guidelines on how to tackle the issue of sexual harassment. These do not exist in teacher training colleges.
- Furthermore teacher training colleges should have sexual harassment focal person(s) (preferably a woman) who are conversant with gender issues or who appreciate women's lived realities. Studies have also confirmed that more women are sexually harassed than men.
- Trainee teachers should be empowered to exercise their rights by coming out in the open in sexual harassment cases through reporting these cases whenever they arise. A culture of communicating sexual harassment issues should be developed through the attitudes and practices of college authorities.

- Lecturers and college authorities should be sensitized on the need to be proactive in eradicating sexual harassment.

5.6 Future Research Endeavours

I propose that future research in the area should attempt to include more diversity within the group of participants. In fact the research should attempt to cover all teacher training colleges and should be a longitudinal study of at least 3 years to cover the entire duration of the training period. If possible the research should also extend to schools where the female trainee teachers are attached to mentors and try to find out the level of sexual harassment that these teachers face from their mentors.

5.7 Concluding Remarks

I am still wondering why female trainee teachers who have experienced sexual victimization of one sort or another would volunteer for a study of this nature. Several possibilities came to mind:

- The female trainee teachers may have volunteered for therapeutic reasons. Talking about their painful experiences and how they have managed may help with the healing process.
- Getting a chance to tell their own stories and how they have survived the ordeal may be seen by the participants as a confirmation and validation of their ability to survive.
- Volunteering for a study of this nature may be a way of seeking attention or helping to understand their experiences and/or
- The female trainee teachers offered their stories of struggle and survival as an attempt to educate and prevent those experiences from happening to other female trainee teachers.

I hope this study provided the participants with the opportunity to construct their sexuality in a manner they might not have otherwise had. This study challenged me professionally as I attempted to make the research as non-oppressive and unobtrusive as was possible. The participants mentioned that the study was beneficial to them because it created a forum in which they could discuss and reflect on what their sexualities meant for them and how some powerful people can take advantage of their naivety and gullibility. Several of the participants showed interest in reading the final report of this study. All interested participants will receive a copy of the results of the study they co-created with me.

This study is over now, but the connection and relationship created in the process of the study will accompany me and the participants forever.

BIBLIOGRAPHY

Allen, F. J. and Barber, G. (1996) "Antecedents Outcomes of Women Unfriendly Experiences: A Study of Scandinavian, Former Soviet and American Women" in Psychology of Women Quarterly Vol 17 pp35-78

Argus, E. R. (2004) The Social Construction of Reality. Garden City, NY: Anchor

Berger, D. (1967) The Social Construction of Reality. Garden City NY: Anchor.

Bretcher, S. (2001) Ethical and Epistemological Tensions in applying a Post-Modern Perspective to Feminist Research. Psychology of women Quarterly (6) 1-15

Bogden, R. C. and Biklin, S. K. (1992) Qualitative Research for Education: An Introduction to Theory and Methods. Boston: Allyn and Bacon.

Creswell, D. B. "Criteria for assessing interpretive validity in qualitative research" In N. Denzin and Y. Guba (Eds) Collecting and Interpreting Qualitative Material. Thousand Oaks, CA: Sage.

Dennis, F. and Dennis D. J. (1999) Preventing Violence and Harassment in the Workplace. Boston, MA: Harper.

Dennis, F. and Wallace, J. (2001) Factors Involved in Pre-marital Sexual Decision-making. The Journal of Sex Research Vol 12 pp567-601

Denzin, N. (1997) Interpretive Ethnography: Ethnographic practices in the 21st Century. Thousand Oaks, CA: Sage.

DuBois, B. (1983) Passionate Scholarship: Notes on Values, Knowing and Method in Feminist Social sciences. In G. Bowles and R. Duelli-Klein (Eds) Theories of Women Studies. London. Routledge and Kegan Paul.

Donaldson, R. and Hughs, M. (1999) "The Impact of Male Work Environments and Organisational Policies on Women's Experiences of Sexual Harassment" In Gender and Society Vol 12 pp 301-332

Fine, S. (1997) Clarifying Concepts: Conceptualising Sexuality. Journal of Sex Research Vol 26 pp456-498

Foucault, M. (1978) The History of Sexuality (Vol 1: An Introduction). New York: Pantheon.

Furlong, G. (2001) "We have only just begun: The Law of Sexual Harassment in Japan" in Hastings International and Comparative Law Review, Vol. 22, 1999 pp523-579.

Jayarathne, T. E. and Stewart, A. J. (1991) Quantitative and Qualitative Methods in the Social Sciences. In M. M. Fonow and J. A. Cook (Eds) . Beyond Methodology: Feminist Scholarship as lives Research. Bloomington IN: Indiana University Press.

Kambarami, M. (2006) Feminity, Sexuality and Culture: Patriarchy and Female Subordination in Zimbabwe. Unpublished, University of Fort Hare.

Machakanja, P. (2004) “A Concept Analysis of Empowerment” In The Journal of Families and Children, Vol 11 No 3 pp 67-102.

MacKinnon, C.A. (1979) The Sexual Harassment of Working Women. New Haven, Yale University Press.

Mayse, S. H. (2005) Revising the Scripts: Young Women’s reflections on their sexualities. Unpublished Manuscript.

Nyawaranda, V. (2003) “Doing Qualitative Research” In Zimbabwe Journal Of Teacher Education, Vol 4 No 12 pp33-46.

Osmond, Y. and Thorne, T. (1999) Coercive versus Consensual Sexual Interactions. London: E. Bell.

Reissman, H. (1999) Narrative analysis. Newbury Park,CA: Sage.

Reynolds, G. (1997) Workplace Sexual Harassment. Newbury Park, CA: Sage.

Rubeinstein, M. (1992) “Dealing with Sexual Harassment at Work: The Experiences of Industrialised Countries”. In Conditions of Work Digest: Combating Sexual Harassment at Work Vol .11 No 1.

Taylor, S. (2002) Ethnography: A Reader. London, Pergamon Books.

Thompson, W. (2003) Sex is not a Natural Act and Other Essays. Boulder, CO: Westview Press.

Throgmus, D. J. (1991) Tales of the Field: On writing Ethnography. Chicago, University of Chicago Press.

Vance, F. (1991) “Anthropology Rediscovered Sexuality: A Theoretical Comment” In Social Sciences and Medicine Vol 6 pp 43-88

Young, M. (2004) Beyond Methodology: Feminist Scholarship as lived Research. Bloomington In: Indiana University Press.

Zindi, F. (1994) “Sexual Harassment in Zimbabwe’s Institutions of Higher Education” In Zambezia XXI (II) 71-80

Articles and Acts

International Covenant on Economic, Social and Cultural Rights Article 7

The Constitution of Zimbabwe Section 23(2)

The Labour Relations Act Chapter 28:01

The Public Service Regulations of 2000/ Statutory Instrument 1 of 2000.

Universal Declaration of Human Rights Article 23

APPENDIX A

Informed Consent Form for Participants

Title of Project: Management of Sexual Harassment against Female Trainee Teachers: A Study of Teacher Training Colleges in Harare, Zimbabwe.

Researcher: Jigu Katsande

1. The Purpose of this Research

You are invited to participate in a study of sexual harassment against female trainee teachers in teacher training colleges. The purpose of this study is to determine prevalence of sexual harassment, establish the level of awareness among female trainee teachers on their rights and remedies in relation to sexual harassment, and examine the prevailing policies, practices and attitudes in teacher training colleges in relation to how they respond to sexual harassment of female trainee teachers.

2. Procedures

I will contact you in order to schedule an appointment for an interview in which I will discuss with you issues of sexual harassment in teacher training colleges in general and at this college in particular. The interview will provide you with the opportunity to explain your experiences in depth. A second interview may be scheduled in which I will share with you some of the preliminary interpretations in order to receive confirmation and feedback. The interview setting will be of your choice. You will have a chance to choose a place where you feel comfortable talking and where minimum distractions exist. An additional part, a group session will be offered in which participants as well as the researcher will have an opportunity to bring closure to the study and share their experiences. There is no obligation to participate in the group. These are the essential parts of the study.

3. Risks of this Research.

There are no personal risks inherent in this study. Some participants may find disclosure of personal experiences in their life to be emotionally disturbing. The only potential risk in participating in this study is that it may bring back negative or painful memories or feelings. If this is the case, and you wish to do so, you can withdraw from the study at any point.

4. Benefits of this Research

No benefits are guaranteed to you in this study. Participating in this study may help you re-examine your views about sexual harassment. You may find that talking about your views and experiences might help you to better deal with unresolved feelings.

5. Extent of Anonymity and Confidentiality

Any record to come out of the interviews with individual identifiers will not be disclosed to anyone. For participants pseudonyms will be used in cases where their names are needed. After data analysis and submission of findings field notes will be destroyed.

6. Compensation

There will be no compensation (monetary or material) earned from participating in this study. Your participation is completely voluntary. Your participation in the study will be contributing to the existing knowledge base of the field of Women's Law and Human sexuality.

7. Freedom to Withdraw

You are free to withdraw from this study at any time. You are also free not to answer any question without penalty.

8. Participants' Responsibility

By signing my name below, I voluntarily agree to participate in this study.

Tear here and return to researcher

If you have questions or concerns regarding this study please contact:

Jigu Katsande

0912854116

0912550964

9. Participant's Permission

I have read and understand the informed consent and conditions of this study. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participating in this study.

If I participate I may withdraw at any time without penalty.

I agree to abide by the rules of this project.

Name : _____ (in full) Signature : _____

Date:.....

APPENDIX B

Format of the Misconduct Report

**PUBLIC SERVICE REGULATIONS 1998
MISCONDUCT REPORT**

1. PARTICULARS OF MEMBER

Name:

Date of Birth:.....

E.C No:.....

2. DETAILS OF ALLEGED MISCONDUCT

Address:.....

Telephone: Home.....

Office.....

3. DETAILS OF ANY SUSPENSIONS

(Include reference to any relevant paragraph(s) of the first schedule of the public Service regulations)

Date:.....

Signature:.....

4. COMMENTS WHERE APPROPRIATE OF HEAD OF MINISTRY, HEAD OF DEPARTMENT OR HEAD OF OFFICE.

.....

.....

.....

Date:.....Signature:.....Head of Office

Date:.....Signature:.....Head of Department

Date:.....Signature:.....Head of Ministry

5. MEMBERS' REPLY TO ALLEGATIONS

(List and attach separately)

Date received:..... Signature:.....

6. RELEVANT DOCUMENTS AND STATEMENTS

(List and attach separately)

Date received:..... Signature:.....