

# WOMEN FUND TANZANIA

Understanding how communities in Shinyanga district, Tanzania resolve the complex collective action problem of violence against women & children.

A practitioner's model for social change.

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**CITIZENS 4 CHANGE**

Research



**WOMEN FUND TANZANIA**

Empowering Local Women Heroes

# Context - violence against women and children in Tanzania

- Globally, around 1.7 billion children experience some form of abuse over the course of a year, inhibiting their lifelong wellbeing <sup>1</sup>
- Across Tanzania, women and children are exposed to chronic levels of violence, and the circle of care around them is precarious. Sixty-four percent of children and youth in East African countries report experiencing physical violence; 22% report experiencing sexual violence; and 26% report experiencing emotional violence <sup>2</sup>
- Globally, one in three women have been subjected to physical and/or sexual violence during their lifetimes <sup>3</sup>
- Violence in childhood inhibits people's ability to thrive in later years and the effects of violence and toxic stress undermine the effectiveness of other social investments in education, health, and infrastructure
- Violence and maltreatment of children costs East Africa over \$20 billion annually and inhibits aspirations for inclusive development <sup>4</sup>

1. Know Violence in Childhood, 2017

2. Ministry of Gender Labor and Social Development, 2015; UNICEF, U.S. Centers for Disease Control and Prevention, & Muhumbili University of Health and Allied Sciences, 2011; United Nations Children's Fund Kenya Country Office, Division of Violence Prevention National Center for Injury Prevention and Control, U.S. Centers for Disease Control and Prevention, Kenya National Bureau of Statistics, 2012; Rwanda Ministry of Health, 2017

3. World Health Organization, 2021

4. Fang et al., 2012; Institute for Economics and Peace, 2015; Korir et al., 2016; Perezniето et al., 2014; Save the Children South Africa, 2017



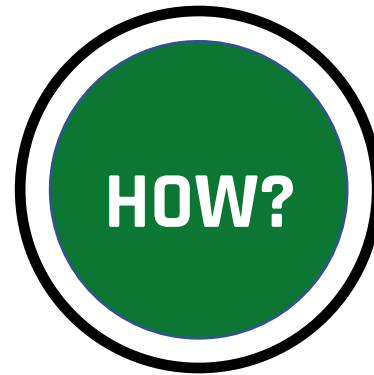
# Pre-production



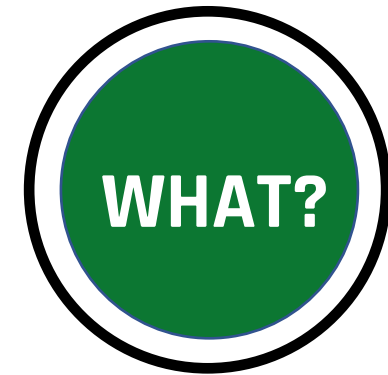
# Women Against Tanzania's 'WHY?'



Breaking the deadlock in ending violence against women and children in Tanzania



A transformative feminist agenda and an intersectional approach



A meaningful participatory action research process





# The Pre-Production Process



1  
Identify WFT-T's point of difference



2  
Form a technical committee to provide intellectual insight



3  
Engage stakeholders to understand interests and build working relationships



4  
Identify WFT-T's capacity gaps in relation to research



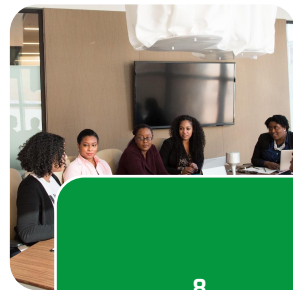
5  
Chart out and cost the project road-map



6  
Make grants to community partners



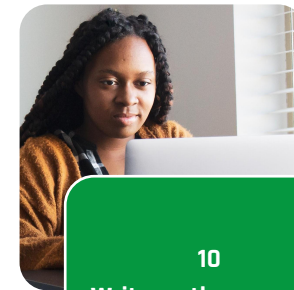
7  
Convert lead into a funding agreement



8  
Recruit the right research team



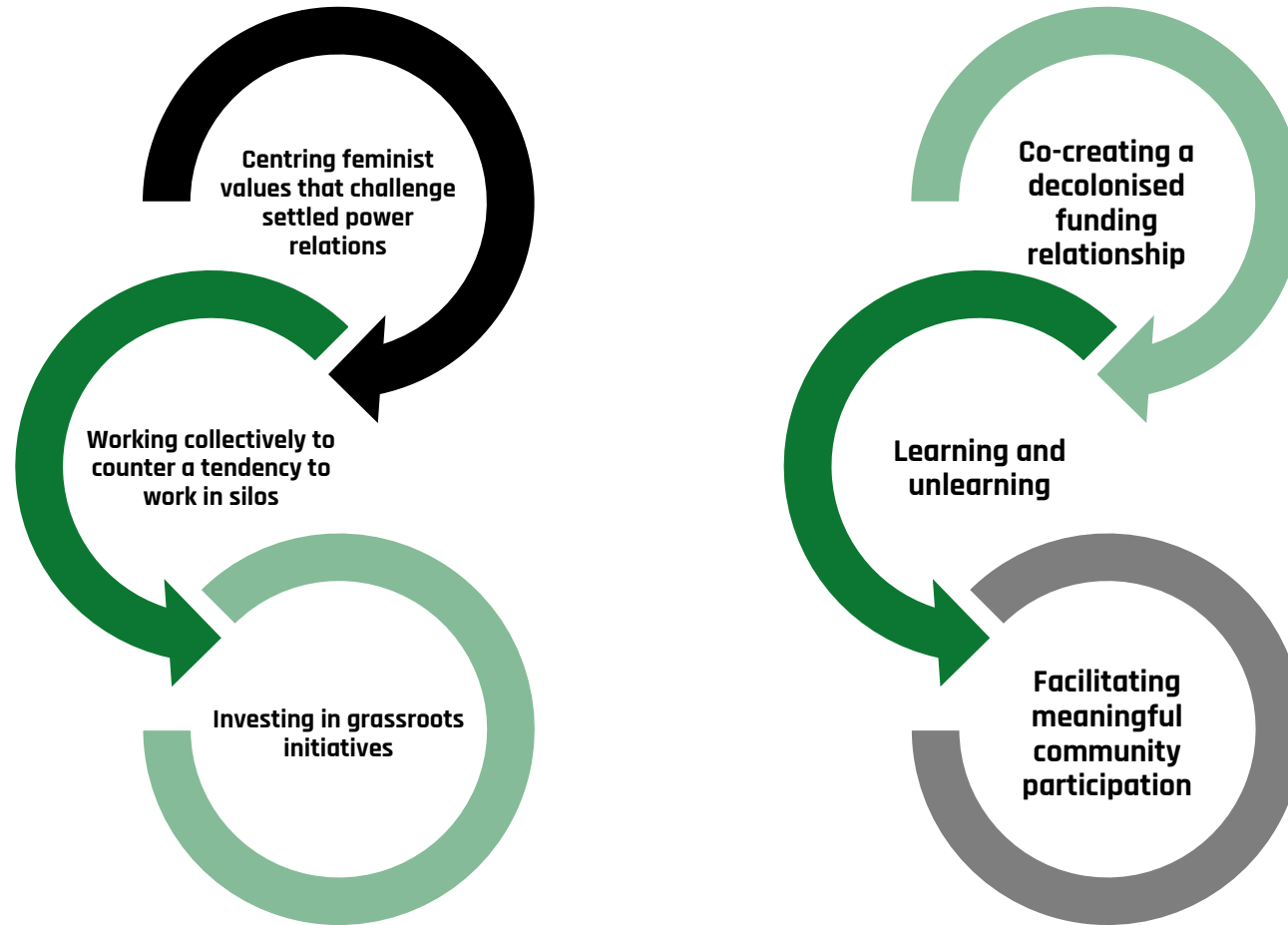
9  
Convene a participatory workshop to reconnect with WFT-T's why & how; & build consensus about the overarching form of the action research process



10  
Write up the research design & go through the research clearance process.



# The Pre-Production Process



# The Pre-Production Process



People's positionality influences how they experience patriarchy in their lives



The cooperation problem within the sector inhibits local organisations that are pioneering innovations



There is a correlation between patriarchy and violence against women and children



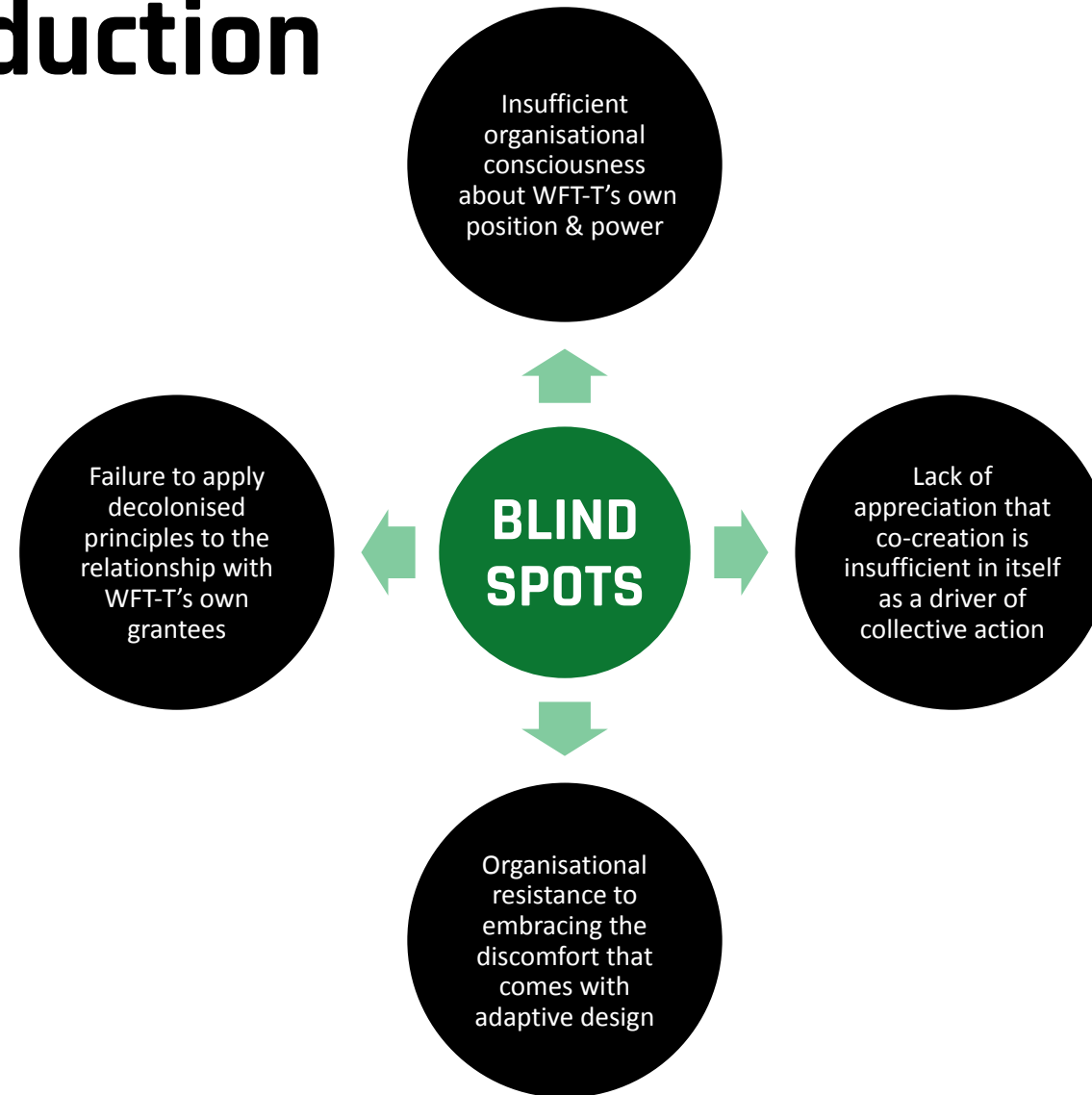
A principled, decolonised funding relationship improves the quality of the outcomes being achieved



Understanding people's heterogenous experiences and perspectives combined with organisational reflexivity results in practical knowledge

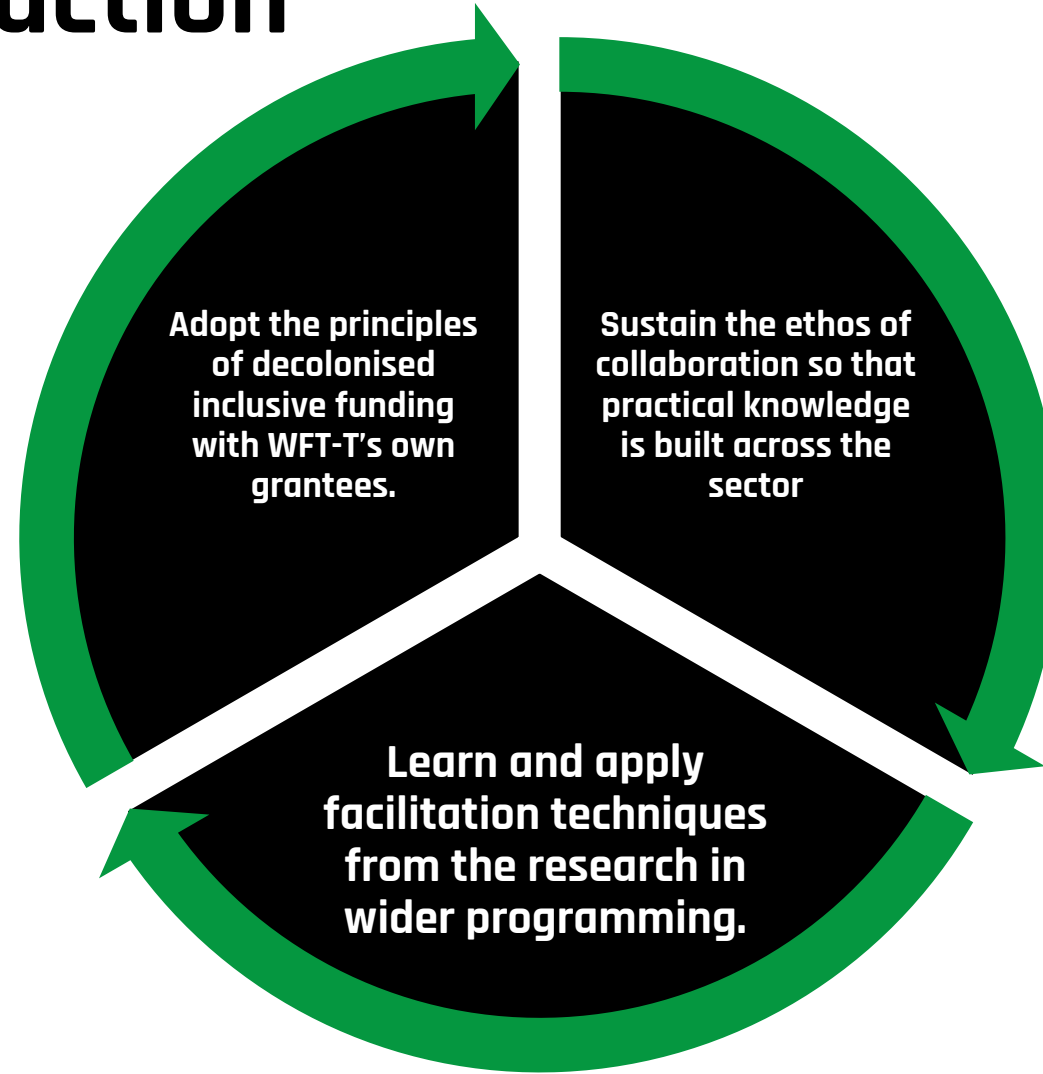


# The Pre-Production Process





# The Pre-Production Process



# RESEARCH DESIGN



# An Integral Activist Epistemology

- **UNDERSTANDS THE LIVED EXPERIENCES** of different social groups, and particularly minority voices.
- **GENERATES CRITICAL KNOWLEDGE** about the system in order to change it, premised on an ontological belief that individual groups make meaning, and thus create their own multiple realities.
- **ADOPTS AN INTEGRAL PERSPECTIVE** that takes up a multi-paradigmatic worldview.
- **RESULTS IN RESEARCH STUDIES** that have personal integrity, that generate meaningful social change, that are practical and credible.



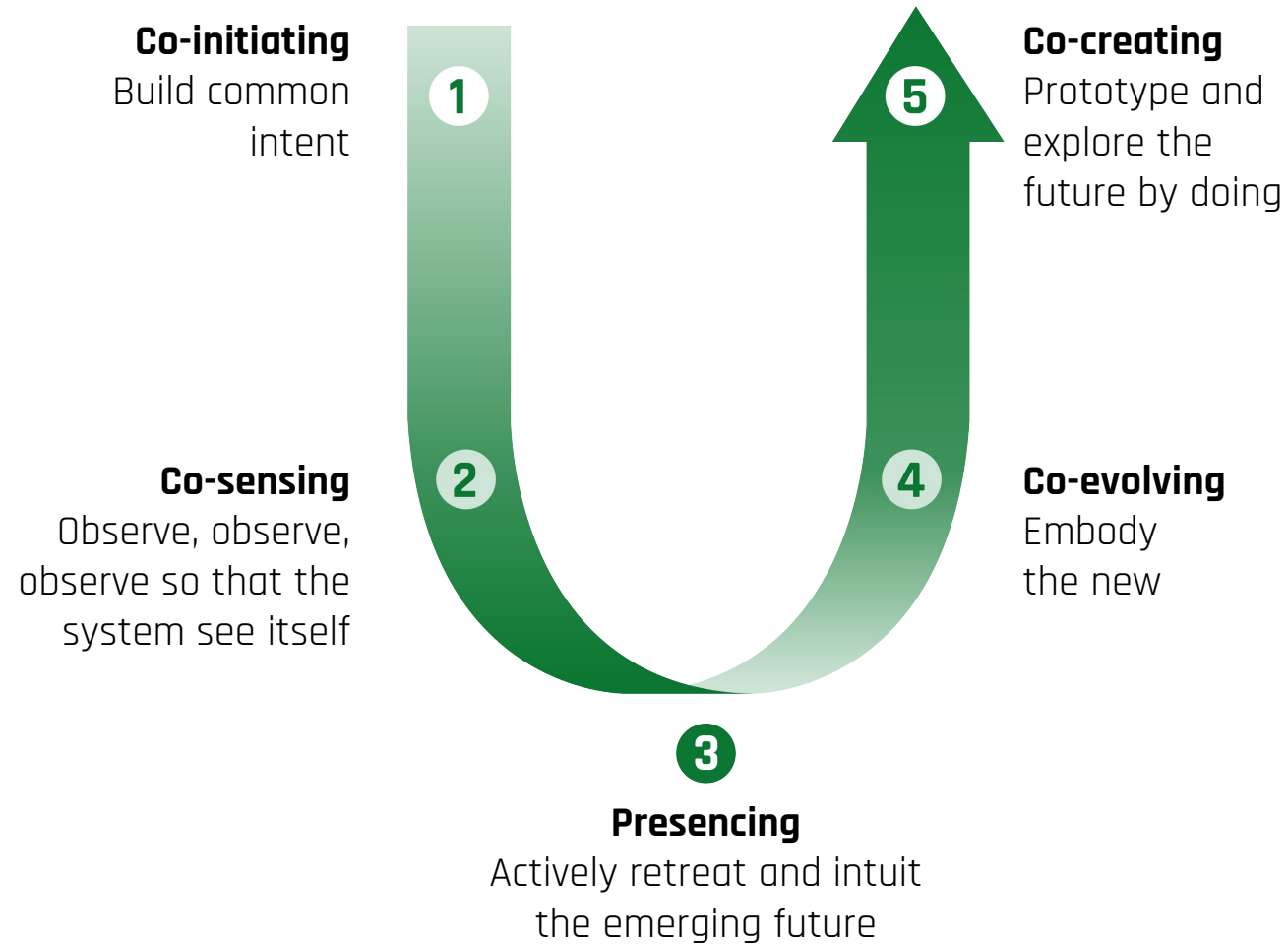
# Research purpose & objectives

**To understand the complexity of violence and to create the conditions for citizens to promote protective norms.**

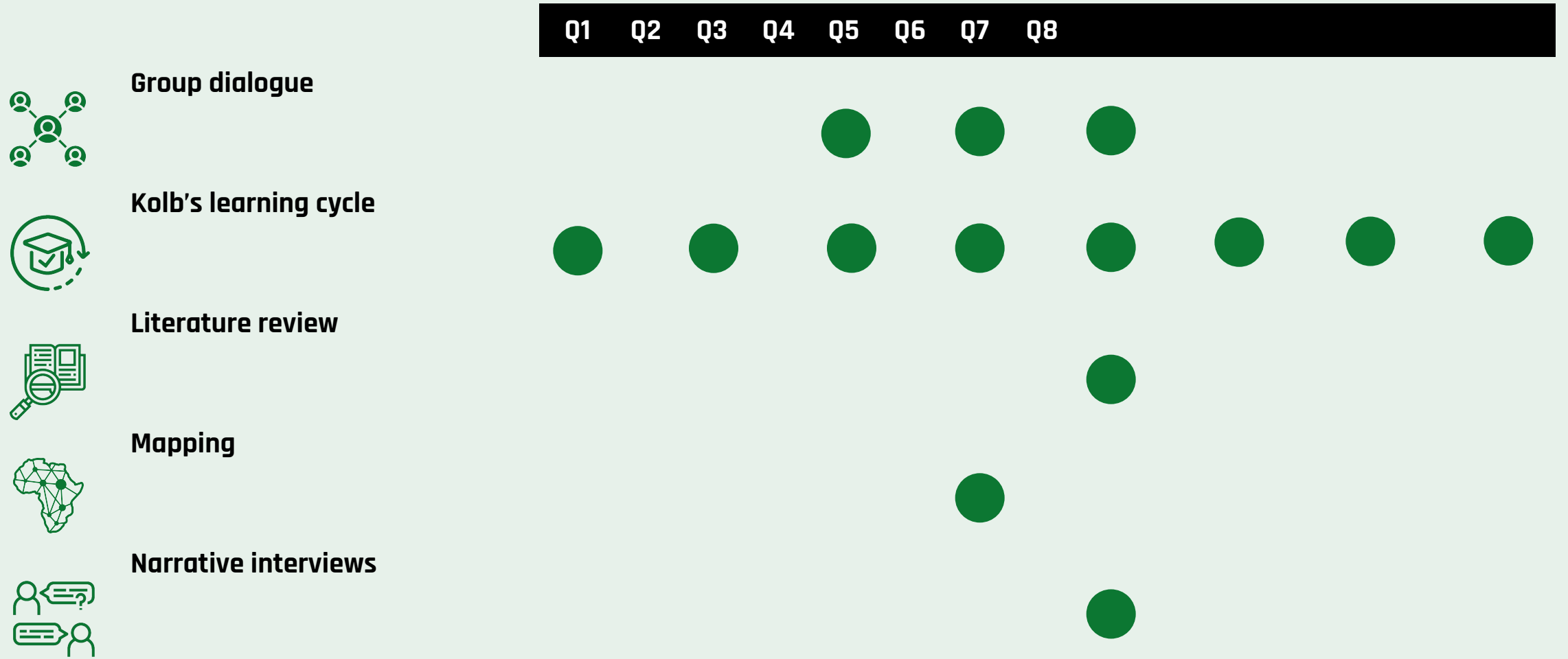
- Facilitate a process that gets the system affected by violence in the room
- Enables them to make sense of their experience of violence
- Intuit & prototype solutions
- Facilitate generative organisational learning
- Enrich the National Plan of Action to End Violence Against Women & Children (NPA-VAWC)



# Theory U



# Ten data collection methods

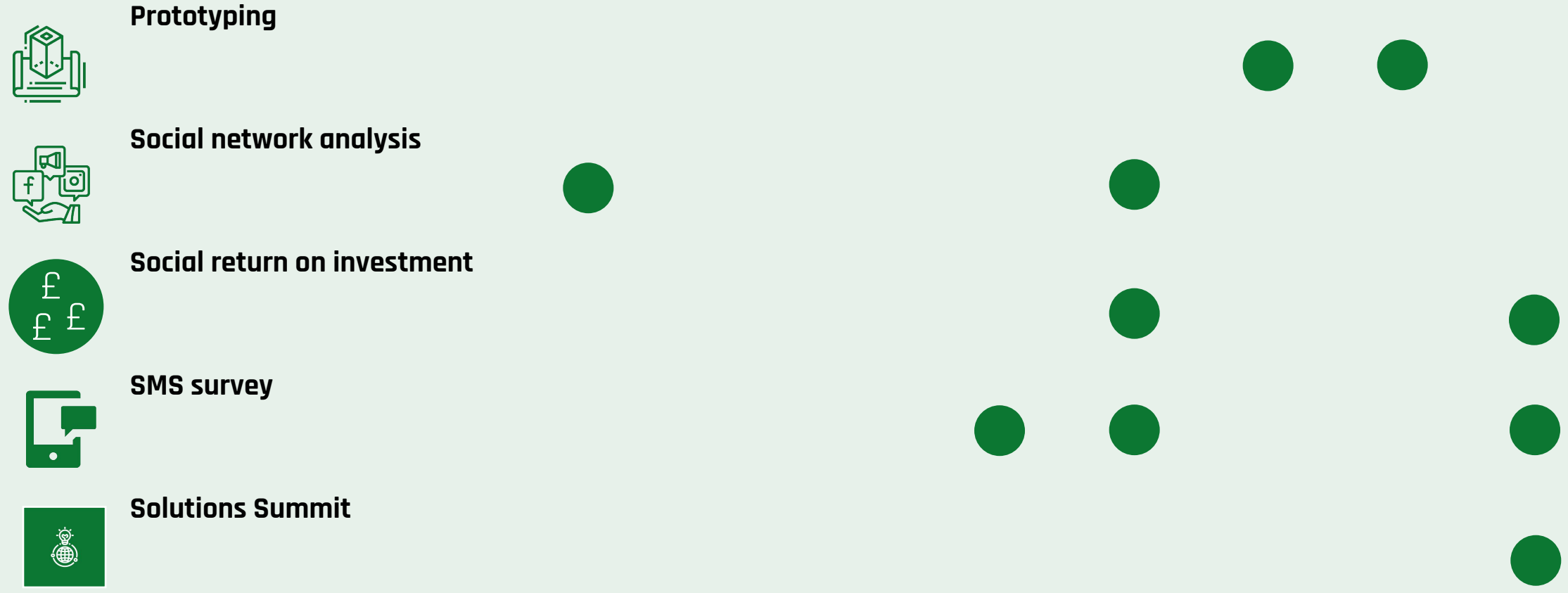




# Ten data collection methods


DATA COLLECTION TOOL


Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8



# Lines of inquiry


**Individual's subjective interior world: My power [or perceived lack of it] lies where?**


 What do people believe about themselves & their experience of violence?

 What do people believe about others & the prevalence of VAWC? What anticipation do they have of social approval / disapproval about VAWC?

 What power do women & children think they have?

**Collective relationships: How is our collective power used to oppress or emancipate?**

 Who are the vital connections in the system? What does the formal v informal network look like? What are highly connected people motivated by; does this differ by informal or formal networks? How do individuals involve others in seeking out help? How does it differ by ward?

 What form does patriarchy take? How are women & children's needs for connection & agency met? What does the circle of care look like for people who are socially excluded?

 What can be learnt from the women's movement?

**Individual behaviour My power takes what form? How do I negotiate others' power over / with me?**

How does people's power manifest?

What harms are occurring, where, perpetrated by whom on whom? What association is there between gender, age, livelihood & location & exposure to multiple harms? What action have individuals taken to protect women & children? How are different violences named? What harms are problematised? Which normalised?

What can be learnt from peace studies & applied to educating people about peaceful & skilful parenting?

Who says "its none of my business? What is their worldview? What conditions enable that behaviour?

**Institutions and the political economy. Institutional power over citizens is used how?**

Who are the actors in the formal system? What form does their urgency for change take?

What is the social return on investing in the NPA-VAWC?



# Three analytic perspectives 1) The power framework

<b>Individual's subjective interior world</b> My power [or perceived lack of it] lies where?	<b>Individual behaviour</b> My power takes what form? How do I negotiate others' power over / with me?
<b>Collective relationships</b> How is our collective power used to oppress or emancipate?	<b>Institutions and the political economy</b> Institutional power over citizens is used how?



# Three analytic perspectives. 2) The Complexity Navigator



## THE BACKBONE

The individuals who provide the structure and energy to hold all of the change effort together.



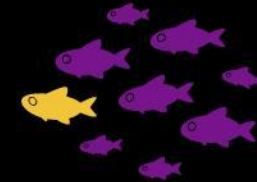
## URGENCY FOR CHANGE

The individuals who feel that change is important and needed quickly.



## SHARED AMBITION

The people who come to co-create the future.



## RESPONSIVE LEADERSHIP

Those with followership who champion change.



## INVOLVEMENT OF ALL

Involvement of allies, critical friends, and those who wish to maintain the status quo.



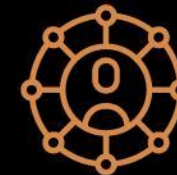
## REINFORCING ACTIONS

A multiplicity of actions that support one another.



## ADAPTIVE LEARNING

Learn through action and change behavior accordingly.



## VITAL CONNECTIONS

Effective communication within the system so that information moves between and to the right actors.



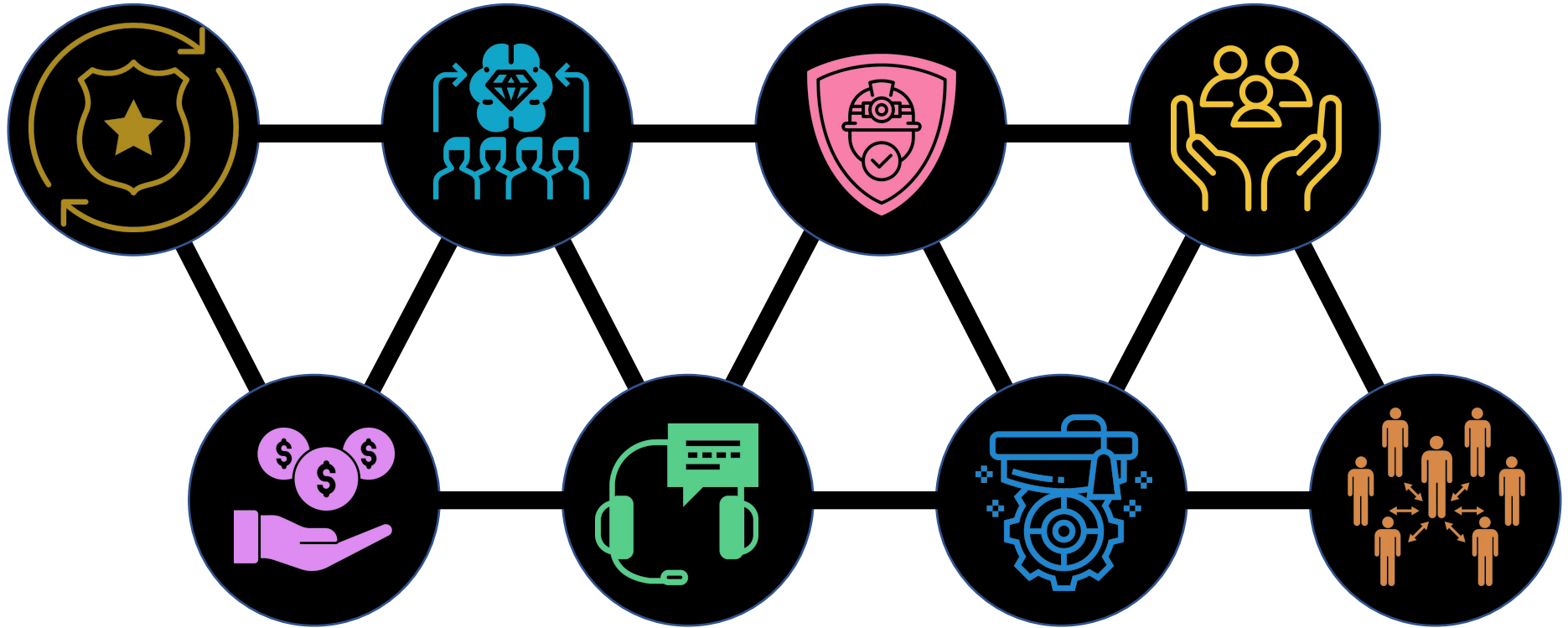
# Three analytic perspectives. 3) The Inspire Framework

Implementation & enforcement of laws

Norms and values

Safe environments

Parent and caregiver support



Income and economic strengthening

Response and support services

Education and life skills

Coordination



# Communications planner

Target Audience	Communications goals	Key messages	Communications channels	Key activities
<p>Academia Civil society Development partners Government - LGAs &amp; Ministries Media Research participants</p>	<p>To demonstrate that an action research approach that centers power &amp; learns from people's lived experience can break the deadlock in ending violence.</p>	<p><u>Design stage</u>: A research design that resolves the complex problem of violence against women and children. Centring power. Identifying change agents. Making sense of our lived experience. Learning from the wisdom of the crowd. <u>Co-initiating stage</u>: Social network analysis as a tool for identifying agents of change. Who feels an urgency for change? <u>Co-Sensing stage</u>: The relationship between patriarchal norms and violence against women and children in Tanzania. Women, children, men and perpetrators make collective meaning about how power is used to oppress and could be used to emancipate. <u>Co-Sensing stage</u>: Violence prevalence. Naming and problematising harmful behaviors that have hitherto been normalized. <u>Co-Sensing stage</u>: What matters to citizens? The power of Ujasiri - where do women and children feel like their power lies. <u>Co-Sensing stage</u>: Is violence against children in Shinyanga district a social norm? <u>Prototyping stage</u>: The social return from investing in community based child protection. <u>Co-Evolve stage</u>: Community solutions that effectively advance the NPA-VWC &amp; could be scaled up.</p>	<p>Book chapters, Conferences, Data Dashboards, Film, Journal articles, Local radio, Meetings, Newsletter / Update / Blogs, Press Releases, Site visits, SMS, Quiet chats, Social media, Solutions Summit, Webinars &amp; Seminars.</p>	<p>Develop a media strategy for WFT Develop a WFT specific research page on the www.citizens4change.net Write up WFT model &amp; associated deck Write 10 journal articles with associated blogs &amp; E-newsletters Produce 3 interactive dashboards Host bi-annual learning meeting with SDC, WFT-T and grantees Host Solutions Summit in Tanzania</p>
Stakeholders			Output metrics	Outcomes
<p>Amy Goodall - Mad About the Brand Connect Go Analytics team Raphael Dennis - C4C Comms. Shinyanga District Council Tanzania Press Club University of Dar es Salam &amp; Dr Senga WFT-T communications staff WFT-T grantees</p>			<p>7 journal articles published, WFT model documented, 3 dashboards created, 3 E-Newsletters and blogs; re-published by TZ media 3 organizational learning meetings 1 Solutions Summit hosted</p>	<p>The voices of minorities is heard within their communities Consensus built within communities about what behaviors are acceptable Solutions co-created &amp; tested by research participants Estimate of the return from investing in community-based protection</p>



# THANK YOU



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