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Barriers and Opportunities in Accessing Inclusive Education: A Study of Adolescent Girls in Kapilvastu District

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ABSTRACT

The study emphasizes both the complexity of the difficulties adolescent girls' encounter and the potential for grassroots movements and educational programs to effect positive change. It emphasizes the significant impact inclusive education has on both individual and societal development, advancing the conversation about it.

This study explores how teenage girls might obtain inclusive education in the Kapilvastu District, offering surprising insights into the transformative power of education. The struggles faced by Urmila, Akriti, and Tarabun show a range of issues, including ingrained gender stereotypes and financial constraints. Some strategies for reducing these barriers include empowerment programs, financial accessibility, inclusive curricula, awareness campaigns, lobbying, community involvement, and policy reforms.

In revelations, it is emphasized how important it is to remove financial barriers to access all people and how outside help fosters growth for both the individual and the community. The advancement of inclusive education aims to counteract harmful customs and promote harmony among many caste groups. Through community involvement and inclusive initiatives, which change people and society, girls are provided crucial life skills and resilience.

In conclusion, this study offers important insights about the chances of teenage girls attending inclusive schools. Anyone working to remove obstacles and encourage an inclusive, empowered learning environment will find it to be a comprehensive road map. The effects emphasize the need for specific empowerment initiatives, financial support networks, inclusive educational programs, awareness campaigns, and legislative changes. Together, these initiatives can help ensure that all adolescent girls attain their educational objectives and make positive contributions to society in the future. This study illustrates how empowerment through education may change the lives of adolescent females and the neighborhoods where they live.

Keywords: Inclusive Education, Social Ecological Model, adolescents, barriers

INTRODUCTION

Education is a source of empowerment that has the potential to transform lives and society. However, many teenagers, particularly girls from low-income families, face complicated barriers to receiving a high-quality education. This study delves into the experiences of adolescent females who have encountered these issues while participating in inclusive education activities. By raising their voices, they hope to draw attention to education's transformative potential while also drawing attention to the persistent impediments that prevent it from being realized.

In order to promote equity and social justice in education, inclusive education is essential. However, underprivileged populations, such as teenage females, frequently encounter challenges to access and participation in inclusive education, particularly in Nepal's Terai Region. The purpose of this research is to look into the experiences and narratives of adolescent girls as they navigate hurdles and opportunities in inclusive education there.

Inclusive education is an approach that aims to provide equal educational opportunities for all children, regardless of their gender, ethnicity, socio-economic status, disability, or other factors. In Nepal, the government has made efforts to promote inclusive education through policies and programs, including the Education for All (EFA) program, the Inclusive Education Policy (2015), and the Disability Rights Act (2017).

Despite these efforts, there are still significant barriers to inclusive education in Nepal, particularly in the Terai region. Adolescent girls, in particular, face a range of challenges in accessing and benefiting from inclusive education, including poverty, social and cultural norms that prioritize boys' education, early marriage and pregnancy, and gender-based violence. Therefore, the aim of the study was to explore the barriers and opportunities for adolescent girls in accessing and benefiting from inclusive education in the Terai Region of Nepal. By giving voice to adolescent girls themselves, the study sought to understand their experiences, perspectives, and aspirations regarding inclusive education. The findings of the study would contribute to the development of policies and programs that promote inclusive education for adolescent girls in Nepal, particularly in the Terai Region.

As countries acknowledge the importance of offering fair learning opportunities for all, the search for inclusive education has gained traction. Adolescence is a critical stage in personal and societal development, yet teenage girls confront a variety of obstacles that hamper their educational advancement. These challenges are emphasized in the stories of participants revealing a mosaic of hurdles and potential in the area of inclusive education.

These stories revealed the tangle of financial, cultural, and physical difficulties that adolescent girls face in order to get an education. At the same time, they demonstrated the transforming impact of educational efforts that provide support, empowerment, and growth possibilities. We can get insight into how inclusive education may overcome obstacles and ignite personal and societal transformation by exploring their voices.

Statement of the Problem

The problem is that despite the government's efforts to promote inclusive education in Nepal, adolescent girls in the Terai region continue to face significant barriers to accessing and benefiting from education. These barriers include poverty, early marriage and pregnancy, gender-based violence, social and cultural norms that prioritize boys' education, and limited access to quality education. These challenges are particularly acute for adolescent girls with disabilities, who face multiple forms of discrimination and exclusion in the education system. As a result, many adolescent girls in the Terai Region are unable to complete their education or achieve their full potential, which has negative consequences for their health, well-being, and future opportunities. To address this problem, it is necessary to understand the specific experiences and perspectives of adolescent girls on inclusive education in the Terai region. By giving voice to adolescent girls themselves, the study identifies the barriers and opportunities for inclusive education and to inform policies and programs that promote equitable access to education for all adolescent girls in the region.

Rationale of the Study

IE is a fundamental human right that has been recognized by the international community, including the United Nations. However, despite the government's efforts to promote inclusive education in Nepal, adolescent girls in the Terai region continue to face significant barriers to accessing and benefiting from education. By giving voice to adolescent girls themselves, the study explores their experiences, perspectives, and aspirations regarding inclusive education in the Terai region of Nepal. The study used a qualitative research methodology, which involved in-depth interviews with adolescent girls in the education system.

The findings of the study would contribute to the development of policies and programs that promote inclusive education for adolescent girls in Nepal, particularly in the Terai Region. The study would also help to raise awareness about the importance of inclusive education and the specific challenges faced by adolescent girls in accessing and benefiting from education.

In general, the study is important because it would provide insights into the barriers and opportunities for inclusive education in the Terai region of Nepal and help to inform policies and programs that promote equitable access to education for all adolescent girls in the region

Purpose of the Study

The purpose of the study was to explore the experiences, perspectives, and aspirations of adolescent girls towards the barriers and opportunities for adolescent girls to access and benefit from inclusive education in the Terai Region.

Research Question

How do adolescent girls in the Terai region experience and perceive barriers and aspire for opportunities to access and benefit from inclusive education?

Theoretical Review

The theoretical review dives into the theoretical foundations that shape our knowledge of adolescent girls' inclusive education experiences. Critical pedagogy and social change are significant theoretical paradigms that underlie this research. Critical pedagogy, which is based on the works of Paulo Freire (1970), emphasizes transformative potential of education in challenging and changing societal inequities. According to this concept, education should not only transfer knowledge but also allow students to critically connect with their circumstances and contribute to societal change. Critical pedagogy attempts to establish an inclusive and just learning environment by studying power dynamics, challenging prevailing narratives, and stimulating dialogue. This theory gives insights into how inclusive education can become a catalyst for breaking down barriers faced by teenage females, enhancing their agency, and supporting societal change through equitable education practices in the setting of the study.

Method of Study

The study used a qualitative research approach and a narrative study design to explore the experiences and perceptions of adolescent girls in Nepal's Terai area regarding inclusive education. The research site and participants were selected purposively. Data were gathered through open interviews and focus group discussions with the participants. Thematic analysis was used to examine the acquired data. Banganga Municipality, Kapilvastu District was the site, and three adolescent girls were selected for in-depth interviews. Pre-knowledge, experience, and expertise of participants were the criteria of inclusion in the study. Selected three adolescent girls were residing in this community for five years. They were not only knowledgeable and experienced. They were easily accessible, available and willing to participate. They had the ability to communicate their experiences and opinions in an expressive, articulate, and reflective manner.

Short Profile of Participants

Urmila Kewat is a teenage girl from Banganga Municipality who has become a significant research participant due to her unique background and personal story. She is a student at Shree Humlata Secondary School, a local school in her community, and is actively involved as a member of the Sahaj Kishori Sanjal. Urmila's journey and experiences provide valuable insights into the challenges faced by students from financially disadvantaged backgrounds and the transformative impact of educational organizations.

Akriti Bishwakarma is a research participant whose journey and experiences offer valuable insights into the impact of educational and community programs on the lives of young people, particularly in disadvantaged areas. Akriti's narrative is a testament to the transformative

power of initiatives like the Sambad Club, run by the SF, in promoting education, life skills and social change.

Participant Tarabun Nisha offers insightful information about the difficulties girls, particularly those from Muslim families and those who have hearing issues, experience in seeking education and developing personally. Her story exemplifies the Sambad Club's beneficial influence on her life and emphasizes the value of inclusive education and community support.

Interview

During the field visit, we established rapport with concerned respondents. We discussed openly with them in relevant issues, and interviewed them, which supported the above-mentioned instruments for this study which helped me to obtain real perceptions of the concerned respondents.

The interview with the participants was conducted in a structured yet open manner to explore various aspects of inclusive education and the impact of educational programs on the participants' life and the community. Face to face discussion was another way to elicit information on research questions. Three adolescent girls were the separate participants in the discussion. The discussion was based on interview guidelines.

The data gathered from interviews and open discussions held for analytical objectives serve as the starting point for the data analysis process, which also involves interpretation and the development of meaning. We systematically arrange various viewpoints, facts, and data in accordance with the study's predetermined objectives. The relevant facts and information are then organized into an easy-to-understand manner to aid in analysis.

My first stage entailed a thorough examination and familiarization with the recorded remarks made by the participants in order to execute coding, categorization, and thematic analysis in the research data analysis phase. My goal was to understand the core of their comments. We then used coding to the relevant portions to carefully identify important ideas, words, and topics. The Sambad Club, gender norms, educational possibilities, and hearing disability were some of the issues that were covered. The coded segments were then arranged and sorted before we carried out the thematic analysis, data interpretation, and documentation.

We conducted in-depth interviews with teenage girls in the Nepalese district of Kapilvastu as part of my fieldwork for the study. One of the participants, gave her motivational story, which provided important new insights into the opportunities and difficulties associated with inclusive education. The tale of Urmila brought to light the critical part that community-based initiatives play in assisting marginalized girls' access to school. It demonstrated how financial limitations affect intentions to pursue higher education and the value of outside assistance in removing these obstacles. Her story also highlighted the beneficial changes that had taken place in the neighborhood, such as closing caste differences and opposing harmful customs. Urmila's experience, along with that of other participants like Tarabun Nisha and Akriti Bishwakarma, offered insightful firsthand viewpoints that expanded the study and emphasized the significance of inclusive education programs in promoting individual development and resolving social challenges.

Quality Concerns

Data obtained from questionnaires and open discussions were cross-judged on the spot as far as possible. We attempted to compare the received information, perceptions and other data from different sources to establish confidence that the results are true, credible and believable. We prepared detailed drafts of the study protocol and kept a record of the data throughout the

study for its dependability. We applied different triangulation techniques for its confirmability and transferability.

Ethical Considerations

The researcher might always face challenges and ethical questions at every stage of the research process in qualitative research. For this, we covered key issues and guidelines of Kathmandu University, School of Education, including consent, confidentiality, and data protection and discussed what we need to consider in proper circumstances.

Data Presentation and Interpretation

In this section, we present a structured analysis of the narratives provided by the three participants in the study. Each participant's story contributed to the exploration of barriers, opportunities, and the impact of inclusive education initiatives on adolescent girls.

Urmila Kewat's Story

Urmila Kewat's story is a moving depiction of the transformational power of inclusive education, with Sahaj Kishore Kishori Sanjal playing an important role in her path. Several key features of her story stand out; to begin with, budgetary constraints threatened to derail Urmila's schooling when she completed grade 10. The organization's generous assistance, which included the payment of entry fees, the provision of necessary materials, and even school fees, enabled her to continue her studies in grade 11. Second, the narrative depicts Sahaj Kishore Kishori Sanjal's unwavering devotion to educational accessibility. The practice of supplying required stationery to youngsters in need illustrates the organization's passion. Despite frequent financial constraints among families, there is a general propensity to support education and establish a learning atmosphere. Urmila's story shows the difficulties she encountered, including the various backgrounds and varying financial capacities of her classmates. Her resilience shines through as she remains dedicated to her educational career, even when faced with difficult duties such as essay writing. Furthermore, Urmila's ambitions to become a teacher are a testament to her resolve, which has been sparked by the prospect of education, despite previous financial constraints.

Furthermore, her story provides unique insights into gender dynamics in her school environment. Her experience shows male and female peers' acceptance and friendship, providing an image of a good and gender-inclusive school environment. The transformative impact of Sahaj Kishore Kishori Sanjal's endeavors goes beyond single stories like her. These measures have promoted caste unity, thereby reducing undesirable habits such as the dowry system and caste biases. Even in the face of prevalent early marriage expectations, her family's unwavering support for her education demonstrates the potential for social transformation through inclusive education.

"My voice quivered as I recounted my father's sacrifice – a piece of our valuable irrigation land sold to appease the dowry demand. Our conversation delved into the complexities of land ownership and the far-reaching implications it had on our family's financial stability. However, my resolve remained steadfast as I confronted the systemic challenge of dowry. I passionately pleaded for government intervention, stringent punishments, and an end to this harmful practice, my conviction ringing true."

As her voice quivers not out of fear but rather from the emotional weight of her family's sacrifice, it is clear that she is steadfastly committed to opposing the system of dowry. She aspires to structural change in society, going beyond just her objectives. Her willingness to advocate for government action and speak out against dowry highlights her desire for a more just and equal future. Furthermore, she clearly understands the structural factors at play because she

views dowry as seriously harming her family's capacity to maintain its financial stability, as evidenced by the selling of their priceless irrigation land.

Her experience, which was shaped by the sacrifice made by her family in response to dowry demands, inspires her urgency and determination to solve this pervasive problem. She sees the widespread practice of dowry as a major obstacle to gender equality and financial security since it is so ingrained in culture and society. She underlines the requirement for stringent legal restrictions and direct government action to end this damaging behavior. This clip from the conversation reveals her great awareness of the complex problem of dowry, her dedication to promoting change, and her defense of the rights and welfare of girls and women in her neighborhood.

The power of inclusive education to improve lives is demonstrated through Urmila's tale. Her selflessness and commitment to assisting others make her a change agent in her community, highlighting the beneficial cycle produced by inclusive education initiatives. Her personal development, fueled by knowledge, has given her the confidence to question social norms, be honest about her ambitions, and take part in revolutionary discussions. The story of Urmila provides a thorough examination of the various effects of inclusive education on people and communities, demonstrating its ability to promote equality, give people more power, and lead to constructive societal change. Her story illuminates the enduring and profound benefits of inclusive education and offers a ray of hope for a more promising and just future.

Akriti Bishwakarma's Story

The incredible story of Akriti Bishwakarma's development as a person, her involvement in the society, and the transformational power of education all started off tentatively. Akriti had led a reasonably quiet life, centered on the confines of her house and the grounds of her school. She had little knowledge of the world beyond her neighborhood, including neighborhood organizations like the ward office and their initiatives for children's welfare. A turning point was reached in 2075 when the Stromme Foundation launched the Sambad Club, a project meant to involve the neighborhood.

Her initial reservations about joining the Sambad Club gradually vanished. She decided to join this project after being prodded by her mother and the encouraging animator sisters. The Tharu Community children, who were less engaged in education than their Pahadiya peers, were the main target of the Sambad Club. Tharu youngsters found it simpler to understand and take part in the club's activities because of the presence of an animator from the Tharu Community who is fluent in both Nepali and Tharu.

In the Sambad Club, she underwent a change during the course of a year. She gained priceless life lessons that helped her overcome obstacles, boost her self-esteem, and develop self-awareness. It was a mind-opening encounter that went beyond traditional education. After leaving the Sambad Club, Akriti joined Bal Bagaicha, a graduate forum where kids ran things without adult supervision. This unorthodox educational program placed a strong emphasis on real-world lessons, addressing problems like child marriage and encouraging polite conversation. Together with the Siddhartha Samajik Bikas Kendra, a partner organization of the Stromme Foundation, talks and awareness campaigns were routinely arranged. Their activities were directed by annual action plans, which also included tournaments intended to entice younger kids to join the Sambad Club. It became everyone's obligation to persuade parents to give their kids to the club, with the help of the parents' Swabalamban Samuh (Self-Reliance Group) to make it happen.

"We learnt many more life skills such as expressing our thoughts, controlling emotions, developing self-confidence, critical thinking, decision making ability and so on. No, my parents are happy because there seemed to be many positive changes for me. There is a different identity for those children who joined the Sambad Club. Mayor or the Deputy Mayor of Banganga Municipality thought that the children who joined Sambad have known many more skills and they pay high respect to us as well".

Akriti discusses her transformational experience while a member of the Sambad Club, emphasizing the growth of vital life skills, including communication, emotional control, self-assurance, and critical thinking. Her engaged participation shows how hungry she is to learn new things and advance herself. She emphasizes the positive effects of the program on adolescent girls' self-esteem and position in the community by highlighting her parents' appreciation of her good developments and the respect she gained from local officials. Despite the fact that Akriti doesn't specifically address issues like gender expectations or societal standards, her dedication to empowerment and skill development demonstrates her resolve to get over them. Her story serves as an example of the transformative power of community-based programs like the Sambad Club in removing obstacles, encouraging inclusivity, and building useful life skills. Her support for inclusive education also highlights how it can contribute to the development of a more equitable society.

Tarabun Nisha's Story

The tale of Tarabun Nisha is a compelling illustration of how the Sambad Club has a transformational effect on people who are struggling. Her journey starts with her family's commitment to Islamic customs, which at first put limitations on her involvement in the Sambad Club because of her gender. However, her parents gradually changed their minds as a result of the club members' and animator sisters' sincere efforts. This demonstrates the critical role that community involvement and lobbying play in removing obstacles to education, even in settings that are traditionally conservative. Her hearing impairment added an extra layer of difficulty to her experience, but her determination shone through as she actively engaged in reading, writing, and conversations. The Sambad Club's supportive community played a pivotal role by arranging accommodations like an air phone, demonstrating the importance of inclusivity and adapting to the needs of individuals with disabilities. This experience highlights the potential of such initiatives to create an inclusive environment where everyone can thrive, regardless of their challenges.

Although her hearing loss made things more challenging for her, her tenacity showed as she participated fully in reading, writing, and conversations. By setting up accommodations like an air phone and highlighting the value of diversity and accommodating those with impairments, the Sambad Club's supporting community played a crucial role. The opportunity to create an inclusive workplace where everyone may succeed despite their obstacles is demonstrated by this experience.

"There was not a good environment to go to Sambad club to me. They requested my parents; my family is an Islam family. In such a family, there is a strict environment for the daughters. With the humble request of Sambad club members and animator sisters, my parents agreed to send me to join it. Due to my hearing impairment, I was unable to listen to their voice there. I felt difficulty, then I tried to listen more and read and write. The Sambad members supported me a lot. They managed an air phone for me to listen easily. Then it helped me learn more for two years. Then I joined the training that was provided to the physically challenged, which included how to develop leadership and how to go ahead."

As she discusses her path to join the Sambad Club despite initial obstacles stemming from her family's Islamic heritage and her hearing handicap, Tarabun Nisha's ambitions and tenacity come across clearly. Her willingness to go beyond social restrictions demonstrates her desire for study and personal development. She clearly comprehends the difficulties she encountered, notably those relating to her hearing loss, and how the Sambad Club and its members provided her with the assistance she required. Her progress from initial communication and learning challenges to active participation and utilizing the club's resources is what distinguishes her experience. Her hearing handicap poses a unique hurdle on top of the cultural and familial constraints that apply to daughters in Islamic families. Despite these obstacles, her unyielding commitment to empowering herself and others in the face of hardship is demonstrated by her unshakable resolve to help physically challenged people obtain education and training. The unrelenting positivity and perseverance of Tarabun Nisha in the face of adversity is an uplifting example of the transforming power of inclusive education initiatives like the Sambad Club. She overcame familial restrictions based on Islamic conventions in order to join the club, demonstrating how her pursuit of knowledge transcends gender and cultural barriers. The tale of Tarabun demonstrates how resilient girls may overcome social constraints and obtain possibilities for life-changing education even in conservative settings. Tarabun's determination to continue her study in spite of her hearing loss is a testament to her fierce ambition and faith in the transformational potential of education. Her story also highlights the substantial barriers to education experienced by teenage girls in the Terai region, such as cultural differences and familial expectations. Her hearing issue highlights the difficulties that people with disabilities confront in getting access to inclusive education. The example of Tarabun shows how, even in conservative circumstances, community involvement and activism may alter attitudes about inclusive education. She did, however, also experience discouragement and unfair treatment from some persons within the educational system, highlighting the need for a more significant change in how society as a whole views inclusive education.

The Transformative Power of Inclusive Education

The transformative power of inclusive education shows clearly in the tales of Urmila Kewat, Akriti Bishwakarma, and Tarabun Nisha. These stories show how inclusive education may have a significant positive impact on adolescent girls' lives by providing them with chances for personal development, empowerment, and societal change. For instance, Urmila's tale emphasizes how Sahaj Kishore Kishori Sanjal's assistance allowed her to complete her studies despite financial limitations, highlighting the potential for inclusive education programs to change people's lives. Similar to this, Akriti's participation in the Sambad Club serves as an example of how community-based programs can empower young girls and give them useful life skills, supporting their personal growth and preparing them for leadership roles. By demonstrating how inclusive education can overcome cultural and familial barriers and enable girls like Tarabun to pursue knowledge and personal growth despite initial challenges, Tarabun's narrative adds another aspect to this issue.

Overcoming Barriers to Inclusive Education

The ongoing difficulties teenage girls have in getting an inclusive education is another recurring subject in these tales. These obstacles include monetary limitations, social pressures, gender stereotypes, and, in Tarabun's case, hearing disability. Despite these difficulties, the girls in these tales show incredible endurance and willpower to overcome difficulties. The financial barriers that hindered Urmila's education are highlighted in her story, while Akriti's story

underscores how society is reluctant to see the promise in young people. The significance of overcoming cultural and familial barriers is highlighted through Tarabun's story. All of these experiences demonstrate the importance of making deliberate efforts to address and remove these obstacles in order to guarantee that all teenage girls have equal access to inclusive education.

Advocacy and Community Mobilization for Inclusive Education

In these experiences, advocacy and community mobilization stand out as important themes. For instance, Akriti and the other Sambad Club members actively fight to promote inclusive education, question conventional conventions, and increase knowledge of females' rights. The tenacity of individual activism is shown by Tarabun's dedication to assisting people with physical disabilities access education and Urmila's resolve to protest the dowry system. The importance of community involvement and advocacy in influencing public opinion about inclusive education is also highlighted by these instances. The importance of grassroots initiatives in addressing societal issues like child marriage and polite communication is best illustrated by Akriti's experience. Collectively, these stories highlight the value of continued lobbying efforts and local support for programs to advance inclusive education.

Findings

The results of this study shed light on the numerous opportunities and difficulties that young girls encounter when trying to enroll in inclusive education. They place a strong emphasis on the importance of socioeconomic circumstances as obstacles, but they also draw attention to the beneficial effects of family and community support, the existence of inclusive education programs, and their role as change agents. Additionally, a recurrent theme highlights the interdependence of identities, gender-responsive practices, and collaborative social transformation initiatives, illuminating the complex influences influencing these girls' educational journeys. Overall, these stories highlight how education may transform young girls' lives and promote positive social change.

The study fits nicely with the literature and theoretical framework of feminist theory and empowerment, highlighting the importance of financial barriers to girls' education that have their roots in social inequalities. Numerous studies have highlighted a variety of obstacles, such as a dearth of resources, gender discrimination, early marriage, poverty, and early marriage. Positive changes, however, like official legislation and NGO programs, have tried to advance gender equality and inclusive education in Nepal. Importantly, the study gives adolescent girls a voice, acknowledging their importance in the creation of programs and policies. The complexity of girls' identities and experiences is highlighted by intersectionality theory, which emphasizes how a variety of factors other than gender affect their educational development. This is complemented by inclusive education theory, which promotes equitable and accessible learning environments that cater to a range of needs. The conclusions of the study are consistent with these theories, highlighting the complexity of girls' problems and the significance of individualized support, advocacy, and structural changes to promote inclusive and empowered learning settings.

The study also highlights the significance of critical pedagogy and the social change theory, highlighting the transformative power of education in addressing societal injustices. The policy review in Nepal demonstrates the nation's dedication to inclusive education through a variety of laws and regulations that emphasize accessibility, equity, and barrier removal.

The research draws on empirical studies that shed important light on the opportunities and problems faced by girls in inclusive education, highlighting the importance of gender-sensitive teaching strategies, inclusive classrooms, community-based initiatives, and

teacher preparation programs. In particular, for girls living in distant places, they investigate how digital technology might improve access to school.

Key Insights, Conclusion and Implication

This study provides important insights into the transformative impact of education and community-based initiatives by revealing a tapestry of experiences, goals, challenges, and views as lived by Urmila, Akriti, and Tarabun. Their experiences shed light on the multidimensional nature of these difficulties, from the transforming effects of inclusive educational programs to obstacles based on gender and money. The significance of tackling these issues through empowerment programs, financial accessibility, inclusive curriculum, awareness, advocacy, community involvement, and policy reforms is emphasized in this study. Together, these revelations highlight the critical function of education in empowering teenage females and point the way toward the development of a fairer and inclusive educational environment.

Key Insights

The study unfolds the captivating journeys of three remarkable adolescent girls – Urmila Kewat, Akriti Bishwakarma, and Tarabun Nisha, providing profound insights into the multifaceted nature of their educational experiences and aspirations. Urmila's narrative poignantly illustrates how financial constraints can jeopardize a girl's education but also how the intervention and support of an organization can be a lifeline to realizing one's educational dreams. Her story underscores the critical importance of addressing financial barriers for equitable access to education. Urmila's unwavering determination, coupled with external support, highlights how education can serve as a catalyst for personal growth and broader societal change. Moreover, her story exemplifies a harmonious, inclusive environment where gender-based challenges are minimized, showcasing the transformative potential of education and community-based initiatives in fostering acceptance and unity among diverse castes while reducing detrimental practices like the dowry system. Akriti's journey with the Sambad Club accentuates the transformative power of community engagement and inclusive education, equipping young girls with crucial life skills and the ability to address pressing social issues. Despite facing challenges such as dropout rates and financial constraints, Akriti's resilience and determination underscore the unwavering spirit of young girls in the face of adversity. Tarabun Nisha's journey, marked by a hearing impairment and initial reluctance from her family due to cultural norms, exemplifies transformative impact of the Sambad Club, where she received accommodations and support to enhance her learning experience. Her story speaks to the potential of individuals with disabilities to excel when provided with the right resources and opportunities. Additionally, Tarabun's aspirations for her future reveal her determination to overcome obstacles and continue her education, despite unjust accusations and discouragement from certain individuals. These stories collectively highlight the significance of inclusive education initiatives like the Sambad Club in empowering adolescent girls, fostering resilience, and paving the way for brighter futures. They also underscore the critical role of financial accessibility, inclusive environments, and community engagement in breaking down barriers to education and bringing about positive societal transformations.

Conclusion

Finally, the narratives offered by the three research participants provide vital insights into the problems and opportunities that teenage girls experience in accessing inclusive education. These stories depict a tapestry of experiences in which socioeconomic considerations can be strong barriers, but community and family support, as well as the presence of inclusive education programs, can act as significant change agents. The intersectionality of identities,

gender-responsive practices, and collaborative social transformation efforts are significant topics that highlight the intricate interaction of forces affecting these girls' educational paths. Above all, these stories highlight the powerful role of education in empowering young girls and generating constructive societal change.

The recommendations provide a road map for stakeholders committed to tearing down barriers and establishing a more inclusive and empowering educational environment for adolescent girls. Our findings underscore the varied nature of the situation and the necessity for a holistic strategy, from addressing financial constraints through scholarships to boosting community engagement and intersectional support. Advocacy, awareness campaigns, and skill development programs provide viable pathways for removing structural barriers and providing girls with the tools they need to succeed personally and contribute to the benefit of their communities. We can create a brighter future where all adolescent girls have the opportunity to access education and fulfill their full potential by following these ideas and working together.

Implications

The Terai region's Urmila, Akriti, and Tarabun's stories highlight the urgent need for specially designed empowerment programs for teenage girls. For these programs to reach their full potential, they should also provide life skills instruction and community involvement. Scholarships, fee exemptions, and the provision of necessary materials are all required to create an inclusive educational environment where financial limitations do not limit girls' aspirations. Financial hurdles, as demonstrated by Urmila's path, must be addressed. The Sambad Club's account of Akriti's life serves as a powerful reminder of the value of a curriculum that goes beyond conventional instruction. It should teach applicable life lessons, tackle relevant topics, and cultivate vital life skills, promoting individual development and society reform. Tarabun's story emphasizes the necessity of educating the public about people with disabilities, which calls for cooperation between schools, communities, and governments. Advocacy is a potent tool for eradicating biases and advancing inclusivity.

Sambad Club and other community-driven enterprises show the value of including regional communities in educational endeavors. Collaboration among stakeholders and parental involvement builds support systems and improves chances for success. And last, in order to end detrimental behaviors like dowry demands, policy measures are essential. A safer and more equitable educational environment should be created through government intervention, supported by legal restrictions and awareness efforts, guaranteeing that girls can pursue their educational goals without interference. Together, these stories highlight the transformative power of education as a weapon for empowerment, with significant effects on adolescent girls and their communities.

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