



STORIES OF CHANGE

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ABOUT CARE

CARE started its operations in Nepal in 1978 and is one of the first international aid agencies to work in the country. During the last 4 decades, CARE Nepal has been working with the most vulnerable communities of Nepal to address the issues of poverty and social injustice, along with challenging harmful social practices, building capacities and empowering livelihoods. Today, CARE Nepal works to address systemic and structural causes of poverty and social injustice such as discrimination based on gender, caste, class, ethnicity or geography.

CARE Nepal aims to demonstrate positive and transformational change in the lives of 2.5 million women and adolescent girls by 2025. CARE believes that if the most marginalized women and adolescent girl populations in Nepal experience increased social and economic empowerment, benefit from inclusive social structures and changing social norms, are able to exercise their social, economic and political rights, and build disaster resilience, then they will not only be able to withstand shocks but also overcome poverty and injustice. This transformational change in the lives of women and girls will in turn promote poverty reduction and inclusive justice for members of their households, immediate communities, and the wider society.

PROGRAM OVERVIEW

CARE places a special focus on women and girls, because when they are empowered and equipped with the proper resources, they can lift whole families and entire communities out of poverty. CARE's impact in Nepal is significant: between mid-2014 and end-2018, CARE programs have brought tangible improvements in the lives of some 5.3 million poor, vulnerable and socially excluded Nepalese, 68 per cent of whom were women and girls. Between July 2022 and June 2024 only, CARE has benefitted more than 296,244 local Nepalese, among them some 159,083 women and girls.

CARE's programming approach focuses on system level impact embedding successful models into government policies and programs. It further supports the government to orchestrate the system to ensure the functional operational mechanism of the model. System Orchestration approaches emphasize the roles of multiple actors, diverse stakeholders, such as government, civil society, private sectors, development partners, and community-based organizations, to ensure a well-functioning system for sustained impact.

ABOUT UDAAN

CARE Nepal has been continuously working in education sector since 2013 with the establishment of UDAAN centre targeting out-of-school girls of age between 10-14 from Kapilvastu district of Lumbini Province. UDAAN, which means “flight” or “flying high,” is an accelerated education program designed to offer a second chance for girls who have either never attended school or dropped out early to transition into formal schools. Since then, UDAAN centres has been established in Rupandehi, Kapilvastu, Nawalparasi (West), Banke, Jajarkot, Surkhet, Dhanusha, Mahottari, Parsa, Rautahat and in Siraha district as of 2025. The accelerated curriculum for the UDAAN program is developed and endorsed by the Ministry of Education, Science and Technology (MoEST) and Center for Education and Human Resource Development (CEHRD).

Accelerated education program aims to improve out-of-school (OOS) girls’ access to education. The UDAAN model provides an intensive, 11-month high-quality condensed curriculum, including leadership and life skills, for adolescent girls aged 10-14 who were unable to either start or finish primary school and helps them to successfully transition into formal public schools. UDAAN Alternative Learning Centre works closely with girls and their parents, schools, local educational and social leaders, and representatives of the local government along with the federal and provincial government to ensure that the out-of-school girls get the necessary support and coordination for re-enrolment to the school admission and their continuation at school.

Likewise, the model also engages with different community structures to transform the social norms and practices that impede girls’ equitable access to education and simultaneously create a conducive operational environment for girls’ education. Since school education plays an important role in preventing child marriage of children or getting them married only after they reach the age of majority, enrolling girls in school through this UDAAN program helps to save them from the risk of child marriage as well as teaches them about harmful social norms, such as discrimination against women and girls, and caste-based discrimination. Additionally, as a strategy of "Leaving no Girls Behind " for educational opportunities CARE also reached the unreached populations through the mentoring approach of accelerated learning model in Jajarkot district of remote Karnali province of Nepal.

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CARE, Always There.

A photograph of a young girl with long dark hair, wearing a colorful patterned shawl, sitting on the floor in a rustic kitchen. She is looking down at a book or paper she is holding. The kitchen has wooden shelves with various items like pots, pans, and a blue cup. The floor is dirt, and there are some household items scattered around.

Arunima's Journey: Reintegrating into Education through UDAAN

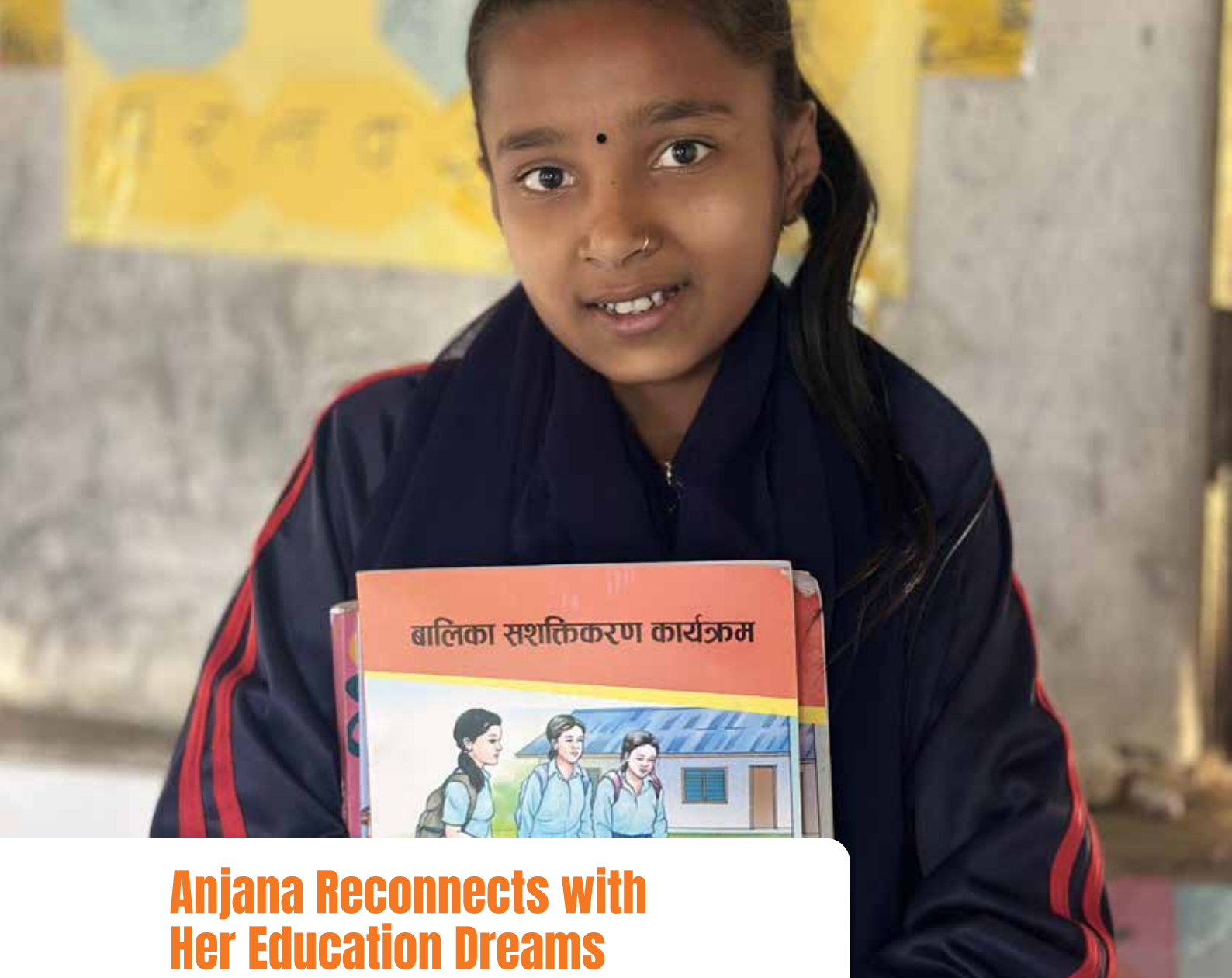
Arunima Rokaya, a 13-year-old from Nalagad-6, Garhhina of Jajarkot District lives with her two sisters and brother while her parents work in India for nine months of the year. The food grown at home lasts only three months, necessitating her parents' migration for work. This frequent migration interrupted her education, causing her to drop out after the 4th grade at Kalika Basic School when her parents and brother moved to India and her elder sister got married. Feeling left behind, Arunima decided to leave school permanently as her friends progressed to higher grades.

She came to know about the UDAAN program for out-of-school girls from a relative one day. Curious, she visited Purnima, a community-based mentor for the UDAAN accelerated learning program, and discovered the accelerated learning course for out-of-school students. Arunima enrolled in UDAAN and began attending the center regularly, participating in various learning activities.

In addition to her studies, Arunima helps her brother, Bhumi Lal, who also dropped out of school for similar reasons. Bhumi Lal is thrilled for his sister, saying, "If we had received this opportunity back then, we would not have missed our studies. I have not been able to continue my studies after dropping out of school."

At the moment, Bhumi Lal is taking full responsibility for the family in the village, ensuring Arunima can attend the learning center and assisting her with further studies at home. He appreciates Arunima's dedication and promises to continue supporting her if she maintains her perseverance and hard work. Arunima, in turn, helps her brother with household chores after her studies at the UDAAN center.

Arunima's story is a testament to the impact of the UDAAN program in providing educational opportunities and hope for out-of-school girls, enabling them to overcome challenges and pursue their dreams.



Anjana Reconnects with Her Education Dreams

Anjana Kumari Kamait, a 12-year-old girl from Dhangadhimai Municipality-3, Banauli of Siraha District, was compelled to drop out of school after the third grade due to her mother's illness. She had to take on the role of the primary caregiver for her mother and siblings after her father went abroad for employment opportunities due to financial difficulties at home. She was unable to attend school also due to the existing societal norms confining daughters to home to care for their families.

As time passed, a member of the UDAAN project team visited her community and encouraged her and her parents to continue her studies. After learning about the UDAAN program and its modality, she was inspired to pursue her dream of becoming a pilot. The initiative focused

on empowering girls, whose education was disrupted due to various personal, social, and family reasons. Through this program, she and her family jointly decided to enroll in the UDAAN program for a brighter future.

Anjana was enrolled in Level 1 at the Laxmi UDAAN Learning Center after a four-year gap in her education and is now continuing her studies. She regularly attends the center, learns alongside her friends, and encourages them to pursue their education despite challenges. She actively participates in all activities held at the center.

She shares, "I feel safe in this learning space, which provides emotional, academic, and leadership support. At first, I felt nervous, but the UDAAN facilitator was empathetic, encouraging,

and understanding. During the UDAAN classes, I learned numeracy and literacy skills, participated in various girls' assembly programs such as oratory, arts, and UDAAN Friends' initiatives, and occasionally took part in parents' meetings. These experiences built my confidence to speak in front of others, strengthened my leadership skills, and encouraged me to be proactive." The hands-on activities and peer learning helped her regain the skills she had lost during her time away from school.

Through personalized mentorship and interactive learning at the UDAAN center, she rediscovered her passion for learning with renewed energy. It has empowered her to recognize her potential and envision a brighter future. UDAAN not only helped her reintegrate into formal education but also transformed her into a confident individual with a promising outlook.

Her progress is remarkable, and her skills have improved significantly. Her family members, who were once uncertain about her future, are now supportive and proud of the progress she has made. They see the positive changes and understand the power of education and determination. At home, she studies with her brother, sharing their learning experiences from both school and the UDAAN center. Her brother also helps by supporting her learning and offering guidance.

With the support of the UDAAN program, she has not only rebuilt her academic foundation but has also gained the confidence and leadership skills needed to make a positive impact on her life. She says, "My journey shows that every girl, regardless of the obstacles they face, has the potential to succeed when given the right support and opportunities." This intervention has truly turned her life around. The inclusive and engaging learning environment provided by UDAAN gave her the confidence to restart her educational journey.



After completing the UDAAN classes, she feels confident about enrolling in grade 5. She hopes to find the same supportive learning environment at school after reintegration. The continuous support from Samagra, CARE, and her family members has inspired her to pursue her dreams. "Thank you!" she says.

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From Struggle to Empowerment : Sahena Khatun's Transformation

Sahena Khatun, the eldest daughter of Mohammad Alam and Aima Khatun, grew up in Bhagwanpur Rural Municipality, Siraha District, facing financial hardship. As the eldest of the four siblings, she bore household responsibilities from a young age. She helped with chores and later worked as a wage laborer to support her family. Determined to contribute more, she started a small tea business at home, which became the family's primary source of income.

At 18, Sahena was married with the financial help of her relatives. By 19, she became a mother, and the financial burden of her household grew significantly. Making ends meet became increasingly difficult.

Her turning point came when she enrolled in an entrepreneur development program run by a local organization of Siraha with CARE Nepal's support. Through this program, she gained

valuable knowledge on life skills, child marriage, gender violence, business management, and entrepreneurship. The program not only equipped her with knowledge but also instilled in her confidence to dream bigger.

Upon completing the program, Sahena received seed money to kickstart her entrepreneurial journey. She took her first step toward financial independence by opening a small grocery store.

Her journey took another leap forward when she participated in the entrepreneur development program under the UDAAN V Project. Selected through an entrepreneur screening process, she received specialized training in making Dalmut Bhujija (Crunchy and spicy lentil mixture), a popular local snack. With the necessary materials provided, Sahena launched her own Dalmut Bhujija business. She began selling her products in local markets and weekly fairs (Hatiya), steadily growing her customer base.

Her dedication and perseverance paid off. She now earns NPR 500 to NPR 1,000 (USD 4-8 approx.) daily, covering her household expenses, saving NPR 300 (USD 2 approx.) each day to secure her business and future.

Sahena's success story has become a source of inspiration for her community. Her hard work and determination have not only brought financial stability to her family but has also enabled her to support younger sisters' education, ensuring they have the opportunities she once missed.

Reflecting on her journey, Sahena says, "The UDAAN program gave me the tools to change my life. I am not only supporting my family but also building a future for my daughter. My parents and community are proud of me, and I feel empowered to continue growing."

From a young girl burdened by responsibility to a confident entrepreneur, Sahena has broken the cycle of poverty and is paving the way for a brighter future. Her journey highlights the transformative power of skill-building and support programs in changing lives.



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A Mother's Determination, A Daughter's Dream!

At just 15, Jahira Khatun has already faced immense challenges, but her determination to learn has never wavered. She is the eldest daughter of Md . Ghuran and Nurjahan Khatun, living in Santangar Tole, of Dhangadhimai Municipality with her brother and two sisters. Despite their struggles, her family found joy in togetherness even as financial hardships made it difficult to support their four children.

With her father working abroad, the responsibility of providing for the family fell on her mother, Nurjahan, who worked tirelessly as a daily wage laborer. Amid these struggles, Jahira Khatun stood out for her passion in education. However, poverty forced her to leave Shree Janata Basic School, Santangar, after completing grade five. Her dream of becoming a teacher seemed unattainable - until a life-changing opportunity arrived.

The UDAAN V Project, an Adolescent Empowerment and Education Program implemented by CARE Nepal and Samagra Jan Utthan Kendra, provided the breakthrough Jahira and her family had been waiting for. Determined to secure a better future for her daughter, Nurjahan enrolled Jahira in the UDAAN class, ensuring she attended every session without fail. She also actively participated in parent-teacher meetings, learning about hygiene, life skills, and ways to support her daughter's education at home.

The UDAAN class became a turning point in Jahira's life. Upon completing the program, she was re-enrolled in grade four at Shree Janata Basic School, rekindling her journey toward formal education. To further strengthen her academic foundation, she is currently attending a three-month remedial class under the UDAAN V project. Her once-distant dream of becoming a teacher is now a goal that can be reached.

Nurjahan's unwavering support has been instrumental in Jahira's progress. She frequently visits the school principal to discuss her daughter's academic growth and ensures Jahira can focus on her studies without the burden of excessive household chores. Her dedication reflects her deep belief in the power of education to transform lives.

Today, Jahira Khatun is a beacon of resilience and hope. No longer just a dreamer, she is actively working toward her goal of becoming a teacher - with her mother and community standing firmly behind her.

Reflecting on her daughter's journey, Nurjahan proudly says, "Education is the key to a better future, and I will do everything in my power to ensure my children have that key."

Jahira's story is a testament to the power of education, perseverance, and a mother's unwavering belief in her child's potential.

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A Dream Rekindled: The educational Journey of Sumita Kumari Saday

In the village of Lalbhitiya, Siraha District, father Ashok Saday and mother Gauri Devi Saday struggled to provide for their four children. Among them was 13-year-old Sumita Kumari Saday, a bright and curious girl with a deep love for learning. However, financial hardships forced her to drop out of school after completing Grade 5, and her dream of becoming a teacher seemed out of reach.

Despite the challenges, Sumita's passion for education never faded. She often wondered if she would ever get the chance to return to school and pursue her dreams. That opportunity came when CARE Nepal in partnership with Samagra Jan Utthan Kendra, Lahan, launched the UDAAN V Project to identify out-of-school girls in the region.

During data collection, Sumita's story caught attention. Recognizing her potential, the project

team took swift action and established the Ram Janaki Community Learning Center, a beacon of hope for girls like Sumita.

With the support of a UDAAN facilitator, Sumita quickly immersed herself in learning. The program not only reignited her passion for education but also provided her with essential school supplies - bags, uniforms, notebooks, and pencils - boosting her confidence.

When asked about her dreams, Sumita's eyes lit up as she shared, "My dream is to become a teacher because, like me, many sisters are out of school. I will help them get an education and teach them like a real teacher."

Sumita's dedication extended beyond the classroom. She spent an hour every day studying at home, determined to make the most of this second chance. Her perseverance paid off when

she successfully transitioned from the learning center to formal education at Shree Janata Basic School. She now attends school regularly and is further strengthening her academic foundation through a three-month remedial class under the UDAAN V Project.

At home, Sumita balances her studies with household chores, supporting her mother while staying committed to her education. Her family, especially Gauri Devi, is immensely proud of her progress.

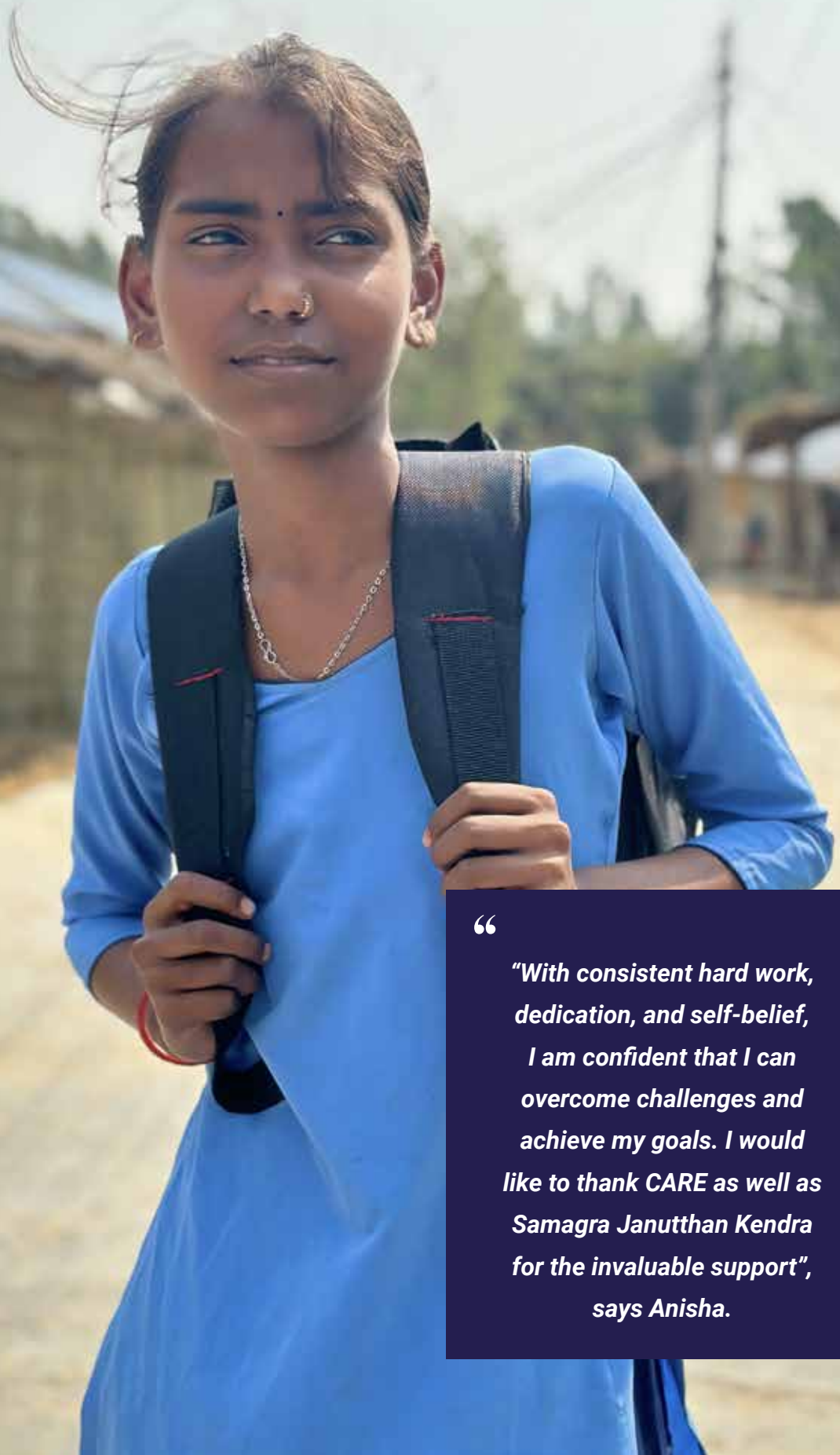
Sumita's journey is a powerful reminder of how education can transform lives. From an out-of-school girl to a determined student with big dreams, she is not only reclaiming her future but also inspiring her family and community to believe in the power of learning.

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Anisha Kumari Mahara's Road to Educational Empowerment



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“With consistent hard work, dedication, and self-belief, I am confident that I can overcome challenges and achieve my goals. I would like to thank CARE as well as Samagra Janutthan Kendra for the invaluable support”, says Anisha.

Anisha Kumari Mahara, a 12-year-old resident of Naraha Rural Municipality-1 of Siraha district, had to face significant challenges in her educational journey early on in her life. Both of her parents were daily wage workers, because of which she had to undertake household responsibilities. Due to this as well as the long commute to school, Anisha was forced to drop out from her school after the third grade. However, with the intervention from CARE Nepal and Samagra Janautthan Kendra, Anisha was enrolled in Level 1 at the UDAAN center in Laligurans Community Learning Center nearby her home, thus enabling her to continue her education.

Reflecting on her experience, Anisha expresses gratitude for the transformative impact of the UDAAN center in her life and education. She highlights the engaging classroom environment, activity-based teaching methods, and the facilitators' support in recognizing her strengths and potential. The center also provided a platform for Anisha to explore her artistic abilities and learn essential literacy, numeracy, and life skills, fueling her determination to pursue further education. During her UDAAN journey, she also got opportunity to participate in girls' assembly

and the 16 days campaign on gender-based violence, which not only enhanced her leadership skills but also broadened her knowledge on rights of women and girls.

At home, Anisha dedicates extra time to her studies, supported by her elder sister, who shares her commitment to education. Her elder sister also had to drop out of school due to similar issues faced by Anisha. Together, Anisha and her sister plan to continue their studies at the same school in the upcoming academic year. Anisha's mother, whom she taught to write her name, is a source of motivation for her and has created a nurturing environment for Anisha to explore her aspirations.

Inspired by the encouragement and constructive feedback from her family, teachers, as well as Samagra Janutthan Kendra and CARE Nepal, Anisha is determined to pursue her dream of becoming a doctor. "With consistent hard work, dedication, and self-belief, I am confident that I can overcome challenges and achieve my goals. I would like to thank CARE as well as Samagra Janutthan Kendra for the invaluable support", says Anisha.





Exploring Dreams: Janaki's Rise as an Entrepreneur

Janaki Kumari Ram, aged 19, lives in Sakhuwanankarkatti Rural Municipality-5 of Siraha District. As the eldest daughter in her family, she had the responsibility of looking after her younger siblings and managing household duties. Consequently, she couldn't continue her education after completing her Secondary Education Examination (SEE). Despite her desire to further her education, financial constraints forced her to help her family with farming.



With the support of CARE Nepal and the National Farmer's Group Federation (NFGF), Janaki joined Enterprise Learning Classes (ELC) in 2023. During these classes, she learned about entrepreneurship and gained valuable life skills, which fueled her aspiration to become a businesswoman.

Janaki had always been interested in tailoring, especially since there was no tailoring center in her community. With the seed money provided by CARE Nepal and NFGF, she purchased a sewing machine and necessary materials to start her tailoring business. "I am continuing my enterprise in tailoring. I maintain an account book and have started earning money from my business. These earnings help manage household expenses, and my parents encourage me to grow," she shared.

As time passed, Janaki recognized the need for a beauty parlor in her community. She decided to diversify her business by opening a beauty parlor alongside her tailoring services. CARE,

in partnership with Samagra Janutthan Kendra under the UDAAN program, offered her a beauty parlor training course. Janaki received two days of training to update her business plan and has been attending beauty parlor training for the past month. She regularly participates in monthly meetings to gather ideas for expanding her enterprise.

Janaki is pleased with her training and intends to run both the beauty parlor and the tailoring business together. She expressed her gratitude, saying, "I would like to heartily thank CARE Nepal and all the supporting organizations that have shown the right path to me and my family. As a result, I am becoming financially independent and can support my family."

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A young girl with dark hair, wearing a brown t-shirt with a colorful graphic, a blue long-sleeved shirt underneath, and a patterned orange and blue skirt, sits against a rough stone wall. She has a red headband and yellow earrings. A metal pot is visible on the wall behind her.

Ganga Returns to School: A Mother's Hope

“*The individual who once used to hide from new people, now confidently speaks with them. Due to financial constraints, my children were deprived of educational opportunities and were illiterate like me. But now, at least one of my children is getting the opportunity to continue her education, and she is my only hope. I am thankful to you.*”

Ganga BK, the youngest of six children of Samudri and Bhim Bahadur BK, hails from Bheri Municipality-6, Dandagaun in Jajarkot District of far western Nepal. Their home was partially damaged by the Jajarkot earthquake in November 2023, forcing them to live with a neighbor for several months. Due to their financial struggles, all the children were initially deprived of education.

Ganga's fortunes changed when she was enrolled in the UDAAN accelerated learning program under CARE Nepal's PCTFI-UDAAN scale-up project. After completing an eight-month mentorship program under a community-based mentor, Ganga transitioned into grade 4. Now in grade 5, she attends Nepal Rastriya Secondary School in Bheri Municipality, Jajarkot, ensuring her continued formal education.

"Initially, I was shy due to unfamiliarity with school and fear of being teased. But now I feel comfortable and supported by friends. I regularly attend school and find it hard to stay home even if I have any illness or urgent work," Ganga shared. "Although I am currently performing slightly less well in my studies compared to my friends who have attended school regularly, I believe I can overcome this weakness with consistent effort and support."

Ganga also participates in remedial learning support facilitated by a community-based mentor from the Hilly Area Development Campaign (HRDC), CARE Nepal's partner organization in Jajarkot. This additional support helps her tackle challenging subjects and encourages her to persist with her education. Once shy, Ganga now actively participates in extracurricular activities, confidently shares problems with teachers and peers, and is a proud member of her school's child club.

Samudri BK, Ganga's mother, expressed her gratitude to the project, saying, "The individual who once used to hide from new people, now confidently speaks with them. Due to financial constraints, my children were deprived of educational opportunities and were illiterate like me. But now, at least one of my children is getting the opportunity to continue her education, and she is my only hope. I am thankful to you."

Ganga's journey highlights the transformative power of education and the critical role of programs like UDAAN in providing hope and opportunities to children in need.





A Second Chance at Learning: Hira's Story of Hope

Twelve-year-old Hira Gain lives in Gangatia, Bheri Municipality-6, Jajarkot, with her parents, Gita and Birkha Gain. She is the middle child among three siblings. Her elder brother, Jhalak (14), is in grade 4 but struggles to attend school regularly due to the family's financial hardships, while her younger brother, Bharat (8), studies in grade 3 at Bhagwati Basic School.

For a long time, Hira herself was unable to continue her education. She had been studying in grade 4 but was forced to drop out two years ago when her parents migrated to India for labor work. Left at home, she had to care for her brothers instead of going to school.

Hira's parents, Gita and Birkha, have always struggled to make ends meet. In the past, they relied on their ancestral profession of playing the sarangi, a traditional Nepali string instrument, for a living. But as this profession declined, the family faced severe financial difficulties. Today, they try to earn by sewing clothes in the village, playing the damaha (a traditional drum) at weddings, religious ceremonies, and social events, and taking up odd jobs for villagers. Despite their hard work, the income is never enough, often forcing them to migrate to India for labor. This unstable livelihood has deeply affected their children's education—Jhalak dreams of learning but often misses school, and Hira's schooling was disrupted entirely.

But hope returned when Hira was selected for the SOAR project under the “Scaling up of the SOAR model through a mentorship approach in partnership with the local government” program. Through this initiative, supported by CARE Nepal and facilitated by the Hilly Region Development Campaign (HRDC) Jajarkot, Hira now attends a learning center near her home.

At the center, Hira is studying at Level 2, following a condensed curriculum designed to help children like her catch up on missed lessons. Her teachers describe her as honest, hardworking, and disciplined, and she has already shown remarkable academic improvement in a short time.

Yet, her future remains uncertain. The family does not own any land and has been living on public land for years, often facing pressure from the community to vacate. With no stable income and constant housing insecurity, Gita worries about whether she will be able to keep Hira in school in the long run.

“CARE Nepal and HRDC Jajarkot have given my daughter a second chance at education,” says Gita, “If programs like this continue, Hira’s future can be brighter than ours. Many daughters from poor families deserve the same opportunity.”

For now, the SOAR project has given Hira a new ray of hope, a chance to learn, grow, and dream again despite the hardships her family faces.

Gita expresses her heartfelt gratitude, “Even in a short time, CARE Nepal and HRDC Jajarkot have supported us immensely. As poor and struggling people, we offer our blessings that such programs continue. If this support lasts, we might give Hira a future different from ours. May this

program become a guiding light for thousands of daughters like her. Our deepest thanks to CARE Nepal and the HRDC Jajarkot family.”

Through SOAR, Hira is not just catching up on her education, she is reclaiming her right to learn and build a better future.

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Empowering Girls Through Learning: Sima Leads as a Facilitator



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Through the training, I gained knowledge about nonformal education and alternative education policies, programs, and plans. Encouraged by these aspects, parents, teachers, and local representatives have extended their support.

I am Sima Singh, a UDAAN facilitator from Ward No. 1 of Sakhuwa Nankarkatti Rural Municipality. Currently, I facilitate UDAAN classes for 27 adolescent girls. In a short period, I had to teach a large amount of content using nonformal and alternative methods. Initially, I was quite nervous about how to teach.

I attended a seven-day basic training, where I discovered a variety of condensed learning materials. During the training, I learned how to use these materials effectively and was introduced to various teaching methods such as group discussions, songs, games, hands-on activities, material development and demonstration, and project work. After the training, teaching the learners became much easier.

Later, I attended a refresher training, where I had the opportunity to openly discuss the challenges I faced while teaching. I also learned new teaching techniques. Currently, in the UDAAN

class, the learners and I have created several learning materials, such as letter charts, Bingo, and clay tokens. The adolescent girls are highly enthusiastic about learning through innovative methods like games, songs, project work, observation, research, the use of educational materials, and participatory learning.

The impact of the training has enabled me to develop and implement new teaching methods based on the learners' interests, making it easier to achieve learning outcomes. Through the training, I gained knowledge about nonformal education and alternative education policies, programs, and plans. Encouraged by these aspects, parents, teachers, and local representatives have extended their support.

I continuously conduct portfolio assessments and evaluations. Compared to before, the learning achievements of the adolescent girls have improved. I am happy to work as a facilitator.



"Overcoming Adversity: Sunita's Journey from Child Marriage to Educational Empowerment"



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She is determined to complete her studies and continue developing her skills while earning a livelihood. With the continued support of these organizations, Sunita is hopeful about achieving her educational and personal goals.

Sunita Bista, a 19-year-old from Ward No. 8 in Gurbhakot Municipality, Surkhet District, was born into a low-income family consisting of her parents, brother, and herself. At just 13 years old, while in the 8th grade, she married a boy from Biratnagar, about 800 kilometers away from her home. This early marriage abruptly halted her education, as household responsibilities took over.

Soon after their marriage, Sunita's husband moved abroad. Though he initially sent money, over time, he stopped communicating with her. Facing mounting difficulties, Sunita returned to her maternal home with her young son, who was five years old. The interruption of her education and the lack of support from her husband left her in a tough situation.

However, things began to change when the president of her Ward and the representative from a local organization called Aawaaj visited her village, announcing that accelerated learning classes (UDAAN) would be offered for girls like Sunita who had missed out on education for various reasons. Encouraged by this, Sunita's aunt enrolled her in these classes, reassuring her to pursue her studies again.

Although Sunita initially found it difficult to adjust to the learning environment, she has since made remarkable progress. The teaching methods have been effective, and the provision of necessary learning materials and meals during the classes have greatly supported her. She now attends classes regularly, only missing when necessary.

Looking back on her early marriage, Sunita acknowledges how it derailed her education. Yet, she is optimistic about her future and she is thankful for the opportunities provided by CARE Nepal's UDAAN program. Initiatives like Balika Shabha have given her essential skills and support. Her current goal is to pass grade 12 exams and pursue higher education, as well as develop entrepreneurial skills to secure her future.

Sunita is deeply grateful to CARE Nepal and Aawaaj for helping girls like her regain access to education. She is determined to complete her studies and continue developing her skills while earning a livelihood. With the continued support of these organizations, Sunita is hopeful about achieving her educational and personal goals.



Kiran's Second Chance at Education

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Kiran expresses her gratitude, saying, “I am very thankful to CARE Nepal, the UDAAN learning center, and the teachers who motivated and encouraged me to pursue my education. It has revived and accelerated my internal desire for further study, and I hope what I have dreamed will come true.”



Kiran Kumari Saday, a resident of Naraha Rural Municipality-1, Devipur in Siraha District, has recently completed her Level 1 studies at the local Laxmi Community Learning Center. Earlier, due to societal norms that confine daughters to their homes, she dropped out of school in seventh grade to take on housekeeping duties.

Reflecting on her experience at the UDAAN center at Laxmi Community Learning Center, Kiran describes it as a turning point in her life. She learned literacy and numeracy skills, as well as life skills such as leadership, decision-making, distinguishing between right and wrong, and personal hygiene and sanitation. These lessons encouraged her to set goals for her life and made her aware of issues like child marriage and violence. The center also allowed her to explore her artistic talents, including making paper crafts and drawing.

Kiran shares that the loving and caring facilitating methodology, along with the activity-based

learning environment at the center, always motivated her to continue her education. Seeing her facilitator, filled with positive energy, inspired her to aspire to become a teacher. The UDAAN center helped her build confidence through persistent efforts and self-belief, reigniting her educational journey.

After graduating from the UDAAN center, Kiran enrolled in grade 6 at Shree Janata Secondary School. She regularly attends classes and enjoys the school environment, where teachers are very cooperative and always motivate her to study well. She has even taught her mother and father to write their names.

Kiran expresses her gratitude, saying, "I am very thankful to CARE Nepal, the UDAAN learning center, and the teachers who motivated and encouraged me to pursue my education. It has revived and accelerated my internal desire for further study, and I hope what I have dreamed will come true."





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