

Impact of Mahila Samakhya on Social and Economic Change:

Evidence from Diverse Research

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Introduction

- This presentation will be about
 - Impact of Mahila Samakhya
 - using Quantitative studies
 - using Qualitative studies
 - Redefining Empowerment and Education
 - The **need** for MS

Types of Research

- Summary of research:
 - Independent Research Studies
 - Published Papers
 - Policy documents
 - Articles
 - Dissertations
 - *etc.*

Documentation of MS

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Edit and reflow paragraphs in PDF files

Educational Resource Unit, Draft MS Bibliography, 2005

Report of Gender Training Strategies for Panchayats and Functionaries (2 Days) - used as training material for MS State & National Office & NGO Field Functionaries, in *Hindi*, by Susheela Kaushik, 16/17.2.94.

Gender Sensitization Training Module for MS State, DIU & Panchayat Members; in *Hindi*, by MS State Team.

Report of Gender Sensitization (3 Days) process - used for training DIU; in *Hindi*, 2/4.9.04.

Report of Gender Sensitization (2-Days) process - used for training of DIU & ANM; in *Hindi*, by MS Team Varanasi, 16/17.9.01 & 8/9.8.02.

Report of Gender Sensitization (3 Days) process - used for training of Support Staff; in *Hindi*, by MS Team Varanasi, 14/16.9.04.

Report of Gender Sensitization (4 Days) process - used for training of Community members; in *Hindi*, by MS Team Saharanpur, 19/22.2.05.

Manual for Capacity Building on Gender: for MS State & NGO Functionaries; in *Hindi*, by Kriti Resource Centre.

Mahila Samakhya Uttaranchal

Module (2-3 Days) for orientation of Sangha & Sahyogini on Gender; in *Hindi*, by MS Pauri, 1997-99.

Manual & Case Studies for orientation of Sangha, Sahayoginis & Mahasangha on Gender; in *Hindi*, by MS Nainital, 1999 / 2000.

Module for Sangha/ Sahayoginis regarding Gender - Generic information and basic knowledge regarding issues related to gender are covered through this module; in *Hindi* by MS Tehri, 2000.

Training & Capacity Building

26 / 167 85.20%

Centre for Budget and Policy Studies

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Health



Andhra Pradesh Mahila Samatha Society

Building Capacities of Women groups on Women's Health: Manual for Sahayoginis, Sangha women and Adolescent girls; in English, by Chetna for Ministry of Health & Family Welfare, 1999.

Mahila Arogya Karyakatha: Handbook, a field Guide for health workers, Sahayoginis, Sangha women and Adolescent girls; in *Telugu*, by Department of Family Welfare.

Health Mela Module: Module (3 days) for Sahayoginis, Sangha women and Adolescent girls. It speaks about the 4 stages in woman's life cycle & the care she has to take in respect to her health, food intake, work burden & government schemes available to her; in *Telugu*, by MS Team.

Karyakathala Shikshana Workbook – Handbook for training of health workers, Sahayoginis, Sangha women and Adolescent girls; in *Telugu*, by Department of Family Welfare.

Sthree Arogyam- suushakthi dishaga (Women's Health -Towards Self Help): Flip books for Sahayoginis, Sangha women and DIU, also covering issues regarding HIV & AIDS; in *Telugu*, by MS team.

Sthreeelu- kshaya, malaria, neeru, parishudyam (Women-T.B., Malaria, Water Hygiene): Flip books for Sahayoginis, Sangha women and DIU; in *Telugu*, by MS team.

Domakattu Valla Vache Vyadulu-Malaria, Filaria, Meningitis (Diseases spread through Mosquito Bite) : Kit for Sahayogini, Sangha women and DIU; in *Telugu*, by MS team.

Garbadharana jarige Vidhanam (Process of Conceiving): Kit for Sahayoginis, Sangha women and DIU, in *Telugu*, by MS team.

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Training & Capacity Building

Education [Compatibility Mode] - Microsoft Excel

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N
19		Women												
20		Adolescent girls	Girls Education Camp Modules- (10 & 20 days)- Teaching of Language & Math.	Hindi	Teacher Guide	For Primary Level	By MS							
21		Post literacy materials	<i>Tandurusti Ki Tarang</i> - Information about Health	Hindi	Book	All Grades	Family Welfare Department GOI	1994						
22			<i>Hamari Kahani Hamari Zubani</i> - Information about MS	Hindi	Booklet also used as Teachers Guide	All Grades	By MS	1994 & Re Printed 1999						
23			<i>Hulchal</i> - Information about MS, issue related	Hindi	Newsletter	All Grades	By MS	2001						
24			<i>Chingari</i> - Information about MS	Hindi	Booklet also used as Teachers Guide	All Grades	By MS	2002						
25			<i>Nai Shakti... Nai Pahchan</i> - Information about MS	Hindi	Booklet	All Levels	By MS	2002						
26			<i>Hamare kanoon</i> (Legal Information)	Hindi	Book	All Levels	External resource person	1992						
		<i>Pitra Satta Kya Hai ?</i> (What is...)	Hindi	Book	All Levels	Kamla Bhasin	1994							

Page 3

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<u>MS Assam</u>						
	Theme	Title	Lang (Vern/Eng)	Done Internal/ External person(s)	By- Year	Remarks
a	Education	An experiment in Alternative Schooling in Dhubri District	English	External	1999	
		Report on literacy camp	Assamese	Internal	2000-2004	Few reports are in English.
		Report on formation and strengthening of mothers' groups	English/Assamese	Internal	2002	
		Unique experiece of learning	English	Internal	2004	
		Report on Sishu Sadan	Assamese	Internal	2004	
b	Health					
c	Gender Equity					
d	Violence	Glimpses of sangha activities/ success stories of sanghas	English/ Assamese	Internal/External	2004	
e	Panchayati Raj	Sangha women's participation in local self governance	English	Internal	2002	
f	Environment/ Sustainable agriculture	Report on National Watershed Development Project	Assamese	Internal/ External	2002	

Empowerment and Education

*“I want to make sure that our daughters and granddaughters are not humiliated by having to make their thumb marks instead of **writing** their names.”*

(Jandhyala 2003)

Empowerment and Education

- Quantitative Analysis
 - **Empowerment indicators:** MS significantly **increases** women's access to employment outside the home, ability to leave home without permission, and political participation (Kandpal, Baylis & Arends-Kuenning, 2012)
 - **Potential to transform:** An increase of 20 to 30% empowerment outcomes can be predicted in non-intervention areas if MS is introduced (Kandpal, Baylis & Arends-Kuenning, 2012)

Empowerment and Education

- Qualitative Analysis
 - **Beyond literacy:** Reframing educational structures and literacy and contesting access to and the power of the text (Ghose & Mullick, 2014; Jain 2003; Joseph 1991)
 - **Empowerment as a socio-political process:** Process is constantly negotiated, instead of a movement from point **A** to point **B** (Batliwala 2007; Ghose & Mullick, 2014; Jandhyala 2003;Chandra, year unknown)
 - **Engendering empowerment:** Exercising agency and rights as individuals, and validation of women's experience through breaking of barriers of shame and guilt (Bhatla & Rajan, 2003).

Social Networks and Community Building

*“The village is ours, this street is ours, this hamlet is ours. Housework is ours, the outside work is **ours**”*

A song from MS Telangana (Guenther, 2014)

Social Networks and Community Building

- Quantitative Analysis
 - **Social capital through educational outcomes:** MS increases parental awareness, participation, and contribution to school activities and has a direct relationship with pre-school enrollment (Janssens 2004b).
 - **Creation of Social Networks:** MS able to diversify social networks and create relationships outside of caste and kinship networks(Kandpal & Baylis, 2013)
 - **Community building and Trust:** MS members have increased trust in community members and strangers; contribution to community projects significantly larger; ability to **offset** community characteristics that inhibit collective action (Janssens, 2010)

Social Networks and Community Building

- Qualitative Analysis
 - **Social Networks:** Reorganisation of household relationships, creating sisterhood, capacity building, peer learning, and creating **solidarity** within communities, especially diverse groups (Behar & Aiyar, 2003)
 - **Strengthening community:** Community-owned, controlled, and validated decisions ; cutting across traditional caste and kinship ties; (Bhatla & Rajan, 2003)

Intergenerational and Spill over Effects

*“The Mahila Samakhya members regularly worked for the school, repairing the roof, filling in potholes, and so on. The members of the Village Education Committee, very passive until then, suddenly realized that ‘those low-caste women’ were actually doing their **job**. Feeling too proud to let this happen, they subsequently started to organize activities themselves, involving other parents”*

(Janssens 2010).

Intergenerational and Spill over Effects

- Quantitative Analysis
 - **Spill over effects for Health and Education:** MS has far-reaching consequences for MS women, their children, and their community; MS has significant impact on girls in terms of immunization and education within the community (Janssens, 2004a);
 - **Non-participating households:** Awareness of educational programs higher even among non-participating households; Increase in community trust for non-participating households and villages (Janssens, 2004b; Janssens 2010)
 - **Intergenerational effects:** Age at marriage increased over time, but more in MS Districts. Educational levels have improved, but significantly more in MS Districts (Bhuwania, Mukherji & Swaminathan, 2016).
- Qualitative Analysis: Greatest impact on girls' education; MS creates structures for **sustenance** of impact (Jandhyala 2003)

Strengthening Democracy and Political Participation

*“They [local administration] have a problem with us because we don’t **bow** in front of them”.*

(Mangla, 2013)

Strengthening Democracy and Political Participation

- Qualitative Analysis
 - **Impact on Political Participation:** Transforming political culture, the **exercise** of power in public space, and creating political accountability through sanghas (Balitwala, 1996; Behar & Aiyar, 2003; Jain 2003; Jandhyala, 2003)
 - **Governance:** Resisting the bureaucratic and 'scheme'-based processes; MS working to move beyond the systemic rules and hierarchies (Mangla, 2013);
 - **Strengthening democracy:** Providing base for creating consensus based on democratic principles; redefining justice; creating culture of questioning, critical thinking, collective decision-making, and mobilisation on public issues (Bhatla & Rajan, 2003; Chandra, unknown; Mangla 2013; Jandhyala, 2003)

Livelihood and Access to Financial Resources

*“ We try and hire past MSK learners. They may not have very good literacy or they may even have forgotten, but they have a good perspective on **gender** issues”*

(Ghose & Mullick, 2014).

Livelihood and Access to Financial Resources

- Quantitative Analysis
 - **Employment:** Decrease in women working in domestic work, with an increase in percentage of women working outside the home or running small business (Ghose & Mullick, 2014)
- Qualitative Analysis
 - **Livelihood and access to financial resources:** Creation of agricultural projects, **building** on women's experiences and knowledge, accessing common property resources and using seed banks etc. (Jandhyala 2003).

Violence and concepts of Justice

*“Aise **kaccha** faisla nahin karte hum”*
(Bhatla & Rajan, 2003)

Violence and concepts of Justice

- Qualitative Analysis
 - **Arbitration and violence:** Impact of women-initiated community responses to gender violence, community-based arbitration forum, and resolution process, **presence** of sanghas integral to the arbitration process, violence significantly reduced; complete resolution not necessary for significant change in *women's self image* (Bhatla & Rajan, 2003; Ghose & Mullick, 2014; Jain 2003; Martin, 2014)

Identity and Social Structure

*“And by ‘better’, women meant being able to see things from a point of view which was **different**, and not necessarily held by family members or society”*
(Ghose & Mullick, 2014).

Identity and Social Structure

- Qualitative Analysis
 - **Individual impact:** Marked changes in social roles and attitudes, emergence of leadership, changes in self-perception; self-reflection practices ; greater physical mobility (Das & Agarwal, 2004; Ghose & Mullick, 2014; Joseph, 1991)
 - **Caste:** Influence on caste relations, and caste identity (Jandhyala, 2003; Mangla 2012)
 - **Family dynamics:** Changing power dynamics through a slow, tentative, and **constantly** negotiated process; creating spaces of autonomy and action within the household (Jandhyala 2003);

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- Why we need MS
 - **Different development model:** MS not focused on service delivery ; Individual not the only beneficiary; **Collective** as the basis for questioning social norm and creating social change (Jandhyala 2003; Joseph 1991)
 - **Institutional change:** MS process necessary for instituting long term, organic social change, and to support institutional incentives and structures such as RTE, RTI, and the reservation system etc.
 - **Citizenship:** MS has demonstrated the capacity to engage women, girls, and communities to be critical and engaged citizens.

Thank you.