AN ASSESSMENT OF AFFIRMATIVE ACTION PRACTICES AT WORKPLACES:

A CASE OF MINISTRY OF COMMUNITY DEVELOPMENT, GENDER AND CHILDREN (MCDGC)
ASSESSMENT OF AFFIRMATIVE ACTION PRACTICES AT WORKPLACE:
A CASE OF MINISTRY OF COMMUNITY DEVELOPMENT, GENDER AND CHILDREN (MCDGC)

By
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A Dissertation Submitted in Partial Fulfillment of the Requirement for the Master’s Degree of Science in Human Resource Management (MSc. HRM) at Mzumbe University

2015
CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend the acceptance by the Mzumbe University, a dissertation titled “Assessment of the Affirmative Action practices, A Case of Ministry of Community Development, Gender and Children, in partial fulfillment of the requirements for award of the Master’s Degree of Science in Human Resource Management (MSc. HRM) at Mzumbe University.

Signature

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Major Supervisor

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Internal Examiner

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External Examiner

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This dissertation is submitted as part of the requirements for completing Master’s degree of Science in Human Resource Management (MSc. HRM). Different people have contributed in different ways and stages in the preparation of this dissertation. At this point in time, it is not wise to wind up this work without mentioning at least few of them.

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DEDICATION

This work is dedicated to my family members, my children Dorca and Doreen and to my lovely husband Daudi Poyo. Without forgetting all those in favour of affirmative action practices in Tanzania.
### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ACHPR</td>
<td>African Charter on Human and Peoples Rights</td>
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<tr>
<td>BEST</td>
<td>Basic Education Statistics in Tanzania</td>
</tr>
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<td>BPA</td>
<td>Beijing Platform of Action</td>
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<tr>
<td>CBOs</td>
<td>Community Based Organisations</td>
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<tr>
<td>CBOs</td>
<td>Community Based Organisations</td>
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<tr>
<td>CDO</td>
<td>Community Development Officer</td>
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<td>CDTIs</td>
<td>Community Development Training Institutions</td>
</tr>
<tr>
<td>CEDAW</td>
<td>Convention on the Elimination of All Forms of Discrimination Against Women</td>
</tr>
<tr>
<td>EAC</td>
<td>East Africa Community</td>
</tr>
<tr>
<td>ELRA</td>
<td>Employment and Labour Relation Act</td>
</tr>
<tr>
<td>EO</td>
<td>Executive Order</td>
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<tr>
<td>FAWE</td>
<td>Forum for African Women Educationalist</td>
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<tr>
<td>FBOs</td>
<td>Faith Based Organisations</td>
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<tr>
<td>FDCs</td>
<td>Folk Development Collages</td>
</tr>
<tr>
<td>ICDP</td>
<td>International Conference on Population and Development</td>
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<td>ILO</td>
<td>International Labour Organization</td>
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<tr>
<td>MCDGC</td>
<td>Ministry Of Community Development, Gender and Children</td>
</tr>
<tr>
<td>MPs</td>
<td>Members of Parliaments</td>
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<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<tr>
<td>NSGD</td>
<td>National Strategy for Gender Development</td>
</tr>
<tr>
<td>OBC</td>
<td>Other Backward Classes</td>
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<tr>
<td>SADC</td>
<td>Southern Africa Development Cooperation</td>
</tr>
<tr>
<td>SC</td>
<td>Scheduled Castes</td>
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<tr>
<td>SOSPA</td>
<td>Sexual Offences (Special Provision) Act</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>ST</td>
<td>Scheduled Tribes</td>
</tr>
<tr>
<td>TFTW</td>
<td>Tanzania Fund Training for Women</td>
</tr>
<tr>
<td>TGNP</td>
<td>Tanzania Gender Networking Programme</td>
</tr>
<tr>
<td>UDSM</td>
<td>University of Dar es Salaam</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
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<td>Abbreviation</td>
<td>Full Name</td>
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</tr>
<tr>
<td>URT</td>
<td>United Republic of Tanzania</td>
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<td>USA</td>
<td>United State of America</td>
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ABSTRACT

This dissertation assesses affirmation action practices in Tanzania. The purpose of this study was to assess affirmative action practices at workplace in order to see its influence of increase women participation in employment opportunities found at workplaces. The factor influenced a researcher to choose the title was women employment situation at workplace, their participation still poor regardless of affirmative action practices taken. The main objective of this study was to examine the practices of affirmative action while the specific objectives were: To examine legal and policy frameworks of affirmative action, to describe the practices of affirmative action at workplace, to identify and explain the challenges of affirmative action practices at the workplaces.

The study was conducted in Dar es Salaam specifically in the Ministry of Community Development, Gender and Children (MCDGC) Headquarters. The Ministry of Community Development, Gender and Children have been selected because is deals direct with women issues. The sample used in this study comprised fifty eight (58) respondents. The sample was obtained by using purposive and snowball sampling procedures. Data were collected using questionnaires interview and a review of documents. Data analysis was done by using both qualitative and quantitative methods.

Major findings of the study were: women participation at workplaces increases because of special initiative and priority given to them in training and recruitment. Also, the government and the Ministry of Community Development, Gender and Children (MCDGC) prohibit discriminatory practices at workplaces based on sex through legal and policy frameworks of affirmative action. Furthermore, despite of existence of legal and policy frameworks for increasing degree of women participation in employment opportunities at public workplaces, there are some challenges that hinder women’s participation in those opportunities. Some of these challenges are culture, employer’s negative attitudes toward women’s, lack of funds, limited employment opportunities, women themselves, lack of requisite qualifications and family responsibilities.

The study recommended measures for enhancing affirmative action at work place, they include: providing effective training to enhance women capacity, build their confidence and rejuvenate their sense of self-value. The government should continue to assist women in education especially in mathematics and science subjects from primary to university level.
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CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

According to Coate and Lourly, (1993) Affirmative action was a policy primarily aimed at correcting institution discrimination where decision, policies and procedures that are not necessary explicit discriminatory have had a negative impact on people of colour and women. It addresses and redresses systematic economic, cultural, political and employment discrimination against any particular group of people that are underrepresented or have history of being discriminated against in a particular institution. Beneficiaries of these programmes have included black men, ethnic groups, women, people with disabilities and poor working but this study looking women as the beneficiaries groups and assess its participation in employment opportunities like recruitment, training and promotion in relation to affirmative action.

Affirmative action is a suitable means to achieve greater social equality because it involves treating a sub class or group of people differently in order to improve their chances of obtaining a particular good to ensure that they obtain a proportion of certain goods (Faundez, 1994).

1.2 Background of the study

Historically, affirmative action was focused on helping black citizens in the United States of America to overcome the effects of prior discrimination and segregation. It has enabled blacks to attain occupational advancement in numbers and at a speed that would otherwise have been impossible. It was linked intricately to discrimination in the United States. It was established, like the civil rights laws that preceded it to correct discriminatory practices and racial injustices that permitted minorities and women to be excluded from equal opportunities to employment. Discriminatory practices have existed to isolate one group of people because of their race, religious preference or sex from reaping the benefits of the American dreams (Norton, 1987).
In order to readdressing racial segregation and increasing blacks people number in employment opportunities President Kennedy’s introduced Executive Order (EO) No 10925 in 1961 that forced federal contractors to put in effect affirmative action to ensure that applicants are employed and treated fairly at workplace without regardless of their race, religion, sex or nationality. The intention was to increase the qualification and availability of minorities and women in employment through outreach recruiting and training and other positive programs (Norton, 1987).

Also, the American government pressurized private employers to hire disadvantaged people for jobs that had traditionally been reserved for advantage groups. The American government spent a lot of money on education and training, so that disadvantaged groups received a substantial part of the benefits (Jencks, 1999).

Furthermore the American government was proposed that there would be special “outreach” efforts to contact minority individuals with information and encouragement to apply for jobs or college admissions in places where they might not have felt welcome before, but with the provision that they would not be given special preferences throughout the whole subsequent processes of acceptance and advancement (Marin & Horn, 2008).

Up to the end of the 1960s, the number of black applicants in employment pool was increasing because of additional efforts taking by the American government that was by running job advertisements in black newspapers, setting up special training programmes in areas where blacks were heavily concentrated.

Likewise, in America the Indian government also reserved positions for Scheduled Castes (SC), Scheduled Tribes (ST) and Other Backward Classes (OBC) in order to increase their participation in employment opportunities because previously they were segregated because of coming from poor tribes and castes.

Tanzania government also has taken efforts to increase women participations in employment and rectify gender discriminatory employment practices because women’s were part of underrepresented groups excluded from social issues due to historical
beliefs. The efforts taken by Tanzania in order to increase women participation in employment opportunities are:

The government of Tanzania selected four priority areas of Beijing Platform Actions (BPA) out of 12 critical areas of concerns which were agreed upon globally during the fourth World Conference on women. The four priority areas include: enhancement of women’s legal capacity, economic empowerment of women and poverty eradication, women’s political empowerment in decision-making and enhancement of women’s access to education, training and employment (URT, 2003).

Also, the Government of Tanzania formulated employment policy in 1997 amended in 2008 which enforces the employment agencies whether it’s public or private to boast the enrollment of minorities and women in jobs which has been reserved for advantage groups and include them in all employment opportunities programmes.

Tanzania also has ratified all the eight core ILO Conventions, including Convention 100 and 101, which are specifically against minority and women’s discrimination in employment.

In addition, the government has domesticated the international labour standards through the enactment of the National Employment Services Act (1999). This law provides for equal opportunities to men and women in access to employment services. The Employment and Labour Relations Act (2004) was passed by the Parliament, it prohibits discrimination in the work place on the basis of gender, sex, marital status, disability and pregnancy among others. This law also requires employers to report to the Labour Commissioner on their plans to promote equal opportunities.

Moreover, the Government has undertaken constitutional, legislative, policies and administrative measures to ensure women’s participation in political and public life through special seats. In particular, Article 66(1) (b) of the Constitution of Tanzania (1977) requires that women to constitute at least 30% of all elected Members of Parliament (MPs) in the National Assembly (Parliament).
Furthermore, Tanzania is a signatory to many international and regional standards which bind it morally and legally to adhere to equity and non-discriminatory policies in the development processes. As a member of the United Nations, it is morally bound to adhere to principles of equality as spelt out in the Universal Declaration of Human Rights and the Bill of Rights which bans discrimination based on race, gender and ethnicity. Examples of international and regional standards are Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Resolution of the World Summit, International Conference on Population and Development (ICPD), World Conferences on Women (1-4), African Charter on Human and Peoples Rights (ACHPR), as well as the Constitutive Act of African Union (2000).

1.3 Statement of the Problem

Tanzania embarked on the implementation of affirmative action policies as one of effective strategies of increase participation of women in employment opportunities at workplaces. Tanzania government enacted different laws and policies with the aim of addressing gender discrimination at workplaces and increases women’s participations in employment. Policies and laws enacted are like Public Service Act (No. 8 of 2002) and Regulations which gives selection priority to women when their merits match with male applicants.

Also, Employment and Labour Relation Act, 2004 encourages employment opportunities to women through promoting fair treatment among all employees without any discrimination based on sex, colour, pregnancy, race, disability, and marital status. Likewise Women and Gender Development Policy of (2002) encourage women inclusion in employment through reducing inequalities between men and women with equal rights and opportunities in all aspects of the development process. Despite of efforts taken by the Government to equalise employment opportunities at workplaces women participation in employment opportunities is still poor. This substantiate with the research done with Killian (1997) revealed that all the time women have not been equal beneficiaries in the employment competition processes. Various impediments to women’s participation in employment are said to exist in almost all spheres of life.
Also URT (2005) found that women are not enjoying equal opportunities and treatment in these areas of work. Furthermore, Muro (1982) revealed that in employment sector women have no significant representation and particularly in positions which affect policy and consequently women have no spokesperson. All the above empirical data supported that women’s participation at workplaces is still poor.

1.4 Objectives of the Study

1.4.1 General objective

The general objective of this study is to examine the practices of affirmative action.

1.4.2 Specific objectives

The specific objectives of this study are to:

i) To examine the legal and policy framework of affirmative action.

ii) To describe the practice of affirmative action at work place.

iii) To identify and explain the challenges of affirmative action.

1.5 Research Questions

i) What are the legal and policy framework of affirmative action?

ii) What are the practices of affirmative action at the work place?

iii) What are the challenges of affirmative action at the work place?

1.6 Significance of the study

Significance of the study is derived from the contribution it has and the normative value it adds to the existing knowledge about affirmative action at work place. Furthermore, the importance of this study comes from the way it stimulates and attracts attention to a particular problem in a society. This being the case this study is important in the following ways:

i) The study revealed extent of policy and legal frameworks of affirmative action have been attained to increase employment opportunities to women at
workplaces based on its process of recruitment, promotion, training, maternity leave and transfer opportunities.

ii) The study findings been useful to the Ministry of Community Development, Gender and Children for revising their training, promotion, transfer, recruitment in low cadre programmes in order to increasing employment opportunities to women.

iii) The study would increase awareness to women that, there are many opportunities at workplaces but what regarded are merits and not sex.

1.7 Scope of the Study

The study focused on affirmative action practices at the Ministry of Community Development, Gender and Children-Dar es Salaam Headquarters. The study reviewed division of administration and human resource, Community development, Gender development and legal unit to see how women participate in recruitment, training and promotion, opportunities in order to increase their number in workplaces.

1.8 Limitations of the study

The following problems were encountered in the course of conducting this study; Some respondents were not ready to provide information during the study because of fear this is due to nature of the study needed sensitive information’s, but researcher assured them that their data will be treated as secrecy through anonymous that is their name will not appear in the report and no nobody will recognise. After a short education provided to respondents, the researcher succeeded to get information’s needed from the respondents.

Also, there was hierarchical system it was not easy to get information from key informants, but through help of human resource officer researcher succeeded to get all the wanted information.

1.9 Organisation of the thesis

This thesis is organised into five chapters. Chapter one includes background of the study, statement of the problem, objectives, research question, scope of the study,
significance of the study, and limitations of the study. Chapter two is literature review includes Theoretical part, empirical part, conceptual framework and research gap.

Chapter three is research methodology includes research design, study area, study population, sampling procedure and sample size, data collection methods, data processing and analysis. Chapter four includes data presentation and discussion. Lastly is chapter five includes summary, conclusion and recommendation.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Worldwide, women are said to be the most marginalised individuals as far as participation in employment is concerned. Kiondo (1994) contends that this situation has been historically caused by long term subordination which is reflected by the existing inequalities in education, property ownership, under-representation in leadership and decision-making position, social and economic compared to men. Historically, women’s were excluded from position like managerial position even when highly qualified due to traditional division of labour (ILO, 1986). Affirmative action become as a solution to overcome gender discrimination at workplaces and increase women participations in employment opportunities. This chapter wants to assess women participation in employment opportunities by looking legal and policy frameworks of affirmative action and its practices. But also looking challenges hinders women’s to participate in employment opportunities while additional activity of affirmative practices given to them.

2.2 Concept of Affirmative Action

In the past, affirmative action focused on helping black citizens in the United State of America to overcome the effects of prior discrimination and segregation and increase their participation in employment opportunities by taking different additional activity like enforces employers to employ all candidates without regard their colour. Like black citizens women also were segregated to participate in employment opportunities because of their gender (Norton, 1987). So, affirmative action comes to increase participations of women in employment opportunities through taking additional activity in recruitment, training and promotion and correct those discriminatory practices hinder women participation in employment opportunities. All these aim to increase qualifications and availability of women to participate in employment opportunities and compete for available opportunities found with their male counterparts.
2.2.1 Definition of key terms

2.2.1.1 Affirmative Action

According to Eboni et al. (2009) affirmative action is a government policy seeks to remedy long standing discrimination directed at specific racial, ethnic, minorities and women. Affirmative action is best understood as an umbrella concept that subsumes different types of policies and practices tailored to meet specific context derived problems of discrimination and unfairness (Eboni et al., 2002).

In particular affirmative action has been used most visibly to boast the enrollment of minorities and women in jobs in which they had been underrepresented. In the job market as well, the belief that special concerns for particular groups could be confined to an initial stage proved untenable in practice (Mosley & Capaldi, 1996).

For this study the definition of affirmative action is a suitable means to increase women participation and achieve greater social equality because it involves treating a sub class or group of people differently in order to improve their chances of obtaining a particular good to ensure that they obtain a proportion of certain goods (Faundez, 1994).

2.2.1.2 Affirmative Action Practices

According to Stanford Encyclopedia of Philosophy affirmative action practices means positive steps taken to increase the representation of women and minorities and similarly prohibited all employment practices that discriminated on the basis of gender.

2.3 Affirmative Action Practices in Tanzania

Affirmative action practices advocate for employment opportunities for women in order to increase the number of women in the applicant pool. Additional activities in training, recruitment, and promotion increase women participation in employment opportunities and give women qualifications and confidence to compete for available opportunities found at workplaces as their male counterparts do.
2.3.1 Recruitment

Recruitment process is one of the practices which increase women participation in applicant pool. Women participation in recruitment will be available if additional activity will be taken to stimulate women to apply for employment opportunities found at workplaces and to be given priority in recruitment.

Eboni et al. (2009) revealed that in order to increase women applicant in employment opportunities at workplaces additional activity can take the form of special recruitment efforts to draw more applicants in these areas from minorities and women, but also include some additional consideration of (or preference for) these applicants.

Likewise ACHRP (2013) said that transparency in recruitment should be considered in order increase women applicant in employment opportunities at workplaces.

The Tanzania government has been taken different initiative in recruitment in order to increase participation of women in employment found at workplaces. One is the government enforces employers to include affirmative word in job advertisement that is women are highly encourage to apply. This word motivates qualified women to apply for the advertised posts because they fill that employers understand their contribution. Also, the government enacted laws which give priority to women in recruitment when they have the same qualifications with men counterparts. Example of the law is the Public Service Act, 2002 (No. 8 of 2002) and Regulations shows that recruitment must be based on merits but where the respective candidates are men and women priority shall be given to women.

This additional activity of giving women priority in recruitment increasing the participation of women in the workplaces and increasing their number too compared to the past years.

2.3.2 Promotion

Promotion advocate for employment opportunities for women in order to increase their participations and number in the applicant pool. Tanzania government designed positive actions in promotion in order to increase participation of women in workplaces however
their concerns appears to be with political appointments rather than with careers positions in the civil service. 30% reserved for special seats. Special seats increasing participation of women and increasing number of women in the parliament compared to the past years.

The government of Tanzania also increase participation of women through promotion by prohibit all discriminatory practice in the working place through enacted laws which adhere equality and merits in promotion. All men and women receive promotion if they have qualifications needed. For example in the Public Service Act, (No. 8 of 2002) and Regulations, government standing order and employees circular no 2002 noted that promotion of the public servant shall be based on merits, effective and efficiency, performance, qualifications, skills and personal qualities.

In promotion especially in career position in the civil service the Tanzania government did not succeed to increase participation of women via affirmative action practices as other countries do. This is because there is no additional activity designed to do so instead of special seats in political arena, rather women promoted through merits. And this implies that men will continue to be promoted and women lag behind them because there are no efforts taken to rescue the situation.

2.3.3 Training

Affirmative action in training is important for women participations and to make them become proficient in their jobs and prepare them for advancement. Training becomes a part of affirmative action practice when special programme is designed purposely for building women capacity and help them to get qualification needed which will help them to compete for available opportunities in the workplaces.

UN, (1996) shows that, equality of access to and attainment of training is necessary if more women are to become agents of change. That is to eliminate gender disparities in access to all areas of education by ensuring that women have equal access to career development, training, scholarships and fellowships, and by adopting positive action when appropriate.
The government Tanzania under the Ministry of Community Development, Gender and Children designed special programme which provided training to women at workplace in order to increase their skills and prepared them to hold decision making positions. Initiatives by Training Fund for Tanzania Women (TFTW) under the MCDGC with the support of CIDA where few women got scholarships to acquire more knowledge and skills are also pertinent. For example in 1998-2003 the Tanzania Government with financial support from the Canadian Government implemented Phase II of (TFTW). The fund trained 462 women at different levels, in long and short term training programmes. A total of 272 women received tailor-made group trainings. The courses covered managerial and administrative skills, career guidance and counselling, planning, law, science, among others. The training under TFTW has impacted on women’s performance in high level jobs. For example three trainees after returning from their studies were promoted to Assistant Directors positions and two acquired higher political posts as Deputy Secretary General of Youth and a District Commissioner (URT, 2008).

Training in skills is also promoted in donor sponsored projects (SNV, RNE, FAO, IFAD and NORAD) and also by the government in its FDCs and CDTIs and local NGOs and CBOs.

2.3.4 Experience on the affirmative action practices from other countries

2.3.4.1 Canada

Three major categories of responses have been forthcoming in Canada to improve the status of designated groups, defined as women, ethnic minorities, originals and people with disabilities, as noted by Jain 2000). The first category of response was that encapsulated in human rights legislation and the constitution that prohibits all forms of unfair discrimination in all government agencies. The second category of response was the enactment of equity legislation in 1986, amended in October 1995, directed at federal government agencies and employers in the banking, transportation and communications sectors. The third category of response has been the introduction of administrative policy as opposed to legislation) that requires organisations with 100 or more employees who bid on federal government contracts of $200,000 or more to effect employment equity programmes.
Such programmes require the removal of barriers encountered by the four designated groups in the areas of selection, hiring, promotion and training; and the setting of specific goals and timetables for the introduction and progression of people from designated groups within these organisations.

2.3.4.2 India

India has affirmative action for women in local government composition but not in central government employment: one third of seats in rural and urban local governments are reserved for women contestants. However, women’s proportion in federal public service has been rising, and women are appointed to very senior positions in central and state governments. A few state governments have implemented affirmative action for women in public service. In Karnataka, Andhra Pradesh, and Maharashtra, up to 33% of positions are ‘horizontally’ reserved for women within the preferred vertical groups, while Tamil Nadu government follows preferential appointment of women in some branches of public service.

Likewise, the government’s affirmative actions are aimed at those who were historically remained outside the social mainstream. This includes Scheduled Castes (SC) that is castes listed in a schedule of the constitution. Called Harijan by Mahatma Gandhi and Dalits in recent times, this group suffers rigid social exclusion and untouchability by being born in the lowest stratum of Hindu society; and 15% of public service positions are reserved for this group.

Indian government was included untouchable groups in employment opportunities through pre-employment training and special provision for promotion. In pre-employment training, special free coaching was available for tests/interviews. The government has setup separate schools (Ashram schools for children in areas inhabited mostly by tribes), hostels and pre-employment training centers. Under a variety of special employment schemes, governmental, private and non-governmental organizations are given grants to cover costs of pre-employment and employment-oriented training programmes. Virtually every state government has set up separate
financial and developmental corporations for Scheduled Castes (SC) and Scheduled Tribes (ST) as well as Other Backward Castes (OBC) (Jain & Ratnam, 1994).

Also, there was special recruitment drives take place through separate advertisements in the newspapers reserving posts exclusively for SC and ST candidates. Separate interviews for SC and ST candidates are given to avoid comparisons with other candidates that could affect judgments about the suitability of SC and ST candidates (Jain & Ratnam, 1994).

A large number of candidates from among SCs and STs were called for interviews than was the general norm if it was considered to increase possibility of filling reserved vacancies from among SC and ST candidates. Additional training and coaching was conducted for SC and ST candidates selected by relaxed standards (Jain & Ratnam, 1994).

In special provision for promotion, reservation for SCs and STs was provided at the entry level in various groups/categories; gradual reservation has been introduced in promotion since also 1957. In November 1972, reservation was provided for SC and ST candidates in all classes of promotional posts filled on the basis of fulfilling minimum qualifications of the job (Jain & Ratnam, 1994).

2.3.4.3 Nigeria

No public service positions are reserved for women in Nigeria. However, women already comprise more than one-third (37%) of the public service, though they constitute a smaller proportion at the higher levels: 24% in grades 15 to 17, and 17% at the (topmost) consolidated salary level. Compared to the ethnic diversity issue, gender as a factor of diversity, has not generated attention or focus. Although there are International Conventions (such as the Beijing Declaration of 1995) urging increased women’s participation in the public service at all levels and prohibiting discrimination in any form, the issue remains subdued. The current Nigerian government has chosen to push for increased women’s participation in governance to a high level with many appointments of females to trail-shining positions of significance. There is a Ministry of Women Affairs and strong nongovernmental organizations (NGOs) pressing for the
rights of women. However, their concern appears to be with political appointments rather than with career positions in the civil service (Federal Republic of Nigeria, 1979).

2.4 Legal and Policy Framework of Affirmative Action in Tanzania

The United Republic of Tanzania adhere international convention and has been enacted a number of laws and policies that prohibit discrimination with a view to guarantee equality of all persons including women and encourage them to participate in available employment opportunities at workplaces. Some of legal and policies of affirmative action are as follows:

2.4.1 Constitution of United Republic Tanzania

The Constitution of the United Republic of Tanzania promotes equal participation of women and men fully in employment aspects. In its preamble the Tanzanian constitution provides for recognition of equality of persons. Para 22 (1) of the constitution enforces respect of human rights as provided for in the Universal Declaration of Human Rights, that is, every person has the right to work. It requires government and all institutions to provide equal opportunity to both women and men. While Para 22 (2) affirms that every citizen is entitled to equal opportunity and right to equal terms to hold any office or discharge any function under the state authority. Furthermore, the constitution through various amendments provides for affirmative action to rectify historical gender imbalances in women’s access to representative organs of state such as parliament and local council (URT, 1997).

2.4.2 Women and Gender Development Policy of (2000)

Women and Gender Development Policy of (2000) aims at reducing inequalities between men and women and specifies issues for particular action including education to the girl child, ownership and inheritance of property, unbearable cultural prejudices related to nutrition, violence, genital mutilation as well as job and pay discrimination. The Women and Gender Development Policy was stipulated on the need to have gender equity among men and women as Tanzanians with equal rights and equal opportunities in all aspects of the development process including access to leadership positions, from family level to national level (URT, 2000).
To ensure effective implementation of the women and Gender Development Policy, A national strategy for gender development (NSGD) to promote gender equality and equity has been prepared. The aim of the NSGD is to implement the Women and Gender Development Policy, which strives to redress gaps and inequalities between men and women. It also aims to guide implementers to incorporate gender concerns into their plans, strategies and programmes with a view to implementing agreements and commitments at international, regional and national levels. The goal of the NSGD is to achieve gender equality and equity in Tanzania as stipulated in the national Constitution and the Women and Gender Development Policy. The NSGD builds on the Tanzania Development Vision 2025, the Women and Gender Development policy, structural reforms, a National Strategy for Growth and Reduction of Poverty (URT, 2000).

2.4.3 Sexual Offences (Special Provision) Act (SOSPA) of 1998

Apart from policy formulation, the Parliament has also passed Sexual Offences (Special Provisions) Act of 1998, which aims at safeguarding the dignity and integrity of women and children in a clearer manner than hitherto. It has also introduced new offences like sexual harassment, sexual abuse and trafficking of persons. In addition, the Act introduced stiff punishment and the right of compensation to victims of violence. SOSPA become as a safeguard to women and increase their participation at the workplace, because nobody can use them for granted (URT, 1998).

2.4.4 National Employment Policy of 1997 amended in 2008

The national employment policy overcomes gender inequalities in employment by emphasizing equal access to employment opportunities of men and women. The policy identifies special groups which require special treatment while seeking employment. The policy advertises access to employment opportunities and resources, and endowments for marginalised and vulnerable groups, including women, youth and People with Disabilities (PWDs) (URT, 1997, 2008).

2.4.5 Employment and Labour Relation Act, 2004

Employment and Labour Relation Act (ELRA) of 2004 eliminates gender inequality and prohibits discrimination at workplace. The Act promotes fair treatment among all
employees without any discrimination based on sex, colour, pregnancy, race, disability, age, HIV, marital status, sex, tribe, political opinion, religion, social origin or national extraction. It encourages women inclusion in employment opportunities as it states in S. 7(1) every employer shall ensure that he promotes an equal opportunity in employment and strives to eliminate discrimination in any employment policy or practice (URT, 2004).

2.4.6 The Public Service Act, 2002 (No. 8 of 2002) and Regulations

The regulations argue that equal employment opportunities must be based on merits but where the respective candidates are men and women priority shall be given to women. Selection of candidates in different posts in the Public Service shall be based on merits through an open competition by conduct interviews. S. 12 (3). Also, promotion of the public servant shall be based on merit, effective and efficient performance, qualification, skills and personal qualities. S. 103 (1) of the Act states that every employer shall be responsible for training and development of his staff. The regulations prohibit discrimination towards women basing on ground of pregnancy. So, it gives employment opportunity to women by enforcing that employers should give women maternity leave and resuming their work after leave. S. 98 (1), (2) and (3). This is related to the study done by Osongo, (2008) revealed that affirmative action is affected when a deliberate action is taken and gives such groups priority to positions of responsibility. However, this priority to the disadvantaged does not mean that the minimum qualifications are ignored. What it means is that if there are two or more qualified people and one of them is a member of the disadvantaged group, then priority is given to that disadvantaged person (URT, 2002).

2.4.7 Public Service Management and Employment Policy of 1999

The Public Service Management and Employment Policy of 1999 promote equal employment opportunities for both male and female at workplace and the ministry is using it as a guideline. In section 5.7 of the policy it is mentioned that, recruitment shall be conducted by open competition through media advertising designed to ensure that the widest possible number of suitable qualified applicants from both inside and outside the public service is well informed. Objective criteria for short listing and final selection
shall be prepared in writing in advance of the selection process. These shall be preserved in permanent records for future inspection and audit. Selection criteria shall maintain an appropriate balance between academic or professional qualifications and other aspects, such as experience, track record and learning potential. The criteria shall, however relate only to issues that are directly relevant to the job to be done. Particular care shall be exercised to ensure that there is no overt or unintended discrimination against women, people with disabilities and other vulnerable groups. All applicants who meet the criteria shall be considered for selection by recruitment panel. Applicants shall be awarded marks against the predetermined criteria and successful applicants shall be persons with highest scores (URT, 1999).

2.4.8 ILO Convention No. 100 and 101

The government of Tanzania also rectified ILO convention in order to increase participation of women in workplace and redress all discriminatory practices hinder their participation. Article 2 of ILO Convention No.100 promotes equal remuneration for men and women workers for equal value. It is the right of all persons, without any discrimination, to work and to equal pay for equal work (ILO, 1958).

This implies that work is the right of every individual regardless of their gender. If someone has the qualifications related to job should be employed no matter is a man or a woman and shall be paid for equal value of the job, this will help to eliminate gender disparity at work place (SARDC & TGNP, 2010). ILO Convention No 111 concerning discrimination in respect of employment and occupation. The Convection affirms that all human beings irrespective of race, creed or sex have the right to pursue both their wellbeing and spiritual development in conditions of freedom and dignity of economic security and equal opportunities.

2.4.9 Convention on the Elimination of All forms of Discrimination against women (CEDAW)

The United Republic of Tanzania is also a signatory to the United Convention on Elimination of All Forms of Discrimination against Women (CEDAW). The convention increases participation of women in employment opportunities because it forces the
government to undertake action which eliminate gender discrimination and bring about gender equality and equity. The government is supposed to submit periodic implementation reports on actions undertaken to eliminate gender discrimination. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

The Convention defines discrimination against women as "...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

The Convention provides the basis for realizing equality between women and men through ensuring women's equal access to, and equal opportunities in, political and public life, including the right to vote and to stand for election -- as well as education, health and employment. States parties agree to take all appropriate measures, including legislation and temporary special measures, so that women can enjoy all their human rights and fundamental freedoms as far as employment concerns.


The protocol to the African Charter and People’s rights (ACHPR) on the rights of women in Africa was adopted in Maputo in July 2003, eight years after the commencement of the drafting process in Lome Togo in March 1995. The protocol used to educate and raise awareness of women’s rights. As far as women employment opportunities concerns Article 13 of the Protocol states parties shall enact laws to guarantee equal opportunities for women and men in work and career advancement and access to other economic opportunities. In respect to this Protocol, Tanzania government promote equal access to employment through enacted employment and labour relation act, (ELRA, 2004) which prohibits discrimination at work places on the basis of gender,
sex, marital status, disability and pregnancy. This help to increase participations of women at workplaces because all discriminatory practices which hinders women participation in employment opportunities perished away.

**2.5 Challenges for Affirmative Action**

Despite of the efforts taken by the government of increasing women participation in available employment opportunities at workplace through legal and policy frameworks of affirmative action and practices of affirmative action still there are challenges which hinder women to participate in those available opportunities at workplaces. Some of the challenges are:

2.5.1 **Culture**

Culture is still remaining as a major challenge which hinders participation of women in employment opportunities found at workplaces. People still believe that cannot perform well as men do, so the society, organisations and employers still hesitated to give employment to women and male dominance continue to take over employment opportunities.

Culture has been used to justify the oppression of women and denial of their rights, contrary to the constitution, laws and several political parties’ platforms. Culture can discourage women from considering entry into workplaces and also make it difficult to those women employees in such sectors to be taken as seriously as their male colleagues because people still believe that men are superior to women.

Brown, Laliberte and Tubbs (2003) revealed that from birth, families treat their daughter as if they will leave home and join another family unit. Women are often silent in the presence of men, leaving their communities to conclude that they cannot make important decisions regarding family life. Girls are brought up to be producers, reproducers and care givers while boys are trained to be heads of households, producers of high value commodities and dominated the decision-making process. Likewise in job places man still dominated many positions and women lag behind them because of culture.
One of the factors contributing to the high number of women employees engaged in nonstandard jobs is culture-based discrimination. Discrimination may persist for some time due to gender value embedded in work policies and practices. The more powerful a position, the greater the discrimination against having a woman hold it (Hwang, 2003; Keum, 2004).

Also, Maphunye (2000) found that some women appointed to top positions expressed the view that they are still being marginalised by their male counterparts, although blatant gender or other discrimination is no longer official policy. These women attributed such marginalisation to the “traditional” view that only males are appropriate as senior public servants. These views were echoed in interviews, in which it was argued that women are not treated as equals and have to make their points far more forcefully than their male counterparts. One interviewee even suggested that “we have moved from one form of a patriarchal public service to another.”

The reasons why women are battling to assert themselves are far broader than public service dynamics. It is a social issue in that society, particularly African culture, affirms the superiority of men and expects women to do unskilled tasks as part of their socialisation.

2.5.2 Limited Opportunities

Despite efforts made and good will of the government to increase women participations in employment opportunities, limited employment opportunities and competitiveness in the labor market limits that participation. Many of the positions were full over and those few remains there is a great competition to get in. Statistically shows that in each year Tanzania universities produced more than 800 candidates but only 60,000 employment vacant produces so many graduates remains home without employment.

Even those who is in the system, the government took initiatives to recruit and train them but they remained in the same position their because all the senior position already covered, so in order to get promotion it is when those who covered positions died, or
were transferred or terminated or when the new departments introduced that the promotions were advertised.

2.5.3 Lack of Qualifications

Employment opportunities depend largely on education and level of development of science and technology. The qualified candidates employed are those with appropriate knowledge and skills. Some women have failed to participate in available employment opportunities at workplaces because they lack qualifications. This has a big impact upon women’s career progression.

The government of Tanzania ensured participation of women in employment through creating a strong pillar in education. The government launched an ambitious programme of universal primarily education (UPE) to ensure that all children boys and girls between ages of 7 and 13 were enrolled in primary schools equally (URT, 1974). Also, the government under university of Dar es Salaam introduced a programme that has been enhancing girl’s access to university education. Girls are assisted by being given remedial classes in order to improve their performance and retention in science and mathematics subjects. But drop outs of girls in primary education due to pregnancy, early marriage and truancy made them to lose education and lack qualifications needed for girls to participate in employment opportunities.

Low participations of girls in science subjects and mathematics leave girls vulnerable in the labour market and failed to get jobs related to sciences and mathematics subjects because they don’t have qualifications.

Economists advocating for the human capital theory argue that women’s lack of qualifications and commitment to paid employment is the cause of the disadvantages they suffer in the labor market. As a result of poor investment in terms of skills and expertise in themselves, they demean their value when compared to their highly trained male counterparts. They become disadvantaged than their counterparts since they are likely to be having less experience; and are less likely than men to be in continuous employment for so many years. This makes it difficult for women to be promoted to higher- status and better-paid jobs (Haralambos and Holborn, 2006).
Their lack of training, qualifications and experience, which all result from the demands of childcare, create disadvantages for them in the labor market, (Haralambos & Holborn 2006).

2.5.4 Employers negative attitudes toward women

Many women fail to participate for the available employment opportunities at workplaces though they have qualifications because of employer’s attitudes. Some of the employers still believe that women’s are materialness and they cannot do jobs men do, that is why they decided to give men’s jobs and leave women’s. Employer’s perceptions of individual women worker’s productivity leads them to assume that, on average women have lower productivity than men. These assumptions result in discrimination against at least some proportion of women. Employers tend to have fewer incentives to invest resources in on the job training for female workers whose careers they believe are likely to be interrupted (Darity & Mason, 1998).

Likewise, Coute and Loury (1993) found that the reason women failed to have employment opportunities at workplaces is employer’s negative attitude. If employers continue to hold onto negative views about group of workers, and then comply with the affirmative action mandate, they must lower the standard used to assigning these workers to the better jobs within the firms. ILO (2003) found that sex segregation and discrimination in job allocation at workplaces is due to fact that employers still based on traditional stereotype attitudes that women cannot do certain jobs like managerial jobs compared to men, that’s why they prefer male employees.

2.5.5 Family responsibilities and women’s workload

Family, responsibilities and women’s workload become a challenge of women to participate in employment opportunities found at workplaces. Though the government designed different practices of affirmative action which aiming at increasing women qualifications and their availability in employment applicant pool but sometimes women failed to attend to those programmes because of family responsibilities.
Women still have the main responsibilities in domestic spheres including the organization of child care. Likewise, when children are sick women have to leave work and remain home to care of their children. It is assumed that the mother would be the one to have to leave work rather than the further when the child sick. This hinders women’s participation in employment opportunities and categorises mothers as problematic employees.

Darity and Mason (1998) argue that employers believe that women, on average have less continuous labour force attachment owing to pregnancy and family responsibilities, they are less likely to appoint women to positions of greater responsibilities or to train and promote them.

The challenge that remains is some employers refused to recognize the value of the triple roles of women and therefore the mainstreaming of gender concern in employment practices. The problem lies mainly in changing the people’s mindset, for instance, the private sector employers do not often abide by all the standards that promote equality at places of work (URT, 2005).

2.5.6 Lack of funds

Lack of funds is another challenge hinders women participation in employment opportunities found at workplaces. Sometimes the government failed to accommodate training and additional activity which empowers women and build capacity which helps women participation at workplaces due to shortage of money. Likewise, many women fail to train themselves and update their skills and compete for available employment opportunities at workplaces because of the shortage of funds.

Training is very crucial for employees at workplaces because it enable employee to be update and also be prepared to get promotion or senior position, so if you don’t have skills needed, will be hard for the employees to get promotion or senior positions. Women’s are the most vulnerable group because most of the women depend on their partners for economic purpose, so if their partners fail to give them money for training and their promising organisation fail too, women’s will end up with lack of skills limited them to participate for the available employment opportunities at workplaces.
**Women doesn’t have an efforts**

Women themselves hinder their participation in employment opportunities besides of affirmative action practices taken by the government. Employment opportunities are their but the problem is women doesn’t have an efforts in searching for employment opportunities. Many women do not want to be far with their families so when the employment found in areas which will separate that women and her family, many resist to apply or attending those opportunities.

Also, many women avoid to attended natural science and mathematics subjects due to its difficulty, so when the special designed to help women to attend these subjects the number of women applied for a course was used to be few.

**2.6 Empirical Evidence of Affirmative Action**

Many studies have been done on affirmative action and its impact on women participation in the employment system. All the time women have not been equal beneficiaries in the employment competition processes. Various impediments to women’s participation in employment are said to exist in almost all spheres of life (Killian, 1997).

Economists advocating for the human capital theory argue that women’s lack of commitment to paid employment is the cause of the disadvantages they suffer in the labor market. As a result of poor investment in terms of skills and expertise in themselves, they demean their value when compared to their highly trained male counterparts. They become more disadvantaged than their counterparts since they are likely to be having less experience; and are less likely than men to be in continuous employment for so many years. This makes it difficult for women to be promoted to higher-status and better-paid jobs. Their lack of training, qualifications and experience, which all result from the demands of childcare, create disadvantages for them in the labor market, (Haralambos and Holborn, 2006).

Despite more inclusive hiring and promotion patterns at many levels of organizations, there are limited opportunities for women.
Argyris (2003) has observed that it is not unusual for managers to want to clone themselves; to hire people who are like them in style and substance.

Research by (URT, 2003) revealed that general assessment of the situation of women in Tanzania indicates that there is a comparatively low level in relation to education, training and employment. The situation is such that women have less access to educational facilities, less time and opportunity therefore their performance, completion and achievement rates are lower than those of men.

Furthermore, URT(2003) revealed that education levels with girls being more adversely affected with the existing cultural attitudes there is favouring of male offsprings over females in most parts of the country given limited resources. Families will tend to pay for the education of boys than that of girls on the principle that boys are heirs while girls get married and move away from their parents.

Women still have less access to wage-employment than men, they do not often make a career that leads them into positions of senior management, and they receive far lower earnings than men. Gender segregation seen in the context of the labour market is detrimental to women in terms of the quality of their employment. To some extent, it is predetermined through choices made in the education and training systems. One therefore finds that women are not enjoying equal opportunities and treatment in these areas. The gender patterns observed at various levels of education between women and men in Tanzania have been reflected in what has been called female stereotype occupations like teaching, nursing, clerical jobs, cleaning and generally lower paying occupations which demand minimum qualification (URT, 2005).

Women’s roles in the productive sector and their predominance in the productive spheres leave them very little time for searching employment opportunities. This factor is aggravated by the inadequacy of support services such as child-care services. Availability of such services would save time and energy which could be used for political activities (Njau & Mruma, 1994).

URT (2003) detailed that, the reason why women are not employed include low level of education, lack of skills, gender discrimination, nature of works, unfriendly working
environment, absence of enforcement laws for selection of women employment in private sectors, family commitments, lack of confidence, social barriers and lack of guidance and counseling.

In an environment where the population believes that formal employment is male domain, it is very difficult for women to engage in politics and public life. The patriarchal views about women and men in society usually facilitate for open discrimination and sexual harassment by both male contestants and their advocates who fear women’s presence in the formal employment. On the other hand, women’s presence tends to threaten the conventionally defined marriage relations where husbands are expected to control decision making processes (Njau & Mruma, 1994).

In addition to the efforts made and good will of the government, competitiveness in the labour market limits the participation of women particularly young women in employment. The challenge that remains is the promotion of equal opportunities for men and women as well as recognition of the value of the triple roles of women and therefore the mainstreaming of gender concerns in employment practices. The problem lies mainly in changing the people’s mindset, for stances the private sector employers do not often abide by all standards that promote equality at places of work (URT, 2005).

ILO, (2003) found that representation of women is less than that of men because men control the infrastructure and decision to use it. Also, women’s triple role, as mothers and care takers leave them with little time to participate in economic (productive) activities and decision making powers. Women’s interest and expectations are not recognised and respected and this is due to women have little education and lack of confidence. It has to be noted that low representation of women in workers organisations and other meeting means that women’s issues and concerns are not represented and discussed effectively in joint issues.

Furthermore, Muro (1982) revealed that in employment sector women have no significant representation and particularly in positions which affect policy and consequently women have no spokesperson. It is men who monopolize the employment sector as well as the employment policies. Definitely when this is compounded with the patriarchal system existing in our society, even few females who appointed to the higher
positions are unable to become effective change agents. Worse still females still have stereotyped expectations towards fellow women concerning their capabilities at the workplace.

ILO’s (1986) findings show that in Tanzania women are still systematically excluded from positions of power and/or prestige. Even when highly qualified, most women employees are assigned to do work of implantation but very few get assigned jobs in decision making i.e ministerial or managerial or prestigious jobs such as ambassadors. Due to traditional division of labour women tend to be bogged down by family chores, men have greater options in pursuing employment.

Muro (1982), Shield (1980), Mascarenhas and Mbilinyi (1983) revealed that married women are under their husbands and it is within their husbands’ powers to refuse or to allow them to work and even disrupt their capacity to perform well their jobs. This is due to customary and traditional norms, that a husband owns his wife, and the wife is expected to fulfill her biological or traditional roles in children and other duties attached to motherhood at home. A working mother must balance employment obligations with family obligations. Even in sickness, a working mother has to stay at home and nurse her children, husband or relatives.

As already discussed by Mbilinyi, Vuorela et al. (1982) and Moser (1993) invisibility of women in many labor markets is another reason for failure of affirmative action policies and programs. Work done by women is still graded as inferior to those men. It is therefore quite common for women to follow husbands who have been transferred, but is still considered unbecoming for a husband to follow a wife to her transfer. There are evidences where women were appointed in very high posts outside the country and their husbands refused to follow them. Now, why the reverse should be taken for granted even when it means jeopardising woman’s professional growth’. Many women have lost their chance of being promoted simply because they had followed their husbands on transfer in the regions.

It also evident by the look of the existing professional schemes, designed by the Civil Service Department in Tanzania, that wages are lower in sectors where women are relatively the large portions of the labor force, such as teachers, nurses and clerks.
The jobs have been stereotyped and feminised. Furthermore, the present labour market is inundated by a highly education prerequisite, unlike in the older times. And as most women receive low levels of education, they fare poorly during job competition with men, except in the stereotyped jobs.

All feminism pivots round the recognition of existing women’s oppression in employment and addresses the prevailing unjust and discriminatory gender relation. Feminism does not just deal with issues of justice and equality but also offers a critique of male-dominated institutions, values and social practices that are oppressive and destructive (Meena, 1992).

Radical feminism puts sexuality and reproduction and patriarchy at the centre of the employment arena and changes women’s employment opportunities consciousness. Their slogan, “the personal is political” empowers women to analyse their lives as part and parcel of common experiences in patriarchal societal (Meena, 1992).

2.7 Research Gap

The majority of studies on affirmative action have focused on its effects. For example Gurdrun (2006) suggests that affirmative action increases equality because it benefits the group meant for protection. Other studies comparing employers who comply with affirmative action with those who do not demonstrate that performance was improved for those companies that made wider searches for human resources, brought more productive women into the workplaces, relied on objective performance assessments and provided more training opportunities (Leonard, 1984, Holzer and Neumark, Sowell, 2004). There are, however few studies assessing affirmative action practices at workplaces inclination to employment opportunities to women. For example Jain and Ratnam did a study on affirmative action for scheduled castes and scheduled tribes in India. Joonmo Cho and Taehee Kwon (2010) assessed the status of female employment in South Korea. But most of the studies on affirmative action were done in developed countries and not developing countries. This is a reason that motivated the researcher to conduct a study in developing countries specifically Tanzania to assess affirmative action practices to see its impact on increasing women participation in employment opportunities at workplaces.
In Tanzania, researchers researched about affirmative action specifically on issue of education, health, economy and politics. Meena (2009) researched about women participation in positions of power and influence in Tanzania, Osongo (2009) researched on affirmative action in education and Temba (2007) did a study on gender but nobody tackled directly on employment, that is how affirmative action increases participation of women in employment opportunities at workplaces. Thus, the researcher opt to assess affirmative action practices in order to investigate participation of women in employment opportunities at workplace.

2.8 Conceptual Framework

**Figure 2.1: Conceptual Framework**

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<thead>
<tr>
<th>Dependent Variables</th>
<th>Independent Variables</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Affirmative action Practices:</td>
<td>Culture</td>
<td>Women number increases in the work places</td>
</tr>
<tr>
<td>Training</td>
<td>Women themselves</td>
<td>Workforce Diversity</td>
</tr>
<tr>
<td>Recruitment</td>
<td>Lack of fund</td>
<td>Number of women holds high position in the workplaces will increase.</td>
</tr>
<tr>
<td>Promotion</td>
<td>Employer’s stereotype</td>
<td>Transparency in vacancies advertisement</td>
</tr>
<tr>
<td></td>
<td>Family responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of qualifications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Limited Employment opportunities</td>
<td></td>
</tr>
</tbody>
</table>

Affirmative action is an attempt want to increase participation of women in employment opportunities. The legal and policy frameworks of affirmative action have been crucial in increasing participation of women in employment opportunities at workplaces. This is because it promotes entry to women in the labor market since they were among the groups faced obstacles in entry at labor market. The figure above demonstrates the relationship between variables. The figure presents the independent variables, dependent variables and intervene variables. The dependent variables show affirmative action intended to increase participation of women in the workplace. This is through designed
programmes which treat women differently in order to improve their chances of obtaining a particular good to ensure that they obtain a proportion of employment opportunities through recruitment process, training and promotion. So, if additional activity is taken in recruitment, training and promotion, it will results in increase of number of women in the workplaces. This means that the number of women holding managerial positions will be increased and even workforce diversity will be reached. But there are some independent that hinder realization of dependent variables.

These variables include not only continuing forms of blatant discrimination, but more importantly, they include a variety of criteria and practices that unwarrantedly circumscribe mobility at workplace. These variables are culture, family issues, employer’s negative attitudes, lack of funds, limited employment opportunities and lack of qualifications. So for succession of affirmative action practices in increases women participation at workplace depend on culture, family responsibilities, employer’s attitudes towards women, lack of funds, lack of qualification and women themselves.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter of the research thesis deals with the description of the methods applied in carrying out the research presents the methodology that used in carrying out this study. It is organised under the following sections: research design, study area, study populations, sample size and sampling procedures, data collection methods, data processing and analysis and data presentation.

3.2 Research design

Research design can be thought of as the structure of research (Kombo & Tromp, 2006). Research design used in this study was a case study, because the study sought to describe a unit in detail, in context and holistically. Nature of the study needed in-depth investigation of the problem at hand, and study deeper insights for better understanding of the participation of women at workplaces through affirmative action taken in recruitment, training and promotion. Henn, Weinstein and Foard (2009) shows that case study involve intensive, detailed and in-depth research in a small sample.

3.3 Study Area

The study was conducted in Dar es Salaam specifically in the Ministry of Community Development, Gender and Children (MCDGC) Headquarters. The Ministry of Community Development, Gender and Children have been selected because is a pioneer of affirmative action and deals directly with women issues. So, would be easy to get all required information related with women.
Figure 3.1: Ministry of Community Development, Gender and Children Organisation Structure

Source: MCDGC, 2015
3.4 Target Population

Population refers to the large group from which the sample is taken (Kombo & Tromp, 2006). The target population in this study involved all employees in the Ministry of Community Development, Gender and Children (MCDGC).

3.5 Sample Size and Sampling Procedures

3.5.1 Sampling Procedures

Both purposively and snowball sampling procedures were used.

3.5.1.1 Purposive sampling

In this sample method, the researcher purposely target a group of people believed to be reliable for the study (Kombo & Tromp, 2006). In this study Administrative and Human Resource Officers, Directors and Policy planners were selected purposely since the researcher believed that these had required information related to affirmative action practices which increasing women participations at workplace specifically in the MCDGC, and some policy documents that guide the implementation of affirmative action practices.

3.5.1.2 Snowball

Snowball sampling begins with a few people or cases and then gradually increases the sample size as new contacts are mentioned by the people you started out with (Kombo & Tromp, 2006). In this study snowball was used to get ordinary subordinates who experiences practices and challenges of affirmative action. The sample started with human resource officer, and then Human Resource Officer directed a researcher to other ordinary subordinate experienced practices of affirmative action and other ordinary subordinates directed researcher to other ordinary subordinates, until the information saturated.
3.5.2 Sample size

This refers to the number of items to be selected from the population to constitute a sample. Although it should be noted that there is no exact number of elements to be selected to form a sample, Economist (1997) (cited by Saunders et al, 2000:15) suggest a minimum of 30 items to be included in a sample when statistical analysis was adopted. This study used a sample size of 58 employees which is equal to 30.6% out of 189 of the whole population in the MCDGC Headquarters.

Table 3.1: Distribution of the sample

<table>
<thead>
<tr>
<th>NO</th>
<th>Institutions</th>
<th>No of Male Respondents</th>
<th>No of female Respondents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Legal Unit</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Policy and Planning Division</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Administration and human resource Division</td>
<td>11</td>
<td>27</td>
<td>38</td>
</tr>
<tr>
<td>4.</td>
<td>Community Development Division</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Children Division</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6.</td>
<td>Gender Development Division</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Finance and Account Unit</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8.</td>
<td>Procurement Management Unit</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>19</td>
<td>39</td>
<td>58</td>
</tr>
</tbody>
</table>

Source: Researchers Findings, 2015

3.6 Data collection Methods

In this study data were obtained from both primary and secondary sources. Primary data collection employed several methods: structured and unstructured interviews and questionnaires. The need to use such a combination comes from the fact that no single instrument is reliable enough to give dependable result (Shipman, 1975).

3.6.1 Primary data

Data observed or collected directly from first hand (Msabila, 2013). This consists of collection of original or raw data collected by the researcher. Two methods were used in collecting data. They include questionnaire and interview.
3.6.1.1 Questionnaires

Tromp and Kombo (2006) Questionnaire is a research instrument that gathers data over a large sample. Closed-ended questionnaires were administered to 50 ordinary subordinate for statistical backup. It designed and then administered in order to gather pieces of information related to the personal background, practices of affirmative action and challenges of affirmative action. Closed-ended questionnaire gathered information that the researcher intends to get which cannot be obtained through interview.

3.6.1.2 Interview

Structured and Semi-structured questions through face to face interview designed for the purpose of getting intended information in a more systematic way. Face to face interview was used in the data collection in order to get in-depth information, respondents experiences, and attitudes about affirmative action practices which are recruitment, promotion and training, and see if it was helping to increase participations of women in employment opportunities. Face to face interview helped the researcher to sense respondent’s feelings and also get more clarification where she failed to understand. Face to face interviews conducted to (1) human resource officer, two (2) administrative officers, two (2) directors from children division and community development division, One (1) policy planner, one (1) legal officer interviewed and one (1) ordinary subordinate experienced practices of affirmative action in the Ministry of Community Development, Gender and Children.

Msabila and Nalaila (2013) exposed that interviews will allow flexibility in order to crosscheck information in data collection since the researcher will be able to modify difficult questions for more clarity and even ask some more questions depending on the context.

3.6.2 Secondary Data

Secondary information sources are data neither collected directly by the user nor specifically for the user. It involves gathering data that already has been collected by someone else (Kombo & Tromph, 2006).
3.6.2.1 Documentary review

Documentary survey was used to obtain secondary data on various studies already conducted concerning the problem under the study. The study examined the existing labour laws in use at the MCDGC, staff regulations, the handbook of Government Standing Order, Waraka wa maendeleo ya watumishi wa 2002, Gender and Women Development Policy, Community Development Policy, plus other studies on women and employment which are reflected in the literature review.

3.7 Validity and Reliability of research instruments

3.7.1 Validity

Validity and reliability are two important aspects in research and these considered in this study. Validity is the quality that an instrument used in research is accurate, correct, true, meaningful and right (Nyenzi, 2010).

This study was ensured validity of the instrument through pilot study. Some questionnaires were distributed to 10 people in the Lindi Municipal in the department of human resource to see if the question would be answered or not. After the researcher satisfied that the questions are valid and people understand the questions then she distributed to the intended case study of MCDGC.

3.7.2 Reliability

Reliability refers to consistency of result that an instrument will give when applied repeatedly in the investigation (Saunders et al., 2000). The researcher ensured reliability of the data through method triangulation. The researcher used methods such as questionnaire, interview and observation. Triangulation involves using multiple data sources in an investigation to produce understanding. These two qualities were important in research as they had a great influence on the nature of results and hence conclusions that were made regarding the research findings. Borg and Gall (1989, 267) recommended that there should be several items in a survey hottest to make it possible for researchers to estimate an individual score.
3.8 Data Processing and Analysis

After gathering the required information, quantitative and qualitative data analysis techniques were employed in this study.

All qualitative information gathered through primary sources was subjected to content analysis. The data was reduced and displayed (Miles and Huberman, 1984). Relevant information was extracted and presented descriptively.

Quantitative data gathered through questionnaire, and documents was edited, coded, entered, and cleaned ready for analysis. In data editing the information from the study were carefully checked to ensure completeness, accuracy clarity and uniformity. Data was coded and entered in a computer by using Statistical Package for Social Sciences (SPSS) format and analysed using SPSS Based on the result from the questionnaire and data entry, the data were kept in the format which yields the better SPSS outputs. This means after coding data were ready for analysis. Type of quantitative data collected are data related with profile of the respondents that are sex, marital status, highest education level and working experiences.

3.9 Data presentation

Data was presented in a way that resemble to the problem being studied, for the sake of understanding the researcher started the presentation of data with the simplest issues in order to make the audience understand the issues being studied. Also, the most important findings were presented first and the minor followed. General descriptive statistics through tables, figures and content analysis were used to examine, explore, and evaluate the association and comparison. Data analysis was categorised in four sections as research questions were settled. In the following chapter data presentation and discussion is provided.
CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The chapter presents the results obtained from the field and review of documents on the problem of research and research question focused on the present research study. It presents the discussions and description of the research findings.

4.2 Profile of Respondents

Profile of respondents was important in this study because it constituted an important variable which increases or hinders women’s participation in employment opportunities in the MCDGC as far as affirmative action practices are concerned. Affirmative action is aiming at treating a sub-class or group of people differently in order to improve their chances of obtaining particular good to ensure that they obtain a proportion of certain goods (Faundez, 1994).

4.2.1 Sex

Sex was an important variable in this study because the study wanted to assess participation of women in employment opportunities at workplace, due to the fact that prior to affirmative action women were isolated to get employment opportunities because of their sex. In order to assess women’s participations in employment opportunities at MCDGC respondents were asked to indicate their sex in questionnaires in order to be easy for a researcher to assess if women participate in employment opportunities or not.

The study revealed that unlike men’s, women’s participation in the MCDGC was high due to legal and policy frameworks of affirmative action and affirmative action practices designed to treat women differently in recruitment process, training and promotion at the MCDGC. Also, the ministry prohibited all discriminatory practices at workplaces which hinder women participations in employment. The MCDGC employed all qualified applicants regardless of their sex.
The distribution by sex of the study sample is depicted in Table 4.1. Out of the fifty eight (58) respondents, thirty two point eight (32.8%) were males and sixty seven point two (67.2%) were females. The reasons why female workers were more than male workers were due to the fact that number of female employees in the divisions and units at MCDGC is higher compared to that of men (Indicated in appendix I & II & IV). This implies that women participation in employment opportunities at workplaces increase compared to the past days and hence affirmative action achieved its goal of increasing number of qualified women at workplaces. For example, in the Procurement Management Unit (PMU) there were six staff, but within six staff there are (5) females and one (1) male.

Table 4.1: Distribution of the respondents according to their sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>32.8</td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>67.2</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Researcher Findings, 2015

4.2.2 Marital status

Marital status is one the factors that hinder women from participating in available employment opportunities at workplaces. Many women failed to participate in available opportunities at workplaces because of their marriage. Muro (1982), Shield (1980), Mascarenhas and Mbilinyi (1983) revealed that married women are under their husbands and it is within their husbands’ powers to refuse or to allow them to work and even disrupt their capacity to perform well their jobs. The study included marital status as respondent profile to see if marriage has influence on women employment.

The study findings revealed that there were single, married and separated and widowed participants (Table. 4.2). The vast majority of respondents were married (60.3%) with a few (3.4%) were widowed respondents. The distribution of marital status confirms that most of the employees in this study area are mostly adults who have established their families. The high variation in marital status could also have some implications that
despite affirmative action taken by the government to increase the degree of women participation in equal employment opportunities available at workplaces, marriage can disrupt the efforts because married women are under their husbands and it is within their husband’s power to refuse or allow them to work.

Table 4.2: Marital status of the respondents

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>17</td>
<td>29.3</td>
</tr>
<tr>
<td>Married</td>
<td>35</td>
<td>60.3</td>
</tr>
<tr>
<td>Separated</td>
<td>4</td>
<td>6.9</td>
</tr>
<tr>
<td>Widowed</td>
<td>2</td>
<td>3.4</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Researcher Findings, 2015

Figure 4.1: Marital status of the respondents

Source: Researcher Findings, 2015

4.2.3 Highest Education level

Education level is the one of criteria which hinders women participations in employment opportunities in the MCDGC. The study findings revealed that in the MCDGC many women especially in the low cadres failed to participate in employment opportunities because they lack education needed. Also, in promotion many women
failed to get promotion especially in low cadre posts because of education factor. In high posts that need education that starts with a degree, participation of women is high in this case. Half of the female employees hold bachelor degree education. This implies that affirmative action practices taken by the Recruitment Secretariat of giving employment priority to women when they have the same qualifications with their male counterparts were implemented well.

Based on the above profile, the study found women had qualifications needed in the labour market and they were able to compete for available equal employment opportunities found in the workplaces.

Table 4.3 indicates that a significant proportion of the study population (50.0%) had received bachelor degree education; while 8.6% had certificates and 12.1% had master’s degree education. This meant that women’s have education qualification needed by employers at workplaces. And this qualification will help to increase women participations at workplace.

Table 4.3: Distribution of the respondents by education level

<table>
<thead>
<tr>
<th>Education level</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>5</td>
<td>8.6</td>
</tr>
<tr>
<td>Diploma</td>
<td>16</td>
<td>27.6</td>
</tr>
<tr>
<td>Bachelor</td>
<td>29</td>
<td>50.0</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
<td>12.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>58</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Researcher Findings, 2015
4.2.4 Working experience

Working experience of an employee has influence on employment opportunities found at workplaces. Working experiences is one of the criteria for recruitment, training and promotion. For women to get promotion especially in higher post working experiences considered and vice versa if you don’t have. The study found that many women had working experiences so that they were entitled to compete for available employment opportunities found in the Ministry so as to increase their participation. This implies that the intention of affirmative action of increasing qualification and availability of women in workplaces succeeded, because participation of women in available employment opportunities was higher because they had qualifications needed.

It was found that 32.8% of the respondents had 1 to 5 years of experience working in public institutions while 20.7% of the respondents had working experience of more than 10 years in public institutions. This entailed that women's have qualification needed by employers at workplaces.
Table 4.4: Working Experience

<table>
<thead>
<tr>
<th>Working experience (Years)</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 5</td>
<td>19</td>
<td>32.8</td>
</tr>
<tr>
<td>6 – 10</td>
<td>27</td>
<td>46.6</td>
</tr>
<tr>
<td>More than 10</td>
<td>12</td>
<td>20.7</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Researcher Findings, 2015

Figure 4.3: Working Experience

Source: Researcher Findings, 2015

4.3 Legal and Policy Frameworks of Affirmative Action

Affirmative action was designed to ensure participation of women in available employment opportunities. Legal and policy frameworks was enacted in order to give special treatment to women and prohibited all discriminatory practices based on gender in order to increase their participation in employment opportunities such as recruitment, training, promotion and all other terms, conditions and privileges of employment. The purpose of legal and policy frameworks of affirmative action is to ensure high participation of women in employment opportunities. The study found that the Ministry
plays its role to comply with legal and policy frameworks of affirmative action in order to increase women participation in employment opportunities.

The Ministry of Community Development, Gender and Children (MCDGC) formerly known as Ministry of Community Development, Women Affairs and Children (MCDGC), was established in November, 1999 with the responsibility to facilitate community development in Tanzania. The vision of the Ministry is to be the center of excellence in promoting communities pro-activeness, confidence, commitment and culture of hard working in striving for better livelihood embracing gender equality and children’s rights. The ministry strives to embrace gender equality in healthy, education, political and in employment too.

**Policy and legal frameworks affecting practices of affirmative action in the Ministry of Community Development, Gender and Children (MCDGC)**

Legal and policy frameworks of affirmative action affecting the practices of affirmative action in the Ministry of Community Development, Gender and Children because the Ministry sticks in legal and policy while provided training, training and promotion to women. The findings show that, the Ministry has special programmes which provide recruitment, training and promotion to women in order to increase their participation in the MCDGC.

In training, the MCDGC in relation with donors countries has been introduced funds which accommodate cost of training provided to women in order to improve their skills and prepared them to hold decision making position. The funds increased women’s participation to the MCDGC because of capacity builder to them but recently the fund is no longer active because of shortage of money.

Based on the policy and legal frameworks of affirmative action the MCDGC succeeded to increase women participation in the workplace through prohibit discrimination in the workplace basis on gender but failed to design special programmes which treat women differently in recruitment, training and promotion in order to increase their participation.

In short the study found that, the MCDGC failed to increase participation of women in the workplace via affirmative action practices because it has not special programmes
provided for recruitment, training and promotion to women rather they provide those employment opportunities based on merits. No matter whether you are a woman or man if you have merits shown in the legal and policies frameworks you will get employment opportunities found in the Ministry but if you don’t have you will not get it.

The policy and legal frameworks of affirmative action used by the MCDGC in provision of recruitment, training and promotion to women are:

**4.3.1 Government Standing Order**

The MCDGC provided recruitment, training and promotion to women by regarding standing orders. In recruitment the Government Standing Order Section D (1) (2) states that recruitment in the public service shall be open to women and men applicants based on non-discriminative job advertisement, description and specification. In order to avoid discrimination in recruitment process the MCDGC jobs vacant for low cadre is open to men and women and there is no discriminative in job advertisement and women are encouraged to apply for the advertised posts. This helps to increase women’s participation in recruitment process because of encouraging applications and also when their qualification are similar with men, women are given priority in recruitment.

In training and promotion opportunities the standing order did not take any affirmative action to increase women’s participation in training and promotion rather qualified employees were chosen according to merits and not sex. Standing order says that, it should be noted in selecting candidates for promotion, the appointing authority shall have regard primarily to the efficiency of the service. Candidates having the same degree of preference, qualifications and experience, proved merits and suitability for the posts a question shall be accorded greater weight than seniority. Likewise, in training based on merits too.

The MCDGC provided training and promotion to its employees based on merits and not gender or sex. If you are a woman and you have merits mentioned above you will be entitled for promotion or training, but if you don’t have you will not be entitled for training or promotion. Only the qualified candidates get chances for training and promotion. This implies that the participation of women in the training and promotion is
limited because there is no affirmative program taken to treat women differently in training and promotion.

The Public Service Act, (No. 8 of 2002) and Regulations
The study revealed that the MCDGC based on merits when providing employment to her employees and not affirmative action.

Likewise, the Government Standing Orders, the Public Service Act, (No. 8 of 2002) and Regulations using with the MCDGC in provision of recruitment, training and promotion to women in order to increase their participation at workplace. The act argues that equal employment opportunities must be based on merits but where the respective candidates are men and women priority shall be given to women. Selection of candidates in different posts in the Public Service shall be based on merits through an open competition by conduct interviews. S. 12 (3). Also, promotion of the public servant shall be based on merit, effective and efficient performance, qualification, skills and personal qualities.

As it was mentioned in the act, the MCDGC given priority to women in recruitment process where their merits match with men but in training and promotion merits is considered and not gender.

4.3.2 Waraka wa maendeleo ya utumishi No. 7 of 2002

Waraka wa maendeleo ya utumishi No 7 of 2002 also using as an outline of provision of recruitment, training and promotion to women in the MCDGC. Training and promotion given to women and men should base on merits. There is no priority or special treatment given to women in relation to recruitment, training or promotion if they don’t meet qualifications needed.

Circular states that qualifications and procedures of recruitment and promotion must comply with Management and Employment Policy of 1999, Section. 5 (7) (8) (22) that is recruitment and promotion should be based on merits mentioned in employees circlars which are appearance, experience and skills related to jobs in open completion within and outside of public servant. Procedures in promotion should rely on recruitment procedures and will depend on availability of jobs and approved budgets. This implies
that if women failed to strive on their own to meet minimum qualifications needed in recruitment, training and promotion, it will be hard for them to participate in employment opportunities found in the MCDGC because in the circular there is no any special programme written to treat women differently in order to increase their participation level.

4.3.3 The Women and Gender Development Policy of 2002

The MCDGC issued this policy to advance gender issues. The policy focuses on gender mainstreaming as one area through which to ensure that gender concerns are taken on board in each situation during the planning and decision making at all level.

The study found that in the MCDGC, the policy is being used to analyse women and men situation with regard to recruitment, training and promotion and has given strategies aiming at bringing gender parity. Also, the MCDGC prohibits discrimination practices in the workplace on the basis of gender in order to ensure gender equality in recruitment, training and promotion. This helps to increase women participation in the ministry because women were not excluded in employment opportunities and if they have qualifications needed to be selected in recruitment, training and promotion they get it.

4.4 Practices of affirmative action at the MCDGC

4.4.1 Recruitment

Number of women at workplaces will be increased if transparency in recruitment and additional activity can take the form of special recruitment efforts to draw more applicants in these areas from minorities and women, but also include some additional consideration of (or preference for) these applicants. (Eboni et al., 2009 & ACHRP, 2013).

However, it was found that there is an additional activity taken in order to increase women participation at workplaces, that is, priority given to women when men and women score the same mark and have the same qualification. But this is done with the recruitment secretariat. In the MCDGC there is no any additional special activity taken
in recruitment process to draw more women applicants because the Ministry has not mandate to recruit her employees above low cadre.

The Ministry recruits low cadre candidates holding diploma and certificates. But in these low cadres posts, it was found that the ministry has not taken any additional activity in recruitment process in order to increase number of women at workplaces but what is regarded is merits.

4.4.1.1 Criteria MCDGC is using in recruitment process for lower cadre posts

Respondents were asked about criteria used by the Ministry in recruitment process for the low cadre posts (Indicated in appendix I & IV). It was found that in recruitment process the Ministry used education as a criterion in getting qualified applicant. This implies that affirmative action was not considered in recruitment process, what matters is education qualification. This will continue to limit employment opportunities to women because most of the men have higher education compared to women due to the reason that since the in past men were given first priority to get education and women remained home doing home chores. So, if education will continue being considered as a criterion in low cadre recruitment process and other criteria like sex are disregarded, it means that the organisations will continue to employ more men than women in low cadre posts. Sex (3%) was not treasured as an important criterion in recruitment because in the recruitment process both sexes are encouraged to apply but what is considered in getting a qualified applicant is education. Age scored few marks (3%) because not all kinds of jobs look for age.

Table 4.5: Represent criteria’s MCDGC using in recruitment process

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education level</td>
<td>44</td>
<td>75</td>
</tr>
<tr>
<td>Experience</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Skills</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Sex</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Age</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Researcher Findings, 2015
4.4.2 Promotion

According to the Public Service Act, (No. 8 of 2002) and Regulations, Government standing order and Public Service Management and Employment (1999), promotion shall be based on merits, effective and efficient performance, qualification, skills and personal qualities. The study found that in the Ministry of Community Development Gender and Children, all women and men were promoted according to merits, there is no any additional activity taken to include women in promotion in order to increase their number. This is due to the fact that all legal and policy frameworks are used as guidelines in the provision of promotion in the MCDGC didn’t show any affirmative section to be taken in order to give women priority and increase their number in promotion rather merits were insisted.

Most of promotion affirmative programmes shown in international charters and developed countries books are not implemented in African countries, and Tanzania is among them (Research findings, 2015). So, the process remains in the books but practically it is hard to be implemented because it is not shown in our legal documents as far as promotion is concerned. This implies that if the Ministry will not take any additional activity to treaty women differently in promotion and continue to regard merits as the only criteria for promotion many men will be continue to get promotions and hold senior positions and women will continue to lag behind them.

Findings show that, in the year 2013/2014 to 2014/2015, the MCDGC promoted 197 employees, 113 which is equal to 57.4% are men and 84 which is equal to 42.6% are women. This is due to the fact that men met the qualifications needed compared to women. So, if the MCDGC will not take any initiative that is additional affirmative programme which treat women differently in order to build their capacity which will help women to compete with men in the promotion pool women will continue to lag behind men.

Also, through questionnaire indicated in appendix I & IV, administered to respondents which asked who gets promotion mostly in the MCDGC and why. It was found that majority (70%) of the respondents reported that men were more promoted as compared
to few (20%) reported that women promoted. This was influenced by the fact that men demonstrated merits required which lacked among most of the women.

Figure 4.4: Who get promotion mostly in the MCDGC

Source: research findings, (2015)

So, if the MCDGC will continue to keep quiet and not take additional activity to women in promotion in order to increase their participation in the Ministry, then men will continue to hold to get promotion and women will continue to lag behind them.

4.4.3 Training

UN (1996) said that, equality of access to and attainment of training is necessary if more women are to be included in available employment opportunities at workplaces. That is ensuring women have equal access to career development, training, scholarships and fellowships, and by adopting positive action when appropriate.

The study found that in the training programme women participation as high as male counterparts this is due to the affirmative action practice taken by the Ministry to introduce the fund which facilitated training to women. The MCDGC introduced Training Fund for Women in Tanzania (TFWT) aiming to improve women’s technical and managerial skills, and increase number of trained and qualified women.
The fund trained women at different levels, in long and short term training programmes and recently in the MCDGC many women reported to have attended different short courses taken for two to six months abroad.

The study found that for the year 2013/2014 only 62 employees attended training; 32 (51.6%) women and 30 (48.4%) men. Also, in 2014/2015 only 84 employees attended training 44 (52.3%) men and 40 (47.7%) women with long and short course. This implies that affirmative action practices in training increases women participation in the MCDGC.

Also, respondents when were asked about who attends training mostly in the MCDGC, all the respondents 100% said training were given equally to both men and women in the Ministry. So, when appropriate positive action is applied to give training to women it will increase women’s participation in employment opportunities because all men and women will have the same qualifications and all will be able to compete for available employment opportunities.

4.5 Challenges of affirmative action in the MCDGC

Affirmative action succeeded to increase women’s participation and progression in the MCDGC though some barriers which hinder women to participate in those opportunities still remain. The MCDGC put much efforts of including women in employment opportunities and prohibit all discrimination practices at workplaces in order to increase number of women at workplaces and empower them to compete for available resources but still there are some challenges that hinder women’s participation in employment opportunities.
Table 4.6: Represents Challenges of affirmative action n =58

<table>
<thead>
<tr>
<th>Factors</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited employment opportunities</td>
<td>3</td>
<td>5.1</td>
</tr>
<tr>
<td>Employers negative attitudes towards women</td>
<td>5</td>
<td>8.6</td>
</tr>
<tr>
<td>Culture</td>
<td>10</td>
<td>17.2</td>
</tr>
<tr>
<td>Lack of fund</td>
<td>5</td>
<td>8.6</td>
</tr>
<tr>
<td>Family issues</td>
<td>25</td>
<td>43.1</td>
</tr>
<tr>
<td>Lack of qualifications</td>
<td>8</td>
<td>13.7</td>
</tr>
<tr>
<td>Women doesn’t have an efforts</td>
<td>2</td>
<td>3.4</td>
</tr>
</tbody>
</table>

Source: Research findings, 2015

4.5.1 Culture

The study found that, culture is still remaining a big challenge which hinders women’s participation in employment opportunities at workplaces and has made the efforts affirmative action of increase women in workplace to fail. People still believe that women are weak, less material and they can’t perform jobs as male do even though they have qualifications needed.

Culture dissuades women from considering entry into workplaces and also makes it difficult for those women employed in such sectors to be taken as seriously as their male colleagues (Humphrey & Pinkney, 2003). Cultures which privilege men can lead to women having lower aspirations and expectations, which in turn lead to lower self-esteem with women being more likely than men to question their own ability. Such low aspirations can influence women’s expectations of progressing or being visible and reinforce perceptions of particular sectors as a man’s world.

Findings show that, in the MCDGC there was one woman who failed to get promotion of being director in a synonymous unit because of culture of favouring men than women. Also, through the questionnaire the study found that about 17.2% of respondents agreed that culture was the main barrier for women’s participations in employment opportunities at workplaces because people still have an idea that men are superior to women. It was argued by one of the respondents that;
“It’s hard to give women chances in decision making positions because women were weak and were not able to take risky decisions at the right time. Decision making position is not only looking at education, skills or experience, its goes further and looks at the way you manage your subordinates, taking risks in making decision for the sake of your subordinates, being available and flexible all the time. Most of the women lack some qualifications that is why males were preferred in decision making posts than female” (Research findings, 2015).

Halford and Leonard (2001) claimed ‘many men and women working in today’s organisations deny that culture plays a significant part in their experience or career development’. However, the fact that the gendered cultures in organisations may be perceived as ‘normal’ or ‘natural’ does not invalidate their impact. When other identified barriers were examined, such as the need for flexible working arrangements or childcare concerns, a major underlying theme throughout was gendered time and attitudes. Cultural issues were evident when women talked about their working lives, or their understanding of how work and home life were necessary interconnected by the juggling of time, family, domestic tasks and work responsibilities.

4.5.2 Family issues

Family issues hinder women participations in employment opportunities because women are the ones who are regarded to take of the family or children. So, when children get sick women leave work and go back home to take care of the child; so, this hinders women from participating in other employment opportunities because of family matters.

Martin and Roberts (1994) found that social and domestic circumstances had a considerable influence on work for women. Although the majority of women are now employed, they are still having the main responsibilities for the domestic sphere, including the organisation of child care.

The research findings revealed that majority (43.1%) of respondents responded that family issues are the barrier for women inclusion in employment at workplace. For example, in the MCDGC, one woman rejected promotion of being a principal at Nzovwe Focal Development College (FDC) because of family matters. She argued;
I was promoted as a principal at Nzonwe FDC in Mbeya but I rejected the promotion because of my children. My children are still young and my husband is working here in Dar es Salaam and he was not ready to follow me; so, it became harder for me to be far with my family that’s why I decided to reject the promotion (Research findings, 2015).

It changes you as a person because you are no longer the centre of your world, your children are. You have bigger responsibilities, you have more stability. Previously I moved to where there was a job that I wanted to go and do, and now I wouldn’t do that (Research findings, 2015).

Another area of concern mentioned by women was the location of childcare. This had influenced a number of women’s decision about work and often led to decisions to stay in a particular job as a consequence of this factor. One of the respondents said;

I have been working for long hours and my partner’s been ill and in hospital. I had my two days off. I had go to spend my two days at the hospital and there’s been courses taking place during the two days; the dilemma was either to go to the hospital or do my courses. So, I really had to focus on taking care of my husband. It’s hard finding a balance with that because I want to do both, but time doesn’t allow doing both (Research findings, 2015).

4.5.3 Lack of funds

Funds is a big challenge in increasing participation of women in available opportunities found at workplace especially in training, because sometimes employers fail to train their employees on time due to shortage of funds. For example, recently the Training Fund for Tanzania Women (TFTW) which used to train women of different levels and help them to get qualifications needed in the labour market is no longer operating because of lack of funds (Research findings, 2015).

The study found that less than a half (8.6%) of respondents agreed that employers failed to train employees, hence reduced chances for women’s participation in employment, due to the fact that most of the women were dependant. So, if the organisation fail to train them, it will be impossible for them to incur costs for training.

MCDGC put much effort of training her employees and allow women’s to take long and short courses under the organization cost but sometimes fails to do so when the budget is tight this reduce women participation in employment opportunities. For example, in
2013/2014 the MCDGC estimated 6,141,932 budgets for employees training but due to budget constraints the MCDGC got 5,600,000, and trained 62 employees out of 68 employees and women were among them.

4.5.4 Women don’t show enough effort

It was found that women themselves are barrier of their participation in employment opportunities found at workplaces. The MCDGC has been taking different initiatives which aim to increase women participation in employment opportunities but women themselves become the obstacle. Employment Opportunities are there but the problem is women themselves do not show much effort in searching and applying for employment opportunities found. 3.4% respondents reported that women themselves are a barrier of affirmative action implementation because they don’t put in much effort in searching and applying for employment opportunities found in the MCDGC. For example, in 2015/2016, the government of Tanzania in relation with Australia provided scholarships for masters and short courses for different fields and the researcher observed announcement at the MCDGC notice board. But out of 40 applicants for Australia master’s scholarships women were only six (6), the rest were men.

The reasons why women didn’t apply for the scholarship are: women in the MCDGC specifically in record management and procurement management were satisfied with the position they held and they didn’t want to be far from their families, that is why they didn’t want to compete to get available opportunities advertised.

Also, the study revealed that in FDCs and CDTIs which are under MCDGC, male employees almost get all opportunities of being recruited, promoted, career development even getting transferable opportunities from one college to another. This is because of the nature of the subjects taught in this colleges which are mathematics and science subjects specifically technical studies and most of women avoided pursuing these studies because of perceived difficulty, at the end men continue to cover the positions. For example, out of 53 FDCs Principals, men are 43 and women are only 10.
4.5.5 Limited employment opportunities

The MCDGC put much efforts of increasing number of women at workplace based on policies and practices of affirmative action. Many women succeeded to attend training and acquired skills, experience and all qualifications needed for promotion in the workplace. But the limited opportunities especially in promotion limited their participation because all the positions were already covered. Through interview one female interviewee with sad feeling responded that;

“I was supposed to be in a senior position because I have all the qualifications needed. I got my first degree in Procurement and later on I went to take CPA, and I have job experience but the problem is limited opportunities due to the fact that all the positions are covered already. So, I remained to be the ordinary subordinate while my qualifications are for senior position” (Research findings, 2015).

4.5.6 Employer’s negative attitudes towards women

The study found that employer’s negative attitudes towards women still persist and continue to hinder women’s participation in employment opportunities at the workplace. For example, in the MCDGC there a woman who expected to be a director in a human resource unit because of attributes she demonstrated of being a hard worker and being appreciated by everybody; but due to negative attitudes of employers towards women that woman lost a chance of being a director and was transferred to the treasury department.

But also the study found that in the MCDGC; higher position specifically directors and head of units are held by males. For example, all six (6) divisions were manned by men as directors. And out of six units (6), four (4) units were headed by men and two units (2) were headed by women. ILO (2003) revealed that women continue to encounter discrimination in one form or another in their working lives; due to the fact some employers still uphold traditionally sex stereotype attitudes that women cannot do certain jobs like managerial jobs compared to men. Gender is therefore still a major issue in the workplaces because of the impact that gender stereotypes have on the attitudes and decision-making of employers and employees alike (Hearn and Parking, 1987).
Table 4.7: Reasons why employers have negative attitudes towards women

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel difficulty to give work</td>
<td>14</td>
<td>24.1</td>
</tr>
<tr>
<td>Seem as they have no confidence</td>
<td>16</td>
<td>27.6</td>
</tr>
<tr>
<td>They do not appreciate them</td>
<td>31</td>
<td>53.4</td>
</tr>
</tbody>
</table>

Source: Researcher Findings, 2015

4.5.7 Lack of qualifications

The study found that lack of qualifications still hinders participation of women in employment opportunities to women. For example, in the MCDGC, in the units of procurement management and records management, many women failed to get promotions because they lacked qualifications. They failed to understand their scheme of service and regarded period of stay in the job in the same position as a criterion of getting promotion forgetting other criteria like education which are considered more.

URT (2003) revealed that, the reasons why women are not employed and participate in employment opportunities at workplaces include low level of education, lack of skills, nature of work, family commitment, and lack of confidence.

Employees development Scheme No. 7 of 2002 states that qualifications and procedures of recruitment and promotion must comply with Management and Employment Policy of 1999, Section. 5 (7) (8) (22) that is recruitment and promotion should be based on merits mentioned which are appearance, experience and skills related to jobs in open completion within and outside of public servant. Procedures in promotion should rely on recruitment procedures and will depend on availability of jobs and approved budgets.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarises the whole research process. It first provides brief summary of the study with particular reference to the research problem, research methodology, results, the main contributions of the research and recommendations for further study.

5.2 Summary of the Study

This study aimed at assessing the affirmative action practices, particularly to examine the legal and policy frameworks for affirmative action, to describe the practices of affirmative action at the workplace, to identify and explain the challenges of affirmative action and to propose some measures for enhancing affirmative action practice at the workplace.

The case study used was the research design because the study aimed to investigate the unit in detail and in-depth for understanding the problem. While methodology used to get sample design was purposive and snowball. The study was used the sample size of 58 respondents which is equal to 30.6% out of 186 population of the whole employees in MCDGC Headquarters. In collection of data the study used questionnaire and interview.

Data was analysed and presented through both qualitative and quantitative, general descriptive statistics through tables, figures and content analysis was used to assess, examine and evaluate the associations and making comparisons.

The findings show that some of the challenges of affirmative action which hinder women from participating in available employment opportunities at workplaces is employers’ negative attitudes towards women. Employers fail to include women in employment opportunities because they do not appreciate them; they see women as less material compared to men. But also other challenges are culture, lack of funds, lack of employment opportunities, women themselves and lack of qualifications.

A general conclusion in this study is that there is huge support of legal and regulatory framework regarding affirmative action practices. This is evidenced by the existing

5.3 Conclusions

Based on the summary of findings above, the study concludes that,

The findings shown that, the legal and policy frameworks of affirmative action was not include guidelines on how to implement affirmative action in promotion and training as it is in recruitment in order to increase women participation at workplace places, rather than considered merits.

Based on the above findings of the study, the researcher conclude that in promotion and training the legal and policy frameworks should include affirmative steps to be followed in order to increase women’s participation as it does in recruitment process.

Also, the MCDGC were advised to designed special programs for women in recruitment, training and promotion in order to increase women participation in this workplace.

The Ministry in relation with NGOs, FBOs and CBOs should continue to provide education to the society about equal rights between men and women in all sectors like education, employment, ownership. This will help to change the mindset and attitudes of the communities who still believe that men are better than women. And will help to overcome the challenge of affirmative action which hinders participation of women in employment opportunities at workplaces.
5.4 Recommendations

Based on the study findings and conclusions, the following recommendations have been suggested by this study in order to enhance affirmative action at workplaces:

i) The Government should assist girl’s access to higher education, for instance, sponsoring girls on higher education this would enable the women to have qualifications to apply for various posts as well as to be promoted. Also, the government should increase the enrollment of female students in vocational training and territorial learning institutions in order to enable them to acquire skills and knowledge related to science and mathematics and be able to compete for posts that need science and mathematics qualifications. This initiative will contribute to the expansion of women in employment opportunities.

ii) Provide more training to make women get confidence and value them. This can be achieved through use of on-the-job and off-the-job training for both short and long training.

iii) Women are encouraged to believe in themselves and strive for available opportunities found in the workplaces.

iv) All employers in any organisation should act professionally and be responsible for participating in the identification of problems, taking action to prevent discrimination to employees, conducting and supporting career development for all staff members, ensuring that women are afforded full employment opportunities and are encouraged to participate in all organisation’s sponsored educational, training and social activities. All employees are expected to support equal employment opportunities and affirmative action policies. No one, may use their lack of knowledge about these policies as an excuse for inappropriate behaviour or decision.

5.5 Area of further study

Further study should examine why culture remains a barrier in women’s participations in the employment sector and other sectors despite the Government efforts, NGO’s and even FBO’s efforts of ensuring equal opportunities between men and women. “It is
difficult to awaken a man pretending to be asleep”. It is no longer a question of whether the nation must change to become more inclusive, especially in gender equality. It is a question of how, at what pace, and at what price change will occur. Hence, once further studies are undertaken in this area, then a more comprehensive picture will be obtained and better strategies will be devised for addressing the situation.
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APPENDICES

Appendix I:

QUESTIONNAIRE FOR ORDINARY SUBORDINATE

Dear respondents
My name is Busanda Shadrack, a student from Mzumbe University; pursue Masters of Science in Human Resource Management (Msc. HRM). I am doing research about affirmative action. The aim of this questionnaire is to collect information that will be used to assess the affirmative action practices in the work place. All the information will be confidential and will be used for research purpose only.

SECTION 1: Background information
1. Respondent position
2. What is your age bracket? (Tick as applicable)
   a) Under 30 years
   b) 31 – 40 years
   c) 41 – 50 years
   d) Over 50 years
3. Gender. Please put a tick.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
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</table>

4. Marital status. Please put a tick in a corrective place.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Single</td>
</tr>
<tr>
<td>2</td>
<td>Married</td>
</tr>
<tr>
<td>3</td>
<td>Divorced</td>
</tr>
<tr>
<td>4</td>
<td>Widow</td>
</tr>
</tbody>
</table>
5. Highest level of Education. Please put a tick.

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<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Certificate</td>
</tr>
<tr>
<td>2</td>
<td>Diploma</td>
</tr>
<tr>
<td>3</td>
<td>Degree</td>
</tr>
<tr>
<td>4</td>
<td>Masters</td>
</tr>
<tr>
<td>5</td>
<td>PhD</td>
</tr>
</tbody>
</table>

6. For how long have you been working with this ministry?
   a) Less than five years (   )
   b) 5-10 years (   )
   c) Over 10 years (   )

SECTION 2: Practices of affirmative action in the work place

7. In the recruitment process what did an organization value mostly? Please tick in an appropriate answer
   (a) Education level
   (b) Experience
   (c) Skills
   (d) Sex
   (e) Age

8. Which kind of affirmative action practices (Employment opportunity) given to women? (please tick at the dot)
   (a) Recruitment
   (b) Promotion
   (c) Training

9. Do you think men and women are treated differently in the workplace? Why?
   (a) Yes
   (b) No
10. Do opportunities exist for men and women equally at workplace? Tick an appropriate answer
   (a) Yes
   (b) No

11. When did you attend the last training……………………………………

12. Between men and women, who attend training mostly in the ministry of Community Development, Gender and Children? Please tick an appropriate answer.
   (a) Men
   (b) Women
   (c) Both

13. Basing on the above question, please give a reason(s) for your answer as to why either men or women attend the training mostly in the ministry?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

14. When did you get the last promotion…………………………………

15. Between men and women who gets more promotion and why?
   a) Men
   b) Women

16. How do you rank the job position holds by women and men in the ministry of community development, gender and children? Please tick in an appropriate position.

<table>
<thead>
<tr>
<th>Na</th>
<th>EMPLOYMENT STATUS</th>
<th>WOMEN</th>
<th>MEN</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lower position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Medium position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>High position</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
17. Is there equal employment opportunity between men and women in the workplace?
   a) Yes
   b) No

18. Based on the above answer if YES how and if NO why.

19. Is there sex discrimination in the workplace? Please tick the appropriate answer
   (a) Yes
   (b) No

20. What measures do the organization practices to eliminate sex discrimination in the workplace?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………

SECTION 4: Challenges for affirmative action practices in the ministry of Community development, Gender and Children at Dar es Salaam

21. What hinders women to be hiring and retaining in the labour market?
   (a) Lack of qualifications
   (b) Reluctant to develop themselves
   (c) Culture
   (d) Family issues
   (e) Limited Opportunities
   (f) Employers negative attitudes towards women
   (g) Lack of fund

22. Why there is no equal ratio number between men and women in the workplace?
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
   ………………………………………………………………………………………………………
23. What are the challenges of ensuring women participations in employment opportunity?

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24. How do you rank transferable opportunity to follow spouse between men and women in the work place? Please tick in an appropriate position.

<table>
<thead>
<tr>
<th>TRANSFERABLE OPPORTUNITY</th>
<th>MEN</th>
<th>WOMEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>Low</td>
<td>Medium</td>
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</tbody>
</table>

25. What is your opinion on the job performance between men and women in the work place? Please put a tick in an appropriate place.

<table>
<thead>
<tr>
<th>JOB PERFORMANCE REMARKS</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
<td></td>
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<tr>
<td>Poor</td>
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</table>

Section 5: Proposing ways for enhancing affirmative action in the work place

26. What do you think can be done to enhance employment opportunity to women

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........................................................................................................................................
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THANK YOU IN ADVANCE FOR YOUR COOPERATION
Appendix II:

QUESTIONNAIRE

Questionnaires for key informants

Dear respondent,

My name is Busanda Shadrack, a student from Mzumbe University I am doing research about affirmative action. The aim of this questionnaire is to collect information that will be used to assess the affirmative action practices at work place. Kindly assist by answering correctly the questions below. Your response will remain confidential and it is only for academic purpose.

Section 1: Background information

1. Respondent position…………………………
2. Respondent age……………………………….
3. Gender. Please put a tick in a corrective place
   1  Male
   2  Female
4. Marital status. Please put a tick in a corrective place.
   1  Single
   2  Married
   3  Divorced
   4  Widow

5. Highest level of Education. Please put a tick.
   1  Certificate
   2  Diploma
   3  Degree
   4  Masters
   5  PhD
6. For how long have you been working with this ministry?………Levels.

Section 2: Legal and Policy framework of affirmative in ministry of community development, gender and children

7. Is there any legal or policy frameworks which ensure employment opportunity to disadvantaged groups especially women in your workplace?..............................................................................................................
............................................................................................................................
............................................................................................................................
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8. Did you comply with national employment policy, employment and labour relation act and other laws which promote employment opportunity to women in the workplace? If YES how and if NO why?
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................
............................................................................................................................

Section 3: Practices of affirmative action in the work place

9. In the recruitment process what did an organization value mostly? Please tick in an appropriate answer
(a) Education level
(b) Experience
(c) Skills
(d) Sex
(e) Age
10. Is your job advertisement encourages women and give them chance to apply for a job?

…………………………………………………………………………………………
…………………………………………………………………………………………
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11. Which kind of affirmative action practices given to women in ministry of community development, gender and children?
   a) Recruitment
   b) Promotion
   c) Outreach
   d) Good supervision
   e) Good Working condition
   f) Maternity leave.
   g) Transfer
   h) Training

12. Is there any affirmative action programmes in your ministry which participate women in employment opportunity?
   a) Yes
   b) No

13. Based on the above answer if YES mention those programmes and how it works and if NO explain why

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14. Between men and women who attends training mostly in your ministry? Please tick an appropriate answer.
   (a) Men
   (b) Women

15. Basing on the above question when you say men explain why and when you say women explain why?

16. What are the management attitude towards women in recruitment, promotion and training?

17. Is training uses as a complimentary for women to increase their job skills and develop their career?
   a) Yes
   b) No

18. Based on the above answer If Yes how and if No why?

19. Between men and women who gets more promotion and why?
   a) Women
   b) Men
   c) Both
20. Is the promotion uses as a way of retain and increase accessibility for women to get employment opportunity in the ministry?
   a) Yes
   b) No
   (b) Based on the above answer if Yes how and if No why?

21. Which ways do you use to inform the surrounding community (especially women) about the job opportunity available in your ministry?

22. Which job position holds mostly by women and men in the ministry of Community Development, Gender and Children? Please tick in an appropriate position.

<table>
<thead>
<tr>
<th>No</th>
<th>EMPLOYMENT STATUS</th>
<th>WOMEN</th>
<th>MEN</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lower position</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Medium position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>High position</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. Is there equal employment opportunity between men and women in the workplace?
   a) Yes
   b) No

24. Is there sex discrimination in your ministry? Please tick the appropriate answer
   (c) Yes
   (d) No
25. What measures do you practices to eliminate sex discrimination in your ministry?
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Section 4: Challenges for affirmative action practices in the ministry of Community Development, Gender and Children at Dar es Salaam
26. What hinders women to be participating in employment opportunities found in the workplace?
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Section 5: Proposing ways for enhancing affirmative action in the work place?
27. What do you think can be done to enhance participation of women in employment opportunities found at workplace?
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THANK YOU IN ADVANCE FOR YOUR COOPERATION
Appendix III:

INTERVIEW CHECKLIST

My name is Busanda Shadrack, a student from Mzumbe University, pursuing Masters of science in Human Resource Management (Msc. HRM) doing research about affirmative action. The aim of this interview is to collect information that will be used to assess the affirmative action practices at work place. All the information will be confidential and will be use for academic purpose only.

1) What did you know about affirmative action?
2) What are the legal and policy framework of affirmative action?
3) What are the affirmative action practices designed in your work place in order to increase women participations in employment opportunities?
4) What are the challenges of affirmative action practices?
5) What ways proposes for enhancing affirmative action in the work place?

THANK YOU IN ADVANCE FOR YOUR COOPERATION
DODOSO KWA WAFANYAKAZI

Jina langu ni Busanda Shadrack, mwanafunzi wa shahada ya uzamili kutoka chuo kikuu cha Mzumbe. Nafanya utafiti kuhusu sera za fursa za ajira anazopewa mwanamke katika maeneo ya kazi. Dhumuni la maswali haya ni kutaka kuhakiki hii sera katika maeneo ya kazi, na taarifa hizi zitakuwa ni siri na zitatumia kwa ajili ya utafiti tu.

SEHEMU YA 1: Taarifa binafsi

1. Kazi ya mtahiniwa………………………………………………
2. Umri wa mtahiniwa………………………………………………
3. Jinsia. Tafadhali weka alama ya vema kwenye sehemu husika

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<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mwanamke</td>
</tr>
<tr>
<td>2.</td>
<td>Mwanaume</td>
</tr>
</tbody>
</table>

4. Hali ya kindoa. Tafadhali weka alama ya vema kwenye sehemu inayohusika

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<table>
<thead>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hujaolewa au Kuoa</td>
</tr>
<tr>
<td>2.</td>
<td>Umeolewa au Umeoa</td>
</tr>
<tr>
<td>3.</td>
<td>Umeachika</td>
</tr>
<tr>
<td>4.</td>
<td>Umefiwa na mke au mume</td>
</tr>
</tbody>
</table>

5. Kiwango chako cha elimu. Tafadhali weka alama ya vema kwenye sehemu husika

<p>| | |</p>
<table>
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<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Cheti</td>
</tr>
<tr>
<td>2.</td>
<td>Stashahada</td>
</tr>
<tr>
<td>3.</td>
<td>Shahada</td>
</tr>
<tr>
<td>4.</td>
<td>Shahada ya uzamili</td>
</tr>
<tr>
<td>5.</td>
<td>Shahada ya uzamivu</td>
</tr>
</tbody>
</table>
6. Umefanya kazi na wizara hii kwa muda gani…………………. 

SEHEMU YA 2: Shughuli zinavofanywa ili kuleta fursa sawa za ajira kwa wanawake katika maeneo ya kazi.

   (a) Kiwango cha elimu
   (b) Uzoefu wa kazi
   (c) Ujuzi wa kazi
   (d) Jinsia
   (e) Umri

8. Ni aina gani za fursa za ajira wanazopewa wanawake katika wizara ya Maendeleo ya jamii, Jinsia na Watoto?
   (a) Upendeleo katika kuajiriwa
   (b) Kupandishwa vyeo
   (c) Kupewa taarifa za ajira katika maeneo yanayozunguka wizara
   (d) Usimamizi mzuri
   (e) Mazingira mazuri ya kazi
   (f) Likizo ya uzazi
   (g) Uhamisho
   (h) Kuongeza ujuzi

9. Kuna fursa zozote zinazotoa nafasi za upendeleo wa ajira kwa wanawake katika maeneo tako ya kazi. Kama ndio zitaje hizo fursa na elezea jinsi zinavyofanya kazi na kama hakuna elezea kwa nini hakuna hizo fursa?.
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   ……………………………………………………………………………………………
10. Unadhani ni sababu gani zinazowazuia wanawake wengi kupata kazi, kupandishwa vyeo na kupata mafunzo?

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11. Unadhani wanawake na wanaume wanatritiwa tofauti katika maeneo ya kazi?.
Kwanini

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12. Fursa za ajira zilizopo ofisini ziko sawa kati ya wanawake na wanaume?. Weka alama ya vema kwenye jibu sahihi
   (a) Ndio
   (b) Hapana

13. Kati ya wanaume na wanawake ni nani wanahudhuria sana mafunzo (training) katika wizara hii. Weka alama ya veme kwenye jibu sahihi
   (a) Wanaume
   (b) Wanawake
   (c) Wote

14. Kwa kuangalia swali la 13 unapojibu wanawake elezea kwa nini na unaposema wanaume elezea kwanini, na unaposema wote elezea kwanini?

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15. Kati ya wanawake na wanaume nani wanapandishwa vyeo zaidi na kwanini?

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16. Unapima vipi ngazi za kazi zilizoshikwa na wanaume na wanawake katika maeneo ya kazi. Weka alama ya vema kwa ngazi aliyoko mwanaume na mwanamke

<table>
<thead>
<tr>
<th>Na</th>
<th>Ngazi ya kazi</th>
<th>Wanawake</th>
<th>Wanaume</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ngazi ya chini</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Ngazi ya katikati</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Ngazi ya juu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. Kuna ubaguzi wa kijinsia katika eneo lako la kazi. Chagua jibu sahihi

(a) Ndio

(b) Hapana

18. Je ni njia gani zinazotumiwa na wizara kuhakikisha wanazuia ubaguzi wa kijinsia kazini

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SEHEMU YA 3: Changamoto katika kutekeleza sera inayotoa fursa sawa za ajira kwa wanawake

19. Ni changamoto gani zinazozuia wanawake kuajiriwa au kubaki katika maeneo ya kazi?
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……………………………………………………………………………………
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20. Unaonaje ufanisi wa kazi kati ya mwanaume na mwanamke katika sehemu yako ya kazi?. Weka alama ya vema kwenye sehemu inayofaa.

<table>
<thead>
<tr>
<th>KIWANGO CHA UFANISI WA KAZI</th>
<th>MWANAMKE</th>
<th>MWANAUME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kizuri zaidi (Excellent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kizuri sana (Very good)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kizuri (Good)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cha wastani (Satisfactory)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kibaya (Poor)</td>
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</tbody>
</table>

SEHEMU YA 4: Njia zinazopendekezwa ili kuongeza fursa ya ajira kwa wanawake katika maeneo ya kazi

21. Kwa maoni yako nini kifanyike ili kuongeza fursa sawa za ajira kwa wanawake katika maeneo ya kazi
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ASANTE SANA KWA USHIRIKIAN