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Plus Arts NPO

In 2015, after the Gorkha Earthquake, I had the opportunity to visit Nepal for the first time to teach teachers on disaster education to support their request to disseminate disaster education among children. As it was right after the earthquake many schools were still damaged, communities were trying to recover and the children trying to get back to school. This was our first attempt in planting the knowledge seeds among the teachers. Little did I know that I would be engaged in Nepal for almost 10 years after that to provide our experience and knowledge on capacitating the teachers to develop their own disaster education tools and disseminate the knowledge through communities.

With the generous and continuous support from Japan International Cooperation Agency (JICA) and with the help of a local counterpart Informal Sector Service Center (INSEC), Plus Arts was able to put together the projects in three phases to train teachers, design educational materials, provide international exchange opportunities and embed disaster education in schools through their club activities conducted through Disaster Risk Reduction Education Clubs (DRREC).

I sincerely hope that the locally produced educational material developed with the ideas of Nepalese teachers will continue to raise awareness on disaster prevention and inspire future teachers as well as students to innovate new material for the future of Nepal's path to resilience.

This project could not have been completed without the dedicated and committed teachers who put their efforts together to protect future generations from the impacts of disasters. Equally important was the role of experts providing contents from both Nepal and Japan, project coordinators, local designers and the interns who worked hard to realize the project objectives.

On behalf of Plus Arts, I would like to extend my heartfelt appreciation to everyone involved in this project for your commitment and a lot of hard work. I hope that the knowledge gained will continue to spread to nurture the growth of more seeds of resilience in Nepal.

Hirokazu Nagata
Chairman
Plus Arts NPO



Informal Sector Service Centre (INSEC)

On behalf of the entire team at the Informal Sector Service Centre (INSEC) Nepal, I am writing to formally acknowledge and express our profound gratitude for the invaluable support and collaboration that Plus Arts NPO, CityNet-Plus Arts Center for Creative Partnerships, and JICA have provided for the School Club Based Resilient Community Model Project.

The collaboration with various schools, municipalities and partners have produced promising results on embedding disaster education in the schools in the target municipalities. Much of the hard work was done by the teachers and school principals who committed and contributed their time as well as resources to ensure sustainability of Disaster Risk Reduction (DRR) education clubs in their schools and the activities conducted by the clubs to be passed through succeeding grades.

While the project was limited to five municipalities within the Kathmandu valley, through the network of INSEC, we hope to take this further across Nepal where disaster education and its facilitation skills are much needed but almost non-existent. The educational material that has been produced through the project are very relevant for Nepal's context as it has been localized. We hope to improve accessibility to such educational material for everyone and promote further dissemination of facilitation skills through teacher trainings.

I hope the schools and the municipalities will continue to engage with INSEC so that their expertise and experience can help people living in vulnerable areas to understand risks, take preventive measures and take proactive approach in dissemination of DRR education together with INSEC.

Thank you very much once again for all those who have contributed for the successful completion of the project and we look forward to working with you soon.

Bijay Raj Gautam
Executive Director
Informal Sector Service Centre (INSEC)



Japan International Cooperation Agency (JICA)

I would like to express my heartfelt congratulations on the successful completion of the project. This project aimed to boost disaster awareness and response skills through school-based disaster preparedness clubs. The activities introduced in this project, which promote learning about disaster preparedness in an engaging and proactive manner, have expanded to over 50 schools within the Kathmandu Valley, reaching from students to their families, and from schools to the broader community.

The remarkable reach of this project is a testament to the unwavering efforts of everyone involved, including the team at Plus Arts, our partner organizations in Nepal, local government officials, and the schools and residents of the community. First and foremost, I extend my deepest appreciation to the team at Plus Arts. Without their expertise and passion, the project would not have achieved its success. I am also sincerely grateful to the Nepali teachers who dedicated themselves to leading the localization of disaster education materials as well as school-based activities. Their efforts and dedication have significantly contributed to motivating students and communities.

Since the 2015 Nepal earthquake, JICA has been offering comprehensive support in disaster management area. Being prepared is key to minimizing disaster damage, and enhancing awareness is a vital part of that preparedness.

Although the project has concluded, I hope that the disaster preparedness club activities will continue and further expand to other parts of the country, thereby enhancing the country's resilience to disasters.

Thank you very much.

Mizuki Matsuzaki

Chief Representative,
Japan International Cooperation Agency (JICA)
Nepal Office



Overview

The 'School Club Based Resilient Community Model Project' is a collaborative effort between Plus Arts, a non-profit organization based in Kobe, Japan, CityNet-Plus Arts Center for Creative Partnerships Office*, and the Informal Sector Service Centre (INSEC) in Nepal. With funding support from the Japan International Cooperation Agency (JICA) as part of the grassroots technical cooperation program, the project was initiated in response to the devastating earthquake that struck Nepal in April 2015.

This report primarily covers the information from the third phase of the project, which commenced in August 2022 and concluded in August 2025. This project is the culmination of the first two phases, which included the School-Based Sustainable Disaster Risk Reduction Education and Material Development Project (2017-2018) and the Project to Promote Disaster Risk Reduction Education in Nepal (2019-2020).

All three phases of the project were designed to enroot foundation of the learning process utilizing interactive and enjoyable methods of learning about disasters thus enabling both students and adults to comprehend complexities of addressing risks in a simplified but effective way.

The main role of Plus Arts NPO was to disseminate the seeds of learning from Japan for the schools in Nepal so that the teachers, schools and the communities can nurture it to benefit the society as a whole for addressing disaster risks. The programs were designed to utilize minimum resources for maximum actionable output for being prepared against disasters.

*The first phase, second phase and a part of the third phase of the projects were supported through CityNet Yokohama Project Office. The role was transferred to CityNet-Plus Arts Center for Creative Partnerships starting October 2022.



Rationale

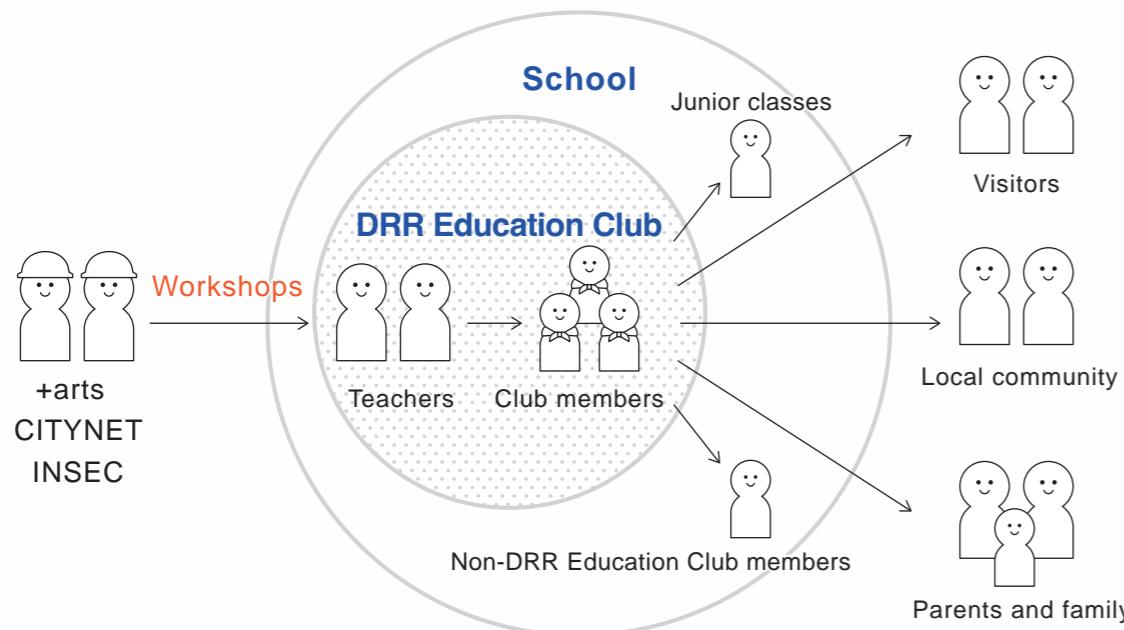
The need for such a project became urgent after Nepal experienced the devastating Gorkha Earthquake in April 2015, measuring 7.8 on the Richter scale. The disaster claimed nearly 9,000 lives and damaged over 16,000 public and private schools (Ministry of Home Affairs, Nepal, 2015). The massive destruction of school infrastructure and loss of young lives highlighted that schools are not just vulnerable structures but also critical spaces for preparedness and community resilience. The earthquake revealed a significant gap in disaster education in Nepal; students and teachers were largely unprepared to respond effectively to such emergencies. Cities including Kathmandu and Lalitpur requested initially for disaster education training for teachers which ultimately developed into a three-phase project.



Project Objective

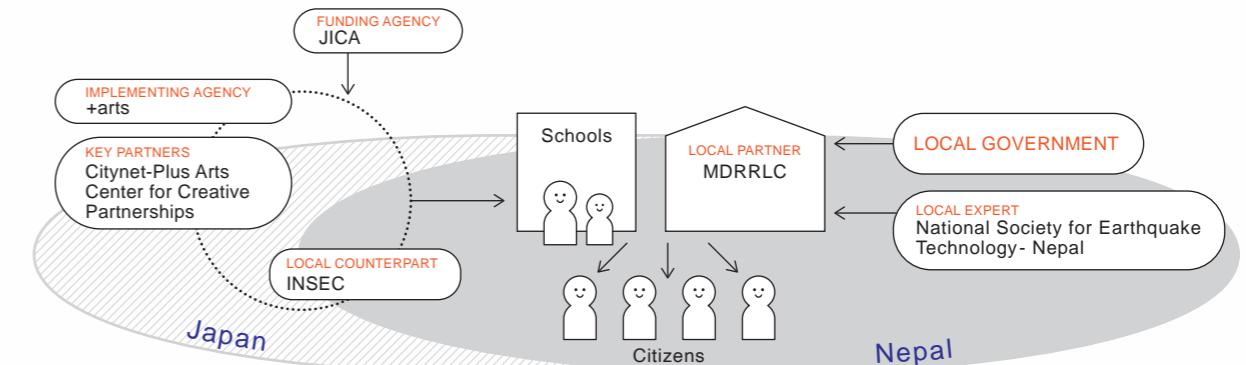
The primary objective of the project is to establish resilient community models based on Disaster Risk Reduction (DRR) Education Club activities in the five target municipalities - Bhaktapur, Chandragiri, Kathmandu, Lalitpur and Shankharapur.

In this project, the role of the Nepalese teachers was to pass on the disaster prevention knowledge and skills they learned through various workshops in Nepal and the study visits to Japan to their students of the DRR Education Club. The club members then passed on the disaster prevention knowledge and skills to local community members including their families.



Project partners and key stakeholders

The success of the 'School Club Based Resilient Community Model Project' relied on the collaborative efforts of various key stakeholders.



Plus Arts NPO

An implementing organization based in Kobe, Japan. Plus Arts specializes in disaster education and creative learning methods in various areas.

CityNet-Plus Arts Center for Creative Partnerships

A key partner, connecting municipalities in Nepal with the project. The center represents CityNet, a network of local governments and urban stakeholders.

Informal Sector Service Centre (INSEC)

The central counterpart organization of the project provides office space for the project officer. INSEC works on human rights issues in Nepal and engages in various community development projects.

Japan International Cooperation Agency (JICA)

The funding agency is supporting the project's implementation and promoting international cooperation.

Mitra DRR Learning Center (MDRRRLC)

A base for DRR learning for children and adults was established during the second phase of the project, with private initiatives and partly funded by the Toshiba International Foundation. The center is currently managed by the Disaster Education Promotion Office (DEPO), a local NPO.

National Society for Earthquake Technology - Nepal (NSET)

The organization provides expertise in earthquake resilience and safe construction methods for educational tool development. NSET specializes in earthquake engineering and works at local, national, and international levels.

Teachers and Students

They are the core beneficiaries of the project who are actively engaged in disaster risk reduction education and building resilient communities.

Community Members

Various stakeholders from the community actively participated in project events and adopting disaster prevention programs in their neighborhoods.

First Phase (2017-2018)

School-Based Sustainable Disaster Risk Reduction Education and Material Development Project

The project was implemented by Plus Arts NPO, in collaboration with CITYNET Yokohama Project Office, Japan and the Informal Sector Service Center (INSEC) in Nepal. The project was funded by the Japan International Cooperation Agency (JICA) and built upon a pilot initiative carried out in 2015 in ten schools inside the Kathmandu valley. Its primary focus was to introduce interactive disaster education methods inspired by Japanese practices and to develop locally adaptable learning materials for schools in Nepal.

Japan's long history of earthquake preparedness demonstrates that school-based disaster education can save lives and reduce risks. By adapting Japanese experiences to the Nepali context, this project was developed to strengthen resilience at the school and community levels. DRR education equips students, teachers, and families with practical knowledge and skills, ensuring that future disasters cause less harm and disruption.

Objectives of the project

The school teaching staff at each of this project's public and private schools in the target area will recognize the necessity of disaster prevention training in a school setting. "Iza! Kaeru Caravan (IKC)" and workshops will be held for these teaching staff to develop and revise original versions of disaster prevention teaching materials. They will provide the children with the basic disaster prevention knowledge and techniques for natural disasters and earthquakes in particular.

Major Activities

Teacher training workshop on disaster education

During the one-year project period, two training workshops were conducted for Nepali teachers.

At the first workshop, participants learned the "Iza! Kaeru Caravan (IKC)" program, a fun and educational disaster drill programs implemented by Plus Arts in Japan since 2005. Following a localization workshop, the program was adapted to the Nepali context.



At the second workshop, under the guidance of a game designer from Thailand, participants developed new teaching materials tailored to the Nepali context and produced pilot versions of the materials.



DRR awareness event at schools

Following each workshop, a fun and educational DRR awareness event, "Iza! Kaeru Caravan (IKC)," was held for local children. Using the programs developed during the workshops, Nepali teachers shared the disaster prevention knowledge and skills they had learned with the children.



Major Milestones

- Baseline Survey on the Needs for Disaster Risk Reduction Education in Nepal
- Formation of the DRR teachers club and its Facebook page

Key Statistics

Number of Schools	19	Kathmandu: 6 Lalitpur: 6 Bhaktapur: 2 Chandragiri: 2 Shankharapur: 3
Number of games and activities introduced	9	Disaster drill exercise Shuffle cards Disaster life cycle Tossa No Hitokoto (comic drill) Paper craft First aid Emergency kit quiz Bed sheet stretcher Picture story

Second Phase (2019-2020)

Project to Promote School Club Activities on Disaster Risk Reduction

In this phase, with advice from the counterpart organization INSEC, the aim was to establish Disaster Risk Reduction (DRR) Education Clubs within schools as a framework for sustaining disaster education activities in Nepal's school system. Teachers from both public and private schools served as advisors to the DRR Education Clubs, guiding students in learning and practicing DRR in their everyday school environment. Furthermore, schools integrated DRR Education Club activities into other programs within the school, such as annual evacuation drills and routine preparedness exercises to ensure DRR education extended beyond the club members to the entire school community.

Objectives of the project

Teachers in the public and private schools (model schools) in the target cities of the Kathmandu Valley become advisors for DRR education clubs at their respective schools, and provide opportunities for children/students who are club members to learn about DRR in ordinary times.

Major Activities

Branding of the DRR Education Club

Through a vote by the participating teachers, the rhinoceros was selected as the symbol for the DRR Education Club. With the collaboration of a Japanese designer, the official DRR Education Club logo was completed.



Production and Distribution of DRR Education Kits to Schools

Based on the prototype DRR education materials developed during the first phase, teaching materials were produced. To ensure future sustainability and maintenance, the design work was carried out by a Nepali design company. The completed materials were packaged as kits together with a program manual and tools for DRR Education Club activities and distributed to each school that had established a club.



Teacher training workshop and DRR awareness event at schools

IKC events were conducted using the DRR Education Club materials, during which the trained teachers shared disaster prevention knowledge and skills to the children.



DRR activities at school

In each school where a DRR Education Club was established, disaster education is now a regular practice. Focal teachers—trained in disaster preparedness and using DRR materials—guide club members and coordinate activities within schools and the wider community. Regular sessions engage students in hands-on learning through games and activities, enhancing their understanding of disaster risks and appropriate response strategies.



Major Milestone

Establishment of Mitra DRR Learning Center

The Mitra DRR Learning Center was established through a private initiative with support from the Toshiba International Foundation. The center also showcases and utilizes the disaster education games developed during the project's second phase as key resource materials with the operational support from Plus Arts NPO. It was formally inaugurated on December 1, 2019.



Key Statistics

Number of Schools	18	Kathmandu = 6 Lalitpur = 6 Bhaktapur = 2 Chandragiri = 2 Shankharapur = 2
Number of games produced and distributed	5	Snake and Ladder Shuffle game Picture story-fire Earthquake awareness relay game Disaster life cycle

Third Phase (2022-2025)

School Club Based Resilient Community Model Project

Building on earlier initiatives, including the School-Based Sustainable Disaster Risk Reduction and Material Development Project and the Project to Promote School Club Activities on Disaster Risk Reduction, this phase sought to strengthen the role of schools as catalysts for community resilience. Through the activities of Disaster Risk Reduction (DRR) Education Clubs, the project fostered a culture of preparedness and extended awareness from classrooms into households and neighborhoods. Over the course of three years, the project established resilient community models by mobilizing students, teachers, and local stakeholders through joint learning and action.

School-based DRR activities were designed not only to enhance knowledge and skills among students but also to create practical linkages with community groups. As a result, the schools became hubs for resilience-building efforts, ensuring that disaster preparedness and risk reduction practices were disseminated more widely and sustained at the community level. Students shared their learning at home, encouraged family preparedness, and engaged neighbors through activities. Over three years, this approach helped DRR knowledge spread from classrooms to communities, creating safer schools and stronger, more prepared communities.

Objectives of the project

To establish resilient community models in collaboration with the local community utilizing the activities of the school based DRR Education Clubs.

Major Activities

Teachers' training and capacity building workshops

Over 80 teachers received training in experiential DRR education methods, including storytelling, simulations, and game-based learning. In addition, Training of Trainers (ToT) sessions were conducted for selected teachers to enable them to disseminate DRR education in their schools, neighboring schools, and local communities. To support visual learning for trainers, video manuals of some DRR education programs were also developed.



Expansion of DRR Education Clubs

The DRR Education Clubs, initially established in 18 schools during the second phase, expanded to 50 schools by the end of the third phase. Along with this expansion, new teachers also joined the project in this phase. The growth of the clubs was largely supported by the contributions of focal teachers who participated in the ToT sessions and through strong collaboration with Lalitpur Metropolitan City.



Development of new educational materials

In this project, workshops were conducted to develop new educational materials on topics that were identified by teachers as particularly high-need: safe building construction, infectious disease prevention, and Psychological First Aid (PFA). Each thematic workshop began with localized input from experts, followed by hands-on sessions where teachers designed educational games. After being tested by students, the finalized educational materials were distributed to all 50 participating schools and integrated into regular DRR Education Club sessions.



Student-led activities and community engagement

The activities of DRR Education Clubs enabled students to share disaster-related knowledge with peers, teachers, and their families. In some schools, club members set up DRR booths at local community events, directly conveying knowledge and skills to residents. These outreach activities extended beyond school boundaries, providing opportunities for student-led awareness campaigns and interaction with community members. Over 900 individuals, including parents, local leaders, and residents, participated.



The quantitative and qualitative results of this project are as follows.

Third Phase (2022-2025)

International exchange and knowledge sharing

As a part of the project's international exchange, two study visits to Japan were organized. In 2023, six teachers and one municipal representative participated while in 2024, eight teachers participated. Participants visited schools and disaster learning facilities in Kobe and Yokohama for a week-long learning visit, focusing on Japanese practices in school-based disaster education, community engagement and emergency response. Upon returning to Nepal, they implemented action plans and shared lessons learned within their schools and communities.



Major Milestones

- Commemoration of the 10th Anniversary of the Gorkha Earthquake
- Final assessment



Key Statistics

Number of Schools	50	Kathmandu = 5 Lalitpur = 16 Bhaktapur = 12 Chandragiri = 8 Shankharapur = 9
Number of games produced and distributed	5	Earthquake Awareness Picture Story Building Safety Game Shuffle Game - Infectious Disease Disaster Life Cycle - Infectious Disease Tic Tac Toe - Infectious Disease

Key statistics* (Figures are from Phase 1 through Phase 3 combined)

Schools reached	50	Public and private
Students engaged	2500	Elementary to high school
Teachers trained	150	Includes teachers and principals
Total game designing workshops	5	First Phase=2, Second Phase=2, Third Phase=3
Visitors to MDRRLC	900	550 students, 200 teachers, 150 guests
Total Games Developed	10	Card games, board games, stories and practical activities

*The figures are as of August 2025.

Impact Assessment of DRR Education Club

With the support of an evaluation expert from Japan, paper-based tests on disaster preparedness knowledge were conducted to assess the educational impact on DRR Education Club members and the ripple effects on other students in their schools.



Overview of assessment

November 2024 – Pre-test

Conducted for 300 students (147 club members, 153 non-club members) in 10 schools with DRR Education Clubs.

February 2025 – Control group test

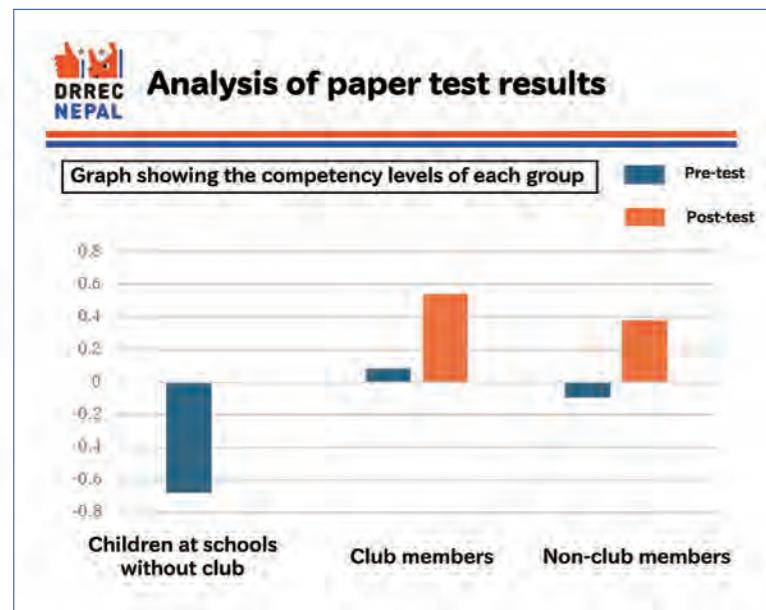
Conducted for 200 students in three schools without DRR Education Clubs to examine Ripple effects.

May 2025 – Post-test

Conducted for pre-test participants (excluding absentees and dropouts) to measure learning outcomes after six months of club activities.

Analysis of test result

- Club members achieved the highest scores and showed significant improvement from pre- to post-test, confirming that participation in DRR Education Clubs enhanced their disaster preparedness knowledge.
- Non-club members also improved and outperformed students in schools without DRR Education Clubs, suggesting that club members contributed to knowledge transfer within their schools.



Voices of the teachers

First Aid in Action

Ms. Anita Poudel and Ms. Nima Shrestha,
Shree Narayan Jan School, Chandragiri

"We are grateful for the important training we received on disaster preparedness, especially on first aid for fractures and bleeding. After learning these life-saving skills, we returned to school and started teaching our students in the DRR Education Club. One day, while the students were playing, one of them unfortunately broke his arm. Thanks to the first aid training we received, we were able to quickly and confidently provide the correct first aid for the fracture. We immediately called the student's parents and took him to the nearby hospital.

When the doctor examined the student, he was impressed by how we had handled the situation and provided first aid. We believe that this is all possible thanks to the project, and we are truly grateful for the knowledge and skills it has provided us. It helped us respond effectively in an emergency, and it has made our school community safer and more prepared."



Students Take the Lead in Disaster Preparedness

Mr. Lumakanta Khanal and Mr. Shyam Prasad Tiwari,
Kalika Sharan School, Shankharapur



"When we first introduced the DRR game materials to our students, we never expected the impact to be so powerful. The students became so interested and excited that they took the initiative to form a DRR education club on their own. They went from class to class, talking to their fellow students about disaster preparedness and encouraging them to join. What touched us most was that they formed the Club democratically, choosing their leaders and planning activities together. It was wonderful to see them take ownership and share their knowledge with others."

This experience has deeply motivated us. Seeing our students so involved and responsible made us realize the importance of DRR education. Every year since, we have continued to incorporate DRR education club activities into our school program, ensuring that students have a platform to learn, share, and prepare for emergencies.

This project has not only built awareness—it has built leadership and responsibility among the young minds in our school."



Community Awareness through School Club activities

Mr. Krishna Ram Twanabasu,
Himalayan Glory English School, Bhaktapur

"The Disaster Risk Reduction (DRR) educational game materials have been a great blessing for our school. After receiving the training, we introduced these interactive games to our students. Initially, the students were hesitant to use the materials within the school's DRR education clubs. However, they enthusiastically incorporated them into community programs such as Results Day, Parents' Day, and the Bhaktapur Mahotsav.

Through these engagements, the games have not only raised awareness about disaster preparedness but have also strengthened the community's perception of our school. Parents and locals now recognize the importance of being prepared in the event of a disaster. This initiative has fostered a positive relationship between the school and the community while promoting a culture of safety and resilience."

Success Stories

Interactive community-based DRR education event in Lalitpur

In May 2023, Bhassara Secondary School, in collaboration with Ward No.19 of Lalitpur Metropolitan City, held an interactive community-based DRR education event, attracting over 100 participants including local residents and students' families. The DRR Education Club members of Bhassara Secondary School set up booths in the community square, offering interactive and fun disaster preparedness programs. Community members appreciated the clear and hands-on approach, with one noting it would directly benefit the community. DRR education club students also valued the experience, highlighting opportunities to engage the public, teach practical skills, and share DRR knowledge.



Empowering communities through DRR education in Kathmandu

The focal teacher of DRR education at Vidyodaya English Secondary School, has become a strong advocate in her school and community for promoting DRR. Inspired by a study visit to Japan in October 2024, she organized DRR events in Ward No. 25 as part of the action plan created during her visit to Japan, with support from students and a fellow teacher from other school. The participation exceeded expectations, with 350 community members, including the Ward Chairperson. She proudly shares, “DRR has now become an integral part of my lesson plans. I want to ensure that all my students not only learn about disasters but also feel confident to teach and support others in staying safe.”



Lessons learned and best practices

Throughout the project's implementation, valuable lessons were learned and best practices were identified. Some of the key lessons learned include:

Student engagement drives sustainability

Student-led initiatives have proven to be the most impactful component of the project. When students take the lead, whether through school clubs, exhibitions, or community outreach, their enthusiasm not only enhances peer learning but also garners attention and support from families and local authorities. Empowering students as DRR ambassadors strengthens long-term ownership of disaster preparedness education.

Integration into school systems ensures continuity

Embedding DRR activities into school calendars and linking them with Extracurricular Activities (ECA) helped institutionalize the work. Schools that formally adopted DRR education into their annual plans showed more substantial commitment and continuity, even in the absence of facilitation from project staff.

Training of Trainers (ToT) enhances multiplier effect

Training teachers as trainers created a ripple effect. Trained educators not only sustained activities within their schools but also supported peer institutions, amplifying the reach of the project. Schools that received support from these ToT trained teachers were quicker to adopt DRR activities.

Municipal collaboration adds legitimacy

Partnerships with municipal governments added credibility and scalability. When municipalities allocated Engagement with local ward offices helped strengthen the link between education and broader disaster preparedness plans. The municipal budget also helped outreach to schools not originally covered through the project.

Cultural relevance and local adaptation are crucial

The use of localized games and context-specific educational materials resonated with students and teachers. Activities that reflected local hazards (e.g., earthquakes, landslides) and traditional knowledge gained greater acceptance and relevance, making disaster risk reduction (DRR) more meaningful and relatable.

Challenges and opportunities for growth

Despite our achievements, we encountered several challenges during the project's implementation. Identifying and addressing these challenges is crucial to ensuring the success and sustainability of DRR education in schools and the community in the future. Some of the significant growth opportunities include:

Strengthening school-level ownership

While many schools fully embraced DRR education clubs and integrated their activities into class schedules, a few faced challenges in maintaining consistent engagement. Contributing factors included frequent teacher transfers, limited internal coordination, and varying levels of leadership support. These experiences underscore the need for robust institutional structures and support systems to ensure long-term sustainability.

Expanding reach amid resource constraints

The program has generated strong interest from additional schools and local wards, demonstrating its impact and relevance. However, limited financial and human resources restricted expansion beyond the initial target areas. Some interested schools are still waiting for trainings or materials, highlighting the opportunity to mobilize further investment from municipalities and partnerships to broaden the program's reach.

Enhancing community engagement

Student-led community outreach was impactful in several locations, but the level of community involvement varied. While some schools saw strong participation from parents and local leaders, others experienced minimal engagement. This suggests the potential for strengthening follow-up mechanisms, fostering trust, and exploring incentives to enhance and expand community involvement.

Reducing dependence on individual champions

The success of DRR education activities often depended on a few highly motivated individuals, such as focal teachers or local coordinators. When these individuals were transferred or unavailable, program momentum sometimes declined. This highlights the need for a more institutionalized and systematic approach – embedding DRR roles and responsibilities within school and municipal structures to ensure continuity.



Sustainability and future outlook

Continuation of School DRR education clubs

The sustainability of DRR education is ensured through the active and ongoing operations of DRR Education Clubs in participating schools. These clubs have been equipped with engaging, curriculum-integrated game materials and activity resources designed to promote practical learning. Teachers in all 50 schools have received Training of Trainers (ToT). They are now equipped not only to lead Disaster Risk Reduction (DRR) activities within their schools but also to train colleagues in other institutions.

Several schools have already begun replicating this model beyond their original scope. For example, Bhassara School has extended its DRR activities to the surrounding community and garnered strong support from local ward offices. Similarly, schools such as Vidyodaya and Prabhat in Kathmandu and Himalayan Glory in Bhaktapur have independently initiated DRR outreach at the community level, demonstrating strong ownership and commitment.

To institutionalize these efforts, DRR education club activities have been formally integrated into school calendars and linked with regular extracurricular activity (ECA) schedules. Membership is updated annually, and teachers continue to utilize the DRR games and materials after the project, making these activities a permanent part of the school system.

Institutionalization in municipal structures

Sustainability has also been strengthened through the proactive involvement of municipal governments. Lalitpur Metropolitan City (LMC), for instance, allocated a dedicated budget for 2024 to expand DRR education materials to new schools and plans further allocations in 2025 for additional teacher training and material distribution. Several ward offices across municipalities have also begun supporting DRR activities—facilitating logistics, providing small grants, and participating in school-level planning meetings. This level of municipal integration of activities indicates substantial potential for the full institutionalization of DRR education into local education policy frameworks and school support systems.

Community ownership and follow-up mechanisms

Community participation has become a cornerstone of sustainability. Parents, local leaders, and youth have demonstrated increasing involvement in school-led Disaster Risk Reduction (DRR) initiatives, particularly during student-led events, including awareness campaigns, exhibitions, and preparedness drills. In areas such as Lalitpur and Kathmandu, communities have independently initiated disaster risk reduction (DRR) activities in collaboration with schools, reinforcing a sense of shared responsibility. The visibility and impact of DRR education clubs have helped nurture long-term partnerships between schools and their surrounding communities, laying the groundwork for local follow-up and continuity beyond the project period.

V Conclusion

VI

Annex 1: List of participating schools and teachers

The 'School Club Based Resilient Community Model Project' has been a meaningful and transformative journey in advancing Disaster Risk Reduction (DRR) education. As the project comes to a close, we reflect with pride on the milestones achieved and the positive impacts made by the teachers, schools and communities in the target municipalities.

Throughout the project, we collaborated closely with the teachers, students, local governments, and partners to foster a culture of preparedness and resilience. Through training workshops, knowledge exchanges, school club activities, and community-based events, participants gained valuable skills and knowledge in disaster awareness, preparedness, and response.

Among the significant outcomes, disaster education materials were produced in Nepal based on the ideas and sketches from the teachers. The materials cover some of the major hazards of Nepal including earthquakes, landslides, floods and fire. As the project phases encountered health emergencies such as the pandemic, materials for COVID-19 and dengue fever were also produced in consultation with the experts to disseminate accurate information on addressing the risks. A lot of the materials had not previously existed in Nepal and serves as a model case for developing localized educational tools.

The project also helped support the integration of DRR education clubs in schools for continued knowledge transfer among students. These clubs have played a pivotal role in empowering students and teachers to take initiative and share what they have learned with their peers, families, and broader communities. Adopting the activities through school club allows systemic transfer of knowledge through generations with minimum support from the teachers. This process significantly raises the learning and retention of knowledge among students as it focuses on delivery of accurate information through interactive facilitation of the games.



Schools that joined before Phase 3

Name of Teacher	School's Name	■ Government / ● Private	Municipality
Machakaji Maharjan / Pooja Dangol	Shree Saraswati Niketan School	■	Kathmandu
Shanti Sthapit	Vidyodaya English Secondary School	●	
Sita Devkota / Ramdira Shakya	Prabhat Secondary School	■	
Reema Aryal Bhattarai / Lajana Manandhar	Next Generation Residential Academy	●	
Sujata Shrestha / Bimala Pandey	Arunodaya Basic School	■	
Abha Duwal Awale / Teena Shrestha	Bhassara Secondary School	●	Lalitpur
Neelam Shrestha / Tulasa Karkee	Shramjit Kishor Secondary School	■	
Ghanshyam Yogi	Hindu Vidyapeeth-Nepal	●	
Manju Subedi	Namuna Machchhindra Secondary School	■	
Laxmi Amatyā	Mitra School	●	
Bishnumaya Tiwari / Pawan Koirala	Tri-Padma Vidyashram Secondary School	■	Bhaktapur
Krishna Ram Twanabas / Pushpa Prajapati	Himalayan Glory English School	●	
Raju Chhukan / Sumitra Matang	Mitrashree Pathshala	●	
Daya Ram Lohala / Nirmala Prajapati	Basu Secondary School	■	
Asmita Bista / Susmita Dangol	Bajrayoginee Secondary English School	●	
Anita Poudel / Nima Shrestha	Shree Narayan Jan Secondary School	■	Chandragiri
Nanu Thapa	Shree Shailaputree	■	
Suresh Prasad Yadav / Junumaya Thing	Shree Ugratara Secondary School	■	Shankharapur

Schools that joined after the start of Phase 3

Name of Teacher	School's Name	■ Government / ● Private	Municipality
Luma Kanata Khanal / Shyam Prasad Tiwari	Shree Kalika Sharan Secondary School	■	Shankharapur
Narayan K C / Gopal Ranjit	Shree Bhubaneswor Basic School	■	
Mina Lama Tamang / Reshma Tamang	Shree Shiladevi Basic School	■	
Bina Kumari Shrestha / Tank Prashad Khatiwada	Devi Basic School	■	
Khadananda Dangal / Pawan K Basnet	Shree Mahendra Rastriya Basic School	■	
Aakash Chaulagain / Aayusha Dulal	Hillside Academy	●	
Gyan Bahadur Lama / Sita Lamichhane	Shree Sharada Secondary School	■	
Radha Poudel / Mandira Maharjan	Shree Bhairabnath Secondary School	■	
Nobal Bhandari / Sanu Nani Ghimire	Shree Chundevi Secondary school	■	
Basanta Basnet / Laxmi Paudyal	Bishnu Devi Secondary School	■	
Kashi Nath Wagle / Bandana Upreti	Shree Janabikash Secondary School	■	Chandragiri
Yam Kumari Rana / Pramila Ghimire	Shree Bagh Bhairab Secondary School	■	
Mandira Rijal / Buddha Maya Shrestha	Shree Mahalaxmi Basic School	■	
Rabina Maharjan / Buddha Ratna Nakarmi	Shree Jana Kalyan Secondary School	■	
Purna Keshari Awal / Sitaram Suwal	Surya Deep English School	●	
Soni Sainju / Bishnu Prava Suwal	Samudayik English School	●	
Reena Duwal / Purushottam Gwachha	Vidhya Arjan Secondary School	●	
Rojina Banmala / Prabish Prajapati	Khwopring English Academy	●	
Sarmila Chhusyabaga / Parajita Dumaru	Paragon Academy	●	
Ramesh Prajapati / Karna Bahadur Prajapati	Prime Academy	●	
Sita Laxmi Yakami / Prem Jan Thapa Shrestha	Holy Garden English Secondary School	●	Bhaktapur
Asha Kumar Chikanbanjar / Swastika Dulal	Wise Land Secondary School	●	
Shanti Ghising / Shiva Ram Suwal	Sacred Heart Academy	●	
Tula Bdr Lama / Ishwori Prasad Neupane / Mili Maharjan / Sanu Bhawani Lama	Shree Bhakkel Kumari Basic School	■	
Rajendra Prasad Timalsina / Krishna Prasad Baral / Sabin Kumar Karki / Kalpana Rijal	Shree Shanti Vidyasram Sec School	■	
Kabiraj Maharjan / Khokila Dulal / Tej Laxmi Maharjan / Rajendra Bhatta	Shree Minnath Adarsha Sikchhya Sadan	■	
Tulasi Prasad Neupane / Ambika Sharma Khanal / Rabina Maharjan	Lalit Bikas Basic School	■	
Devratna Maharjan / Ram Govinda Maharjan / Shila Aryal / Ritu Maharjan	Shree Padma Prakash Sec School	■	
Devi Prasad Dulal / Hira Shrestha / Surita Basnet Regmi / Sarita Kumari Joshi	Prabhat Secondary School	■	
Sanu Lal Bhyanjankar / Rajendra Basnet / Anuradha Rijal / Nahakul Dulal	Shramik Shanti Sec School	■	
Anil Kumar Jha / Ganesh Prasad Dulal / Sunita Baba Sharma / Pushpa Karki	Bal Binod Sec School	■	
Parshuram Baral / Nar Bdr Bohara / Laxmi Maharjan / Babita Ghimire	Shramik Bal Bigyan Basic School	■	
Shailesh Bdr Pradhan / Devi Prasad Kharel / Sudhir Kumar Sing	Adarsha Kanya Niketan	■	

Annex 2: List of DRR Education Club materials

