

# FROM RELIEF TO RESILIENCE

\* Rebuilding through education  
in Nepal



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\* We deeply appreciate the Nepal Jesuit Social Institute for their dedication and professionalism in responding to the crisis caused by the 2015 earthquake. Their tireless efforts over the years have been instrumental in rebuilding communities, restoring hope, and helping families regain stability. As the project successfully transitioned to Fe y Alegría in 2023, we also recognize the resilience and trust of everyone who has been part of this journey. Their strength and collaboration have been essential in creating lasting change. This project highlights the strength of solidarity, demonstrating that when we come together through collective action, we grow stronger, more resilient, and better equipped to face future challenges.

➡ For further information on the project please contact Pablo Funes: [p.funes@entreculturas.org](mailto:p.funes@entreculturas.org)

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\* RESPONDING  
TO THE **NEPAL**  
**EARTHQUAKE**

**On April 25, 2015, Nepal was struck by a 7.8-magnitude earthquake, with its epicenter in Barpak Sulikot, Gorkha district, about 85 km northwest of Kathmandu. The disaster claimed 8,962 lives, injured 21,952 people, and was the worst to hit Nepal since the 1934 earthquake. In the following weeks, more than 300 aftershocks, including a powerful 7.3-magnitude aftershock on May 12 left 3.5 million homeless and displaced 2.6 million more.**



© NJSI

Of Nepal's 75 districts, 35 were affected by the earthquake, with 14 classified as "severely hit" and "crisis-hit." As a result, these districts were designated as priority areas for rescue and relief efforts. Meanwhile, Nepal, a country of 30 million people from over 120 ethnic groups, already faced deep challenges with poverty. In 2022, the UN reported that 20.1% of the population was multidimensionally poor –particularly in rural areas, where limited access to education, healthcare, and basic necessities is even more pronounced. In addition, **rural areas in the central and western regions were particularly devastated**, as they were closer to the epicentre, becoming even more isolated due to road damage and obstructions. In the hardest-hit locations, entire villages were wiped out by landslides and avalanches triggered by the earthquake, exacerbating an already dire situation.

The Jesuit presence in Nepal dates back to 1951 when, under the request of the King, Jesuits came to set up one of the first schools in the country at a time when the country remained completely closed to foreigners. For decades Jesuits' work was restricted to the Kathmandu Valley where they continued founding new schools and colleges. Today the Jesuit work in Nepal reaches several districts, however, there is still a growing need for a stronger program targeting rural areas to reach the unreached. Because of the magnitude of the emerging needs, the Jesuit community mobilized their network to provide urgent relief and to establish the necessary structure for an effective response to the earthquake.

From this **need for a structure to manage the humanitarian response**, the Jesuits in Nepal decided to set up the Nepal Jesuit Social Institute (NJSI) in May 2015 to organize and implement the different phases of the project with the mission of **"reaching the unreached"**. By forging strong relationships, NJSI has been able to reach the unreached people such as those from rural areas, women and children or different marginalized ethnic groups over the last 8 years. NJSI alongside the affected communities identified a series of needs, such as better infrastructure, better road

On April 2025, the Government made an official request for international assistance

**+150,000** people involved in providing emergency relief

**134** international Search and Rescue teams from **34** countries

**450** humanitarian agencies involved

**\$7** billion in infrastructure damage

connections to schools, securing water supply and food, that had to be covered in order to be able to resume their daily life. Since May 2019, NJSI has been supported by the Xavier Network (XN) which provided **2.5 million EUR to the relief, recovery and rehabilitation process**<sup>1</sup>.



**NJSI has been supported by the Xavier Network which provided 2.5 million EUR**

In 2024, a comprehensive external evaluation of NJSI's ten-year presence in Nepal was conducted. This booklet outlines the key actions taken over the years, with a particular focus on the impact of NJSI's education programs. With the sustained and flexible support of XN, NJSI has been able to move beyond immediate humanitarian aid, strengthening education infrastructure and programs that support long-term development. By reflecting on the challenges, successes, and lessons learned, this booklet aims to guide future projects and replicate effective strategies in similar contexts.

**Shristi Thapa NSJI**  
**Administration Director**

“The unreached people are children, ethnic groups, women, children with disabilities, these are people who are always drawn back. They are the ones who don't get full the fledged facilities which they are supposed to”.

## NJSI AND XAVIER NETWORK RESPOND TO THE EARTHQUAKE

The intervention in Nepal followed a two-phase plan: the emergency and early recovery phase (2015-2016) and the rehabilitation phase (2016-2019). However, due to the increasing educational needs in rural areas and the impact of the COVID pandemic, a final development phase was extended until 2023. This intervention involved extensive coordination with local communities to address their specific needs as well as with local authorities.

### 1. Emergency and early recovery phase (2015-2016)

\* **Resumption of Education:** NJSI worked to quickly restore education in 21 localities, ensuring the fastest possible return to learning.

\* **Food Intervention:** NJSI provided food for 4,780 families across 34 localities.

<sup>1</sup>The **Xavier Network** is an international partnership of Jesuit mission offices and non-governmental development organisations in 14 countries across Europe, North America and Australia. The emergency response to the Nepal earthquake in 2015 has been the first large humanitarian intervention managed jointly by members of the Xavier Network. The Xavier Network remained as the main source of funding, providing more than 80% of the total funding of NJSI.



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**Shristi Thapa NSJI**  
**Administration Director**

“When the earthquake struck in the year 2015, we had a meeting at Siddharta School. The whole school collapsed, we didn't have a place to shelter, all the utensils inside the house were destroyed. Some 45 families were living together, some were crying, others just screaming, going totally crazy, little kids were out of control and we managed somehow, it was a disaster, we didn't even have drinking water. It was chaotic. My daughter was at home. All the houses were destroyed”.

### Project title

NJSI Response to the Earthquake in Nepal

### Implementing Partner

Nepal Jesuits Social Institute

Budget → 2,500,000 USD

Implementation period → 2015-2023

Nº of beneficiaries → 41,415



✳ **Shelter Aid:** In 38 localities, NJSI assisted 4,780 families by providing construction materials and helping to build more resilient shelters, ensuring safer living conditions.

✳ **Training Center in Kavre:** A training center was built to address the long travel distances for rural residents. It offered a resting place for people traveling long hours and provided residential access to training programs for those from the five key districts critical to the rehabilitation program.

## 2. Rehabilitation phase (2016-2019)

✳ **Education:** It was maintained as the main intervention sector, efforts were put into rehabilitation of educational centers, providing furniture and educational materials to schools. Teachers training programs, parents' orientation and non-formal educational activities that helped improve the quality of education were developed. During this period our program helped 115 schools in 13 districts, benefiting approximately 20,000 students, 427 teachers and 567 parents.

✳ **Protection of women and children's rights:** NJSI built 24 women safety centres and 4 hostels. The program carried out complementary activities to promote women's rights in 10 women's groups and included training sessions for children with disabilities, to create more inclusive spaces and improve the capacities of centres.

✳ **Promotion of livelihoods:** NSJI provided training in different types of activities (artisanal, home needs, tailoring); vocational training on computer, electricity, masonry, beauty, English and animation, as well as training to farmers. These activities helped more than 300 people improve their quality of life by engaging them in new economic activities.



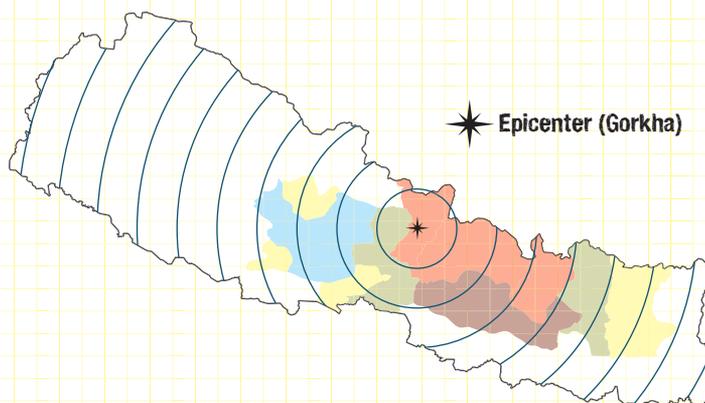
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## IMPACT OF THE EARTHQUAKE



### District-level Damage

- Severely hit
- Crisis hit
- Hit with heavy losses
- Hit
- Slightly affected
- Negligible effect



\* **The construction of drinking water supplies** was carried out in different localities and medical camps. Housing aid was still in place from the previous phases. A road to Tipling was constructed, to support better connections between communities as well as new income opportunities.

### 3. Development phase and creation of Fe y Alegría (2020-onwards)

\* **In 2020 because of the COVID-19 pandemic**, new needs aroused for the population and NJSI decided to prolong their activities in the region and use the 13% of the budget that was still available to focus on education. NJSI along with Fe y Alegría (FyA) identified the need to experiment with new initiatives in education, especially in its digitalization, hence prolonging the program. The most outstanding result in this period was the installation of digital platforms in 44 rural schools, which was very well received by teachers, students and parents. This caused the Ministry of Education to initiate a similar program as it recognised the positive impact of these education methodologies.

→ **Due to the relevance that education had throughout the NJSI response, it was deemed important to find a way to continue supporting the educational activities in Nepal in new innovative manners.**

After a process of reflection and discernment, in which different options were explored, the Jesuit Region of Nepal ultimately decided to connect with a global movement like Fe y Alegría to further develop its own rural education model, grounded in the local context and built upon the experience gained during the humanitarian and rehabilitation phase.

Fe y Alegría is a Jesuit led movement that has a long tradition of providing education in contexts where access is limited, it consists of a network of countries born out of Latin America that currently works with 1,592 government schools and has a total of 647,032 students across 22 countries.

Thanks to this prior experience, the NJSI agreed with the International Federation of FyA to initiate a FyA intervention in Nepal, allowing continued educational support in rural areas. This transition within the humanitarian continuum was concretized through the implementation of digital platforms, ultimately culminating in the signing of an MoU



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→ \* **THE INSTALLATION OF DIGITAL PLATFORMS IN 44 RURAL SCHOOLS, WAS VERY WELL RECEIVED BY TEACHERS, STUDENTS AND PARENTS**

between the International Federation of FyA and the Jesuit Region of Nepal in 2021.

This process exemplifies how XN, NJSI, and FyA work within the humanitarian continuum, moving from emergency response to long-term development while ensuring a lasting impact in different areas (nexus approach).

NJSI has successfully evolved from a humanitarian response to a development phase, using education as a key thematic approach.



# CONTINUED EDUCATIONAL



**NEEDS:**

FE Y ALEGRÍA



Images: Jaime Murciego

As stated in the previous chapter, education has been one of the backbones of the NJSI intervention in Nepal. Because of this, at the beginning of the intervention and throughout the development of our plan of action NJSI identified a series of educational challenges that had to be addressed in order to improve conditions of education in rural areas.

Nepal's education sector has improved over the years, the government funds 84% of schools while the rest are privately funded. The system includes Early Childhood Development (ECD), basic education (grades 1-8), and secondary education (grades 9-12). The government allocates 11% of its budget to education, below the recommended 20%. The Ministry of Education collaborates with 40-50 NGOs/INGOs, which contribute 2-3% of the total budget.

Following Nepal's 2015 constitutional change, education was decentralized to district offices and rural municipalities. Local administrations handle teacher salaries and hiring, but school inspections are irregular and not mandatory. As of 2017, **770,000 children (ages 5-12) were out of school, and only half of students in grades 3, 5, and 8 met academic standards** in Nepal in maths. Early childhood education attendance was 51%, with only 12% of the poorest children being developmentally on track, compared to 65% of the wealthiest. Few schools met child-friendly standards, and only **11% of school buildings were earthquake-resistant.**

Currently, each year, schools conduct an enrolment campaign with the involvement of the School Management Committee and the Parents-Teachers Association. A daily midday meal, funded by the government, is provided to students from ECD to grade 5, municipalities offer some scholarships to support families, including scholarships for girls up to grade 8. However, **a significant decrease in school enrolment is observed year after year.** This is due to several reasons: these areas have been experiencing depopulation for years, primarily due to a declining birth rate and migration. Many men and young people move to cities or abroad for work, often followed by their wives and children. Another major factor is the perceived low quality public education in rural areas. Families prefer sending their children to better schools in towns, either to continue their studies or improve job prospects. In remote areas, children whose families can afford it, often leave as early as grade 7 to attend boarding schools or live with relatives, while in other areas, this shift happens around grade 9.



SCAN THIS QR CODE TO SEE THE VIDEOS OF THE PROJECT

**The lack of hostels for secondary schools is also influential.** Many children have to walk more than two hours to and from secondary school. In addition, during the monsoon season they may miss many days of class or even longer periods during the winter in remote areas. In some cases they stay in relatives' houses, which may have a financial burden. The long distances usually cause many children to drop out of school as families could not afford to pay for their lunch and they did not have time to come back home to eat.

Migration has led to a higher dropout rate among girls compared to boys, as families tend to prioritize boys' education. They are sent to town for better opportunities, while girls are expected to marry and move into another household. Although early marriage campaigns have helped reduce this issue, arranged marriages at ages 14-15 remain common. As a result, the **gender gap in education** continues to limit women's professional development.

**Schools do not emphasize gender violence prevention,** as the topic is only introduced in higher grades despite the availability of materials. Cases of sexual harassment and bullying among students have also been identified, highlighting the need for stronger awareness and intervention measures.

All students receive government-provided textbooks every year, but deliveries to remote areas are often delayed by 1-2 months, forcing students to reuse old books. Families must cover the costs of school supplies (notebooks, pens) and exam fees, which are collected three times per year. However, **at least 30% of families cannot afford all necessary materials** for primary education, creating financial barriers for many children.

Although school dropout rates remain low and stable, absenteeism is high, particularly in the lower primary levels, due to poverty, child labor, and lack of motivation. As a result, while the completion rate for grade 5 is 80-90%, it drops to 70-80% by grade 8.

**Teacher shortages** are no longer a major issue, but high turnover remains a problem, especially among new teachers from other districts, who often leave within 1-2 years. Although salaries (35,000-50,000 rupees) are enough to live on, factors like isolation, distance from family, and poor road connectivity make retention difficult. Small primary schools also struggle when a single teacher is responsible for all students.

After evaluating the Nepali education system, five key issues were identified as needing urgent attention:



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### Malmaya Gurung

“ Having the school close by has been really beneficial to all, especially for poor people like us. Whatever hardships we have at home, they can still go to school. If the school were much further, we could not afford the expenses for lunch even, so with the school here (closer), they can just have meals at home”.

**At least 30% of families cannot afford all necessary materials for primary education, creating financial barriers for many children**



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**IN THESE RURAL MUNICIPALITIES, IT IS RELEVANT TO IMPROVE TEACHER TRAINING**



poor quality and inequitable access in rural areas, gender bias, lack of transparency and accountability, school dropouts and absenteeism, and inadequate conditions for teachers and students. Structural barriers such as poverty, social exclusion, disability, migration, child labor, and gender bias further hinder enrollment and attendance. Given these challenges, the Rehabilitation and Development phase of the intervention focused on addressing these gaps to improve education quality, accessibility, and safety, particularly in rural areas. In these rural municipalities, where communities do not perceive public schools as high-quality, it is relevant to organise awareness campaigns, better educational resources, and improve teacher training.

**Collaboration with civil society** could play a key role in launching innovative initiatives in partnership with local administrations, which already have a budget allocated for teacher training.

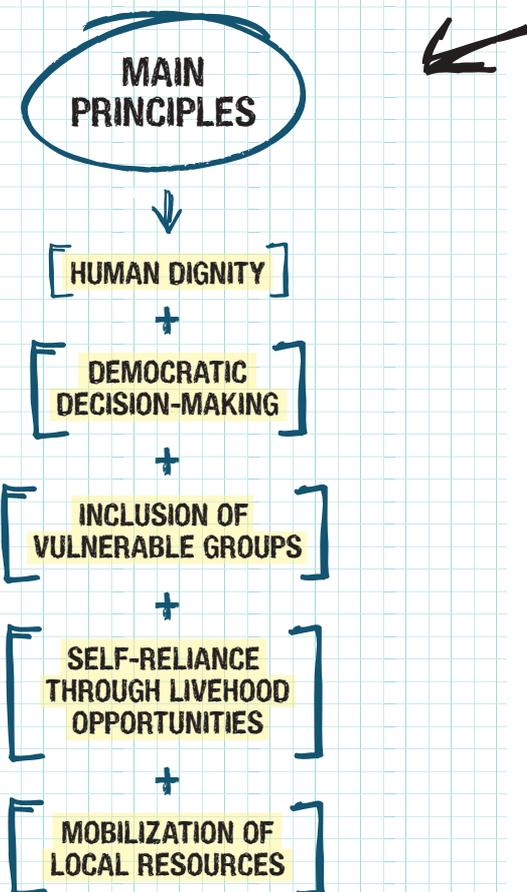
Since these issues are deeply embedded in Nepal's cultural and social fabric, changing them requires a shift in perception and long-term engagement. The NJSI intervention was guided by principles emphasizing human dignity, democratic decision-making, inclusion of vulnerable groups, self-reliance through livelihood opportunities, and the mobilization of local resources.

**NJSI saw education as the most effective tool** to address these cross-cutting issues, making it the central focus of efforts to create lasting improvements in quality, access, and opportunities for students in remote areas.

After examining the different needs and the state of the education system in Nepal, the model for the program has been based on three main **lines of action**:

- ✓ Strengthening formal education in primary and secondary level public rural schools.
- ✓ Develop a program in non-formal leisure education in the same area of the schools.
- ✓ Improve the connection of education with the rural context in terms of rural development and women's empowerment, by supporting local curriculum activities in formal education and youth organized leisure activities.

In response to the humanitarian crisis caused by the earthquake, NJSI implemented strategies to restore education as quickly as possible. A major part of NJSI's intervention was the construction and repair of school buildings. First, the construction of



Temporary Learning Centers (TLCs) played a crucial role in upholding children's right to education, particularly in the most heavily affected schools, where students continued learning in TLCs while waiting for permanent school buildings. In collaboration with the local authorities, **NJSI built 140 classrooms in 52 schools.** Additionally, toilets were built in 10 schools, ensuring better sanitation for students.

Beyond infrastructure, NJSI also distributed essential school supplies, including basic school kits, textbooks, uniforms, and winter clothing. Through this effort, 80 schools received educational materials, directly benefiting 12,904 students. In 2015 alone, 1,566 uniforms and 2,244 books were provided.

To further support education, 18 training sessions for 567 parents were conducted during the implementation of the project across six districts, raising awareness of the importance of education and the role of parents in motivating their children to stay in school. Moreover, the NJSI program provided several days of training to 427 teachers from most of the schools of intervention, selected by each school.

The training consisted of early childhood development training, preparation for remote education and use of technological tools in the classroom and psychological understanding of students training among others. It was based on the Ignatian Pedagogical Paradigm which is a way of learning and a method of teaching consisting of 5 key elements: Context, a pre-learning element; Experience; Reflection, Action and Evaluation. The methodology emphasizes on the values involved in the educational process and the reflection upon them, as well as on the principle of accompanying the learner in their growth and development. The training is followed by regular follow up sessions for teachers to ensure they are putting into practice the lessons learned.

The education of children and youth does not happen only in formal spaces, that is why NJSI implemented Non-formal education through youth associations, women groups, sports or arts that play an important role in education. Some of these extracurricular activities were the creation of ECO clubs and personal development camps.

Finally, one of the key parts of the intervention was the **REIN program.** It consisted of an initiative to build Educational Smart Hubs in rural schools which became a necessity after COVID19. A total of 44 schools were provided with one digital platform,



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**In response to the humanitarian crisis caused by the earthquake, NJSI implemented strategies to restore education as quickly as possible.**

the selection of schools was done based on the remoteness, the number of students, availability of a protected room, and support from the School Management Committee and local government. The program primarily focused on five districts: Kavrepalanchok, Sindhupalchowk, Dolakha, Ramechhap, and Sindhuli, with significant activities also carried out in Dhading, Gorkha, and Lalitpur. However, NJSI's reach extended beyond the initial target areas, implementing additional projects in 9 other districts.



# LESSONS **LEARNED**



# LESSONS LEARNED FROM WORKING ON EDUCATION IN THE HUMANITARIAN CONTINUUM



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## 1. The Importance of the Humanitarian-Development Continuum and working on the Nexus approach

The NJSI intervention demonstrated the importance of transitioning from immediate humanitarian relief to long-term development. Following the 2015 earthquake, the initial focus was on emergency recovery, however, as needs evolved, the project expanded into long-term development. Education was a key element throughout the whole intervention; this approach ensured that communities did not just recover but also gained long-term educational resilience. The transition to a Fe y Alegría program in Nepal further illustrates how humanitarian efforts can evolve into sustained development initiatives.

\* THE TRANSITION TO A FE Y ALEGRÍA PROGRAM IN NEPAL FURTHER ILLUSTRATES HOW HUMANITARIAN EFFORTS CAN EVOLVE INTO SUSTAINED DEVELOPMENT INITIATIVES

## 2. The Need for Flexible and Sustained Funding

The success of the intervention was largely due to the ability to adapt funding based on emerging needs and a changing context. The Xavier Network’s long-term commitment allowed NJSI to move from emergency aid to the rehabilitation and development phases. By 2019, 87% of the budget had been spent, but continued needs –exacerbated by the COVID-19 pandemic–required additional initiatives, such as experimenting with digital education. The ability to adjust funding priorities ensured that NJSI could respond effectively to new challenges.

## 3. Education as a Cornerstone of the Humanitarian Continuum and Nexus

Education played a central role in all phases of the intervention, demonstrating its effectiveness in bridging the gap between relief, recovery, and development. Immediately after the earthquake, NJSI prioritized resuming education, during the rehabilitation phase, the focus shifted to rebuilding and improving schools, ensuring that students had access to safe learning environments. In the development phase, innovative approaches like the REIN digital learning project were introduced, influencing national education policies. This trajectory shows that investing in education from the onset of a crisis can lay the foundation for long-term community development.



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#### 4. Community Engagement is Essential for Educational Success

One of the most significant factors in the project's success was the strong involvement of local communities in decision-making. **NJSI worked closely with parents, teachers, and local leaders to identify key educational challenges**, such as the lack of road connections to schools, the need for hostels for students in remote areas, and the importance of teacher training. Additionally, parent training sessions were conducted to raise awareness about the value of education and encourage parents to keep their children in school. This participatory approach ensured that interventions were culturally appropriate and met the real needs of the population.

#### 5. Targeted Interventions Improve Education Equity

The intervention specifically aimed to reach “the unreached”—children from marginalized ethnic groups, girls, and children with disabilities—who often face the greatest barriers to education. NJSI's efforts included constructing hostels to support girls' education, as many were forced to drop out due to long travel distances. Additionally, scholarships, school materials, and gender awareness programs were introduced to address the systemic preference for boys' education. By building 24 women's safety centers and creating an activity center for children with disabilities, the project not only improved access to education but also addressed broader social inequalities.

#### 6. Teacher Training and Retention is Critical for Quality Education

While teacher shortages were not a major issue, high turnover remained a persistent challenge, especially in remote areas where young teachers from other districts often left after 1-2 years due to isolation and poor road connectivity. To address this, NJSI provided extensive teacher training programs, benefiting 427 teachers in 13 districts. However, more strategies are needed to improve teacher retention, such as offering incentives, professional development opportunities, and better living conditions.

Ensuring a stable and well-trained teaching workforce is crucial for long-term improvements in education quality.

NJSI worked closely with parents, teachers, and local leaders to identify key educational challenges



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**Fr. Anrit Rai, SJ**  
**Current Regional Superior**

“ Since 1951, Jesuits in Nepal have been building hope, starting with schools, then providing solidarity during catastrophes, and today, uniting education with social justice in the rural areas”.

**NJSI constructed 140 classrooms in 52 schools, benefiting over 8,600 students**

## **7. Infrastructure Development Strengthens Education Resilience**

The 2015 earthquake destroyed or severely damaged nearly 5,000 schools, highlighting the vulnerability of educational infrastructure. **In response, NJSI constructed 140 classrooms in 52 schools, benefiting over 8,600 students.** These included earthquake-resistant buildings, ensuring that schools would be more resilient to future disasters. Additionally, toilets were built in 10 schools, addressing hygiene concerns that often lead to absenteeism, particularly among girls. Investing in safe and durable school infrastructure is essential for ensuring continuous education, especially in disaster-prone areas.

## **8. Digital Education Can Bridge Rural-Urban Gaps**

The introduction of digital learning platforms through the REIN project was a groundbreaking initiative that significantly improved access to quality education in rural areas. By installing digital platforms in 44 schools, NJSI provided students with better learning resources and helped teachers adopt modern teaching methods.

The success of this initiative led the Ministry of Education and several rural municipalities to replicate the program, demonstrating the scalability of innovative education solutions. Expanding digital education can be a key strategy for addressing teacher shortages and improving learning outcomes in remote areas.

## **9. Addressing Socioeconomic Barriers Increases School Retention**

Despite improvements in school infrastructure and teacher training, socioeconomic factors continued to affect school retention rates.

Poverty, migration, and child labor were major obstacles, with many families unable to afford school supplies or lunch for their children. Some children had to walk over two hours to attend secondary school, leading to high dropout rates. The intervention addressed these challenges by constructing hostels, providing school kits, and advocating for better educational resources. However, more comprehensive support, such as government-funded midday meals for secondary students and expanded scholarships, is needed to keep students in school.



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**SOME CHILDREN HAD TO WALK OVER TWO HOURS TO ATTEND SECONDARY SCHOOL**

## 10. Collaboration with Government and Civil Society Enhances Impact

The partnership between NJSI, the Xavier Network, local governments, and civil society organizations played a key role in ensuring the project's success.

By aligning efforts with government priorities—such as teacher training and digital education—NJSI was able to leverage additional support and scale its impact. Thus, networking has been essential at all levels, both financially and in terms of human resources, advocacy and coordination. It is one important element that has enabled the effectiveness and impact of the project throughout Nepal.

The government's decision to replicate the REIN digital education model demonstrates the importance of aligning humanitarian and development efforts with national policies. Strengthening these collaborations can ensure that successful interventions are institutionalized and sustained in the long term.

## 11. Networking and Collaboration Enhance Effectiveness and Impact

One of the key lessons from the intervention is the crucial role of networking and collaboration at all levels. The coordinated efforts of the Xavier Network, NJSI, local governments, and civil society organizations enabled a more effective response, ensuring financial sustainability, resource mobilization, advocacy, and strategic coordination. This interconnected approach allowed for a smooth transition from humanitarian aid to long-term development, maximizing the impact of education-focused initiatives.

Strengthening and expanding these collaborative efforts will be essential for sustaining and amplifying the impact of future educational interventions in Nepal and any other emergency situations that Xavier Network responds to.



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➔ \* **THESE LESSONS HIGHLIGHT THE CRUCIAL ROLE OF EDUCATION IN POST-CRISIS RECOVERY AND LONG-TERM DEVELOPMENT. THEY ALSO EMPHASIZE THE IMPORTANCE OF FLEXIBLE FUNDING, COMMUNITY PARTICIPATION, AND INNOVATIVE SOLUTIONS IN ADDRESSING COMPLEX EDUCATIONAL CHALLENGES.**

# The evaluation, process, methodology

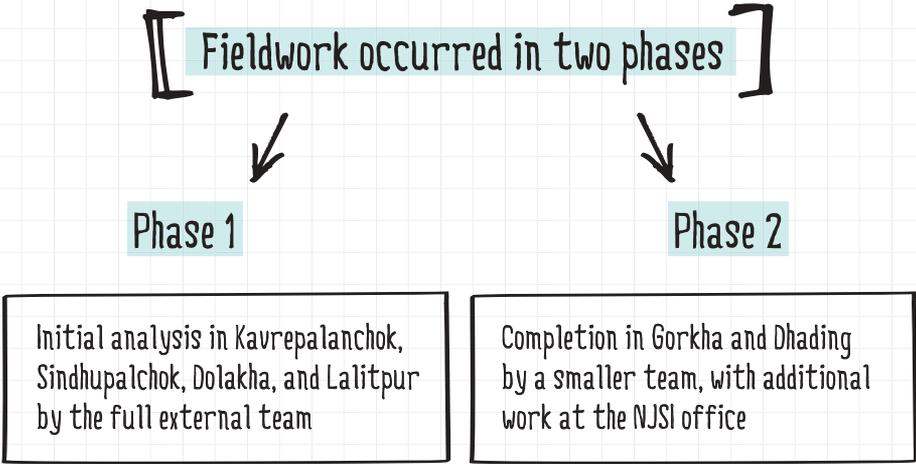
The program started as an emergency aid effort to assist earthquake-affected communities in Nepal, focusing on



- \* Shelter
- \* Education
- \* Other immediate needs

While NJSI defined the scope and activities, Entreculturas restructured the program using a Theory of Change and a results-based framework to evaluate outcomes and impacts effectively.

An Evaluation Matrix, based on DAC/DECD criteria (relevance, effectiveness, efficiency, sustainability, and impact), was developed. Due to limited existing documentation, most evaluation data was gathered through fieldwork. The sampling strategy centered on program activity sites such as schools and women's centers across several districts. From an initial list of 14 schools, 8 were selected, along with nearby women's groups and water-related interventions.



## Data collection

(qualitative methods and field activities)

→ 32 interviews →

- ✓ 10 with NJSI managers and staff
- ✓ 3 with Entreculturas representatives
- ✓ 4 with Xavier Network members
- ✓ 7 with other stakeholders
- ✓ 8 with local authorities across rural municipalities

+ 4 workshops with NJSI staff

+ fieldwork in 9 schools across 5 districts

group discussions with students (boys and girls), teachers and parents

site visits to assess school infrastructure and equipment



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These combined efforts provided a comprehensive understanding of the program's implementation, effectiveness, and impact on the affected communities

## \*Booklets Xavier Network Collection

N° 1. *Community resilience in emergencies. Lessons learned from our experience in the Philippines. 2024.*

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“ **The Xavier Network (XN), constituted as a foundation in 2004, is an international mission and development partnership where 14 Jesuit Organizations worldwide work in faith to promote social justice and bring transformation.**

We are the first such network in the Jesuit world, set up with the simple principle that by joining together we can achieve more. Our 14 members are the mission offices and NGOs of various Jesuit Provinces across Europe, North America and Australia. Members are present in over 87 countries, carrying out development and humanitarian action projects in close cooperation with local partners.

“ **The Nepal Jesuit Social Institute (NJSI), established in 2015 in response to the devastating earthquake that struck Nepal, is a Jesuit initiative committed to relief, recovery, and long-term rehabilitation.**

Rooted in a mission of service and solidarity, NJSI began, as early as 2016, to engage with Fe y Alegría, the international Jesuit movement for transformative education that connects formal schooling with community development. This shared vision inspired NJSI's leadership and laid the groundwork for deeper collaboration. In 2021, NJSI formally initiated the process of affiliating with the Fe y Alegría international network, strengthening its commitment to education as a path to social change.

