

Marginalisation, Inclusion and Empowerment

- Understanding the Relationship and Processes in Lives of Girls

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Abstract: This paper is an attempt to define and analyse nuances of inclusion in context of marginalised children especially in a state like Uttar Pradesh. It explores principles that can be adopted to address inclusion within education processes, with involvement of community collectives to question the existing power equations and gender stereotypes in the society. The findings presented in the paper are basically qualitative observation, perception and inferences. The paper is based on experiences of a Girls' education program, of CARE India, a development organization, working in India for past 52 years. In the journey, the paper tries to explore what marginalisation is, as it observed, interpreted and manifested. It looks on how in a defined social context, criteria's for marginalisation gets evolved -in terms of set indicators like access to resources, power, ability to exercise human rights, recognition-both individual and societal recognition beyond others. Pertaining to this reality of marginalisation, efforts are made to understand how educational processes can help create an inclusive enabling environment for children, especially girls a) to feel part of the process and b) feel empowered from the same. The paper tries to highlight some core principles that have evolved from CARE India's work in understanding the above questions. Building on the above context, the paper tries to present a case that whenever education tries to imbibe some of the stated principles of inclusion in its vision and processes, empowerment becomes the result of such a process. This is reflected as minor changes in children's lives , which the paper tries to highlight as major milestones towards their empowerment.