

# SCHOOL CLUB BASED RESILIENT COMMUNITY MODEL PROJECT



CN+a C.C.P.  
CITYNET +arts  
Center for Creative  
Partnerships



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Wash Hand

Greet by Nivasi

Avoid Hand Shake

Stay-at home

Keep social distance

रवाना गर्नु

चाक्को दुखाई

90% भन्दा बढि ज्वर आउनु

चाउ दुख्नु

चाक्कर वाक्काकी लाग्नु

आउ दुख्नु

कोकी

# 1 PROJECT INTRODUCTION

The *School Club Based Resilient Community Model Project (SCBRCMP)* is a collaborative effort between Plus Arts, a non-profit organization based in Kobe, Japan, the CityNet-Plus Arts Center for Creative Partnerships, and the Informal Sector Service Centre (INSEC) based in Nepal. With funding from the Japan International Cooperation Agency (JICA) as a part of the grassroots Technical Cooperation program, the project was initiated in response to the devastating earthquake that struck Nepal in April 2015, which highlighted the urgent need for disaster risk reduction (DRR) education in the country. This is the first annual report for the three-year project beginning in August 2022 and to be completed in August 2025. The SCBRCMP is preceded by two consecutive single-year projects, also funded by JICA. Each project is a sequential phase of a cumulative capacity building effort for DRR education in Nepal.

The primary objective of the current project is to raise awareness about disaster prevention and preparedness among students and communities. Education plays a critical role in building resilient communities that can effectively respond to and recover from natural disasters.

Throughout this first year, various activities, workshops, and events to equip teachers with practical disaster prevention skills and empower them to educate students effectively have been conducted. These activities have not only enhanced the knowledge of teachers but also encouraged active student participation in disaster-related initiatives.

The project has received strong support from Lalitpur Metropolitan City (LMC) in taking the program to the communities and providing experts on thematic areas. Likewise, National Society for Earthquake Technology – Nepal (NSET) has also provided indispensable expertise for content development. These collaborations have enabled the project to extend outreach and make a positive impact on a larger scale.

Exchange programs with Japanese students have also been facilitated, providing valuable cross-cultural learning experiences and promoting knowledge-sharing between Japan and Nepal.

The accomplishments of these activities would not have been possible without the dedication and commitment of all stakeholders, including the teachers, students, community members, and valued partners. The project hopes to continue developing DRR education tools relevant for the context of Nepal.



# 2 PROJECT BACKGROUND

## PHASE 1

**2017 – 2018**

The first one-year project involved 18 schools across five target municipalities in Nepal serving as pilot sites for disaster prevention education initiatives. The focus was on capacitating the teachers to develop localized DRR educational tools based on the concepts and games used in the programs of Plus Arts.

## PHASE 2

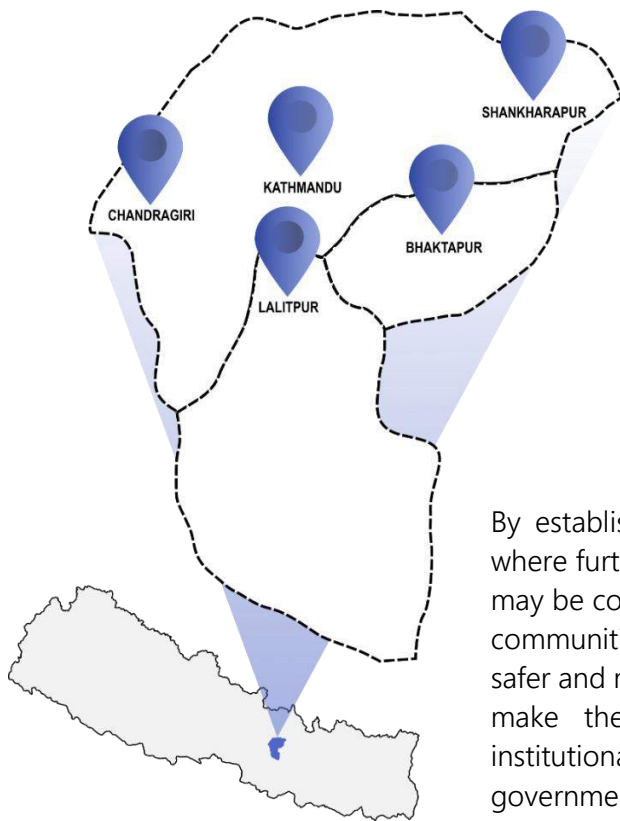
**2019 – 2020**

During the project of the second phase, more games and teacher's manuals were developed then distributed across the 18 schools. These schools formed DRR Education Clubs that followed a DRR education club calendar to routinize school-based activities.

## PHASE 3

**2022 – 2025**

The objective of the current project is to establish resilient community models in close collaboration with the pilot schools, leveraging the activities of the DRR Education Clubs. This ambitious three-year endeavor aims to cover at least 50 schools across the Kathmandu Valley in the five target municipalities. This phase encompasses the development of new educational games centered around three key themes: safe housing, infectious diseases, and mental health support.



#### PHASE 3:

*SCHOOL CLUB-BASED  
RESILIENT COMMUNITY  
MODEL PROJECT*

#### GOAL:

**50+**  
SCHOOLS

#### KEY THEMES:



SAFE  
HOUSING



INFECTIOUS  
DISEASES



MENTAL  
HEALTH

By establishing model schools and communities from where further dissemination of knowledge and outreach may be conducted, the project aims to cultivate resilient communities and promote DRR education, creating a safer and more prepared Nepal. The project also aims to make the programs and activities sustainable by institutionalizing them in schools, communities, and local governments, ensuring their long-term practice even after the project's termination.

## Project Goal and Objectives

### GOAL

*To promote disaster risk reduction education and build resilient communities in Nepal.*

### OBJECTIVES

- I. **Educate Teachers:** Conduct workshops and training sessions to educate teachers on practical disaster prevention measures as well as methods to effectively communicate this knowledge to students.
- II. **Engage Students:** Implement interactive learning programs to engage students in DRR activities and empower them to be active participants in building resilient communities.
- III. **Foster Collaboration:** Establish strong partnerships with key stakeholders, including local governments and organizations, to ensure the sustainability and impact of our project.
- IV. **Cross-Cultural Learning:** Facilitate the DRR Youth Exchange program to promote cross-cultural learning between Nepalese and Japanese students, fostering global perspectives on disaster prevention.
- V. **Community Outreach:** Organize awareness programs and events to reach out to communities, encouraging their active involvement in disaster preparedness initiatives.

## Key Stakeholders

The success of the *School Club Based Resilient Community Model Project* relies on the collaborative efforts of various key stakeholders. We acknowledge and express our gratitude to these stakeholders for their unwavering support and partnership in making this project a reality. Their dedication and commitment have been instrumental in creating a positive impact on schools and communities in Nepal.

### IMPLEMENTING AGENCY

プラス・アーツ

+arts

#### Plus Arts

A non-profit disaster prevention organization from Kobe, Japan, providing expertise and guidance on practical disaster risk reduction.

### KEY PARTNER



CN+a C.C.P.  
CITYNET +arts  
Center for Creative  
Partnerships

#### CityNet-Plus Arts Center for Creative Partnerships

Facilitates support and assistance to CityNet members through various projects and workshops.

### LOCAL COUNTERPART



#### Informal Sector Service Centre (INSEC)

Renowned local human rights organization actively involved in community development across Nepal.

#### Teachers and Students

The core beneficiaries of the project, actively engaged in disaster risk reduction education and building resilient communities.



**FUNDING AGENCY**



**Japan International  
Cooperation Agency  
(JICA)**

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

**LOCAL PARTNER**



**DEPO/ Mitra DRR  
Learning Center  
(MDRRLC)**

An organization working for the promotion of disaster education in Nepal.

**PRIMARY LOCAL GOVERNMENT**



**Lalitpur Metropolitan  
City (LMC)**

A crucial partner contributing to the expansion and sustainability of the project in Lalitpur Municipality.

**Community Members**

Essential stakeholders actively participating in project events and adopting disaster prevention measures in their neighborhoods.

**LOCAL EXPERT**



**National Society for  
Earthquake Technology  
- Nepal (NSET)**

A vital organization providing support and expertise in earthquake resilience and safe construction.



# 3 PROJECT HIGHLIGHTS

## Achievements and Milestones

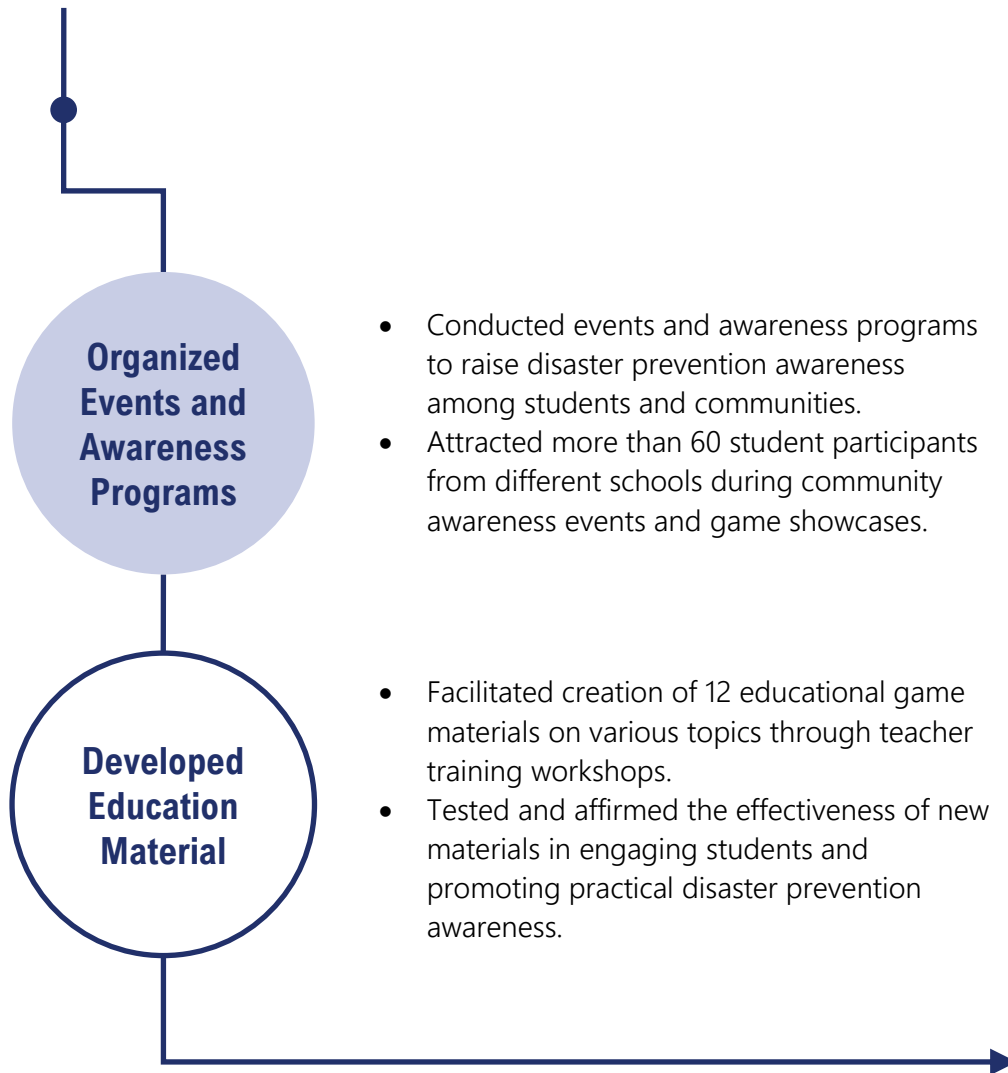
During the first year of the project, we have achieved significant milestones that have contributed to the promotion of disaster risk reduction education and the empowerment of communities in Nepal.

### Conducted Orientation Programs

- Organized orientation programs for headmasters and teachers of the selected project-based schools to introduce the three-year schedule, project activities, and expected outcomes.

### Expanded Participation

- Increased total number of participating teachers to 50, representing 25 schools.
- Engaged over 100 other teachers to contribute indirectly to the project's success.



## Impact on the Community

The project's impact has been felt at both the school and community levels.





### **SUCCESS STORY- Shanti**

As a teacher from Vidhodaya English Secondary School, a project pilot school in Kathmandu, Shanti incorporated the game materials developed during the teacher training workshop into her regular classroom sessions. She observed a significant improvement in students' engagement and understanding of disaster prevention concepts.



Participating in the DRR Youth Exchange program was a **life-changing experience**... I am now determined to share this knowledge with my community.

## Success Stories and Testimonials

Our project has witnessed inspiring success stories and received heartfelt testimonials from participants, highlighting the positive impact of disaster risk reduction education. Here are some of the success stories and testimonials:

### School Principal

Ms. Ava Awale  
Bhassara Secondary School  
Lalitpur

*"The School Club Based Resilient Community Model Project has been an eye-opener for our students and teachers. The interactive approach to disaster prevention education has made learning fun and practical. We are now better prepared to face potential disasters, thanks to this project."*

Shreya, a 13-year-old student from Bhassara School, Lalitpur, actively participated in the earthquake mechanism game during the event at Mitra DRR Learning Center. Inspired by the activity, she took the initiative to organize a disaster awareness program in her community and shared her knowledge with her neighbors.

### Student Participant

Earthquake Mechanisms and  
Resilient Building Event

Bhassara Secondary School  
Lalitpur

### Nepalese Student

DRR Youth Exchange  
Program

Trinity International College  
Kathmandu

*"Participating in the DRR Youth Exchange program was a life-changing experience. Interacting with Japanese students and learning about their approach to disaster prevention has broadened my perspective. I am now determined to share this knowledge with my community."*

These success stories and testimonials underscore the effectiveness of our project's initiatives in instilling a sense of responsibility and preparedness among students and teachers. We take pride in witnessing positive changes in behavior and attitudes toward disaster risk reduction and remain committed to building on these achievements and striving for a more resilient future for Nepal's schools and communities.



# 4 PROJECT IMPLEMENTATION

## Activities and Initiatives

A variety of activities and initiatives including stakeholder meetings, training workshops, community-based events, learning center visits, and more were held since the start of the third phase.

<b>OVERVIEW: AUGUST 2022 TO JULY 2023</b>	<b>7</b>			
	Stakeholder Meetings	<b>3</b>		
			Teachers Training Workshops	
	<b>4</b>	<b>3</b>	<b>5</b>	<b>200+</b>
		Venues	Schools	Participants
		<b>5</b>		
		MDRRLC Student Visits	<b>320</b>	
				Visitors Overall
		<b>3</b>		
		Nepal-Japan Student Exchanges		

### ***Stakeholder Meetings***

An orientation program was conducted for the principals and teachers of project-based schools to outline the overall objectives of the three-year project, action plans, and clarify roles and responsibilities. Meetings with the Lalitpur Metropolitan City and NSET were held to garner support from the municipality and prepare training materials.

Throughout the project duration, a series of productive meetings were diligently organized in the project schools and municipalities, fostering open dialogues to discuss the implementation of project activities and chart future priorities. These meetings served as valuable platforms for collaboration and information exchange, ensuring that all stakeholders were actively engaged in shaping the project's trajectory.

Furthermore, we recognized the significance of forging strong partnerships beyond the school level. To achieve a wider impact and reach more communities, we conducted purposeful meetings with other esteemed local non-governmental organizations (NGOs), colleges, and universities. These interactions were driven by the shared goal of expanding the project's scope and ensuring its relevance and effectiveness in diverse settings.

The meetings with stakeholders demonstrate the project's commitment to building strong partnerships and ensuring successful project implementation. The engagement with local authorities, educational institutions, and disaster prevention experts will play a crucial role in achieving the project's objectives and creating a resilient community.

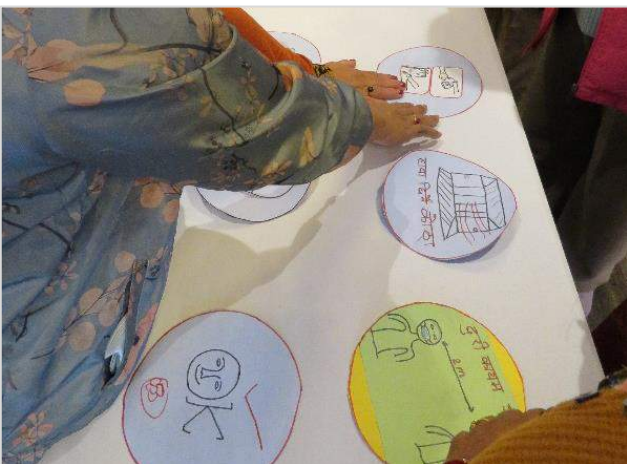


### **Teachers Training and Workshop**

The teacher training and workshops aimed to equip educators with knowledge, skills, and innovative teaching methods to effectively educate students about disaster prevention, preparedness, and response. Through these activities, the project fostered a resilient community equipped to handle potential hazards and challenges.



After expert presentations on the designated DRR topic and learning about DRR education, teachers were split into small groups to develop their own games. Each group presented their games and received feedback from the experts.







During one workshop, teachers were introduced to DRR in the school setting and DRR drills for different disasters to prepare students for emergencies. Teachers also practiced playing games like the disaster life cycle game.



A workshop on game designing was conducted to explore different game types: memory-based, sorting-based, quiz-based, creative-imaginative, and discussion-based. Ruttikorn Vuttikorn, an expert game designer based in Thailand, provided game-designing tools and examples. Teachers reevaluated and refined their game designs with feedback. Six games were developed during the workshop.

### ***Events and Awareness Programs***

School events held at the Mitra DRR Learning Center were successful in creating engaging and informative experiences for the students, enhancing their understanding of disaster prevention, health, safety, and building resilient communities. The interactive approach through games and models proved to be effective in educating and inspiring students to take an active role in disaster and health preparedness.

Community-based IKC (Information, Knowledge, and Communication) events also played a crucial role in fostering disaster awareness and preparedness among residents and school communities. Events were used to assess the transferability of DRR skills and knowledge within the community. The engagement of community members, parents, and students showcased the potential for collaboration in building resilient communities that can respond effectively to potential disasters. The events demonstrated the significance of empowering communities with DRR skills and knowledge to enhance disaster preparedness at the grassroots level.

Additionally, the targeted schools in the five municipalities have taken proactive initiatives to organize IKC events and community awareness programs regularly. These events serve as vibrant platforms for sharing disaster risk reduction knowledge and fostering community engagement. Embracing the spirit of inclusivity, the schools have extended invitations to community members and students from neighboring schools, encouraging active participation and collaboration in these activities. The IKC events are thoughtfully designed to be interactive and informative, allowing participants to actively engage in various disaster preparedness exercises, games, and workshops.





**Event topics included** earthquake mechanisms, building safe houses, infectious diseases (dengue and COVID-19), and general disaster preparedness knowledge such as the impact and mitigation strategies for different disasters.



### ***MDRRLC Visits for Disaster Risk Reduction Education***

The Mitra DRR Learning Center has emerged as a hub for knowledge exchange and experiential learning within the project's implementation period from August 2022 to July 2023. The center welcomed a remarkable total of 320 visitors, comprising students, teachers, community members, and various stakeholders.

These regular visits provided hands-on experiences and interactive learning opportunities, empowering individuals with essential DRR knowledge and skills. Students, teachers, and community members all found immense value in the center's engaging approach to disaster preparedness. One student visitor group was inspired to organize a DRR awareness event at their school, inviting community members and students from other schools. They demonstrated drills and DRR education games during the event, further promoting disaster preparedness.



During the current implementation period, MDRRLC hosted 5 separate college study visits for groups of up to 25 students. Many were Bachelor-level students in the field of social work.

Students participated in disaster drills, played interactive games like earthquake awareness, disaster life cycle, snake and ladder, and shuffle games, and learned practical first aid exercises.

**Visitors received** comprehensive tours of MDRRLC, gaining practical skills in disaster preparedness and experiencing various DRR education game materials.



### ***Regular DRR club activities at Schools***

The DRR club activities have emerged as a pivotal component of our project's implementation at targeted schools across the five municipalities. These activities are conducted regularly, with most schools dedicating Fridays to engaging in various DRR-related initiatives. DRR club members gather to take part in diverse activities that enhance their understanding of disaster risk reduction. Through hands-on experiences and practical exercises, the students acquire essential skills and knowledge to face potential disasters confidently.

One of the notable achievements of these DRR clubs is their initiative to develop their game materials. These materials are centered around introducing different types of disasters and imparting valuable lessons on how to respond effectively to such situations. By creating these game materials themselves, the students not only demonstrate their understanding of disaster risks but also showcase their ability to creatively disseminate this knowledge among their peers.

### ***Empowering Youths on Bosai Culture***

The DRR Youth Exchange program was organized to facilitate knowledge-sharing between Japanese and Nepalese students. Before the exchange sessions, key concepts of DRR preparedness were shared with the selected Nepalese students to prepare them for the exchange. The program provided a platform for the Nepalese students to both learn from and share local tools of disaster management to their Japanese counterparts.

The exchange program and global project activities have provided valuable opportunities for knowledge-sharing and collaboration between Japanese and Nepalese students. Through these exchanges, students from both countries have gained insights into local tools and practices, fostering a deeper, cross-cultural understanding of disaster preparedness and management. The interactions have not only enriched the participants' knowledge but also strengthened the bonds between Japan and Nepal in working towards building resilient communities.

## **Global Project Student Exchange**

*November 26-29, 2022*

As part of the Global Project, five students from Japan visited Nepal to explore various disaster risk reduction activities. During their visit, they conducted a seminar with Nepalese students, sharing their findings. The seminar findings were demonstrated during an IKC event organized at Mitra DRR Learning Center. Additionally, the Japanese students had an interaction program with Trinity International College students, where students from both countries presented on climate change and disaster-related topics.



## Challenges Faced and Mitigation Strategies

Despite our achievements, we encountered several challenges during the implementation of the project. Identifying and addressing these challenges was crucial to ensuring the project's success and sustainability. Some of the major challenges faced include:

- **Lack of DRR Awareness among new schools:** The concept of disaster risk reduction education was relatively new in Nepal, and many schools and communities lacked awareness and understanding of its importance. To mitigate this, we conducted extensive awareness programs to highlight the significance of DRR education and its role in building resilient communities.
- **Community Engagement:** Engaging and involving the broader community in disaster preparedness activities required consistent efforts. To address this, we organized community-based IKC events and encouraged active participation from parents and local community members.
- **Sustainability:** Ensuring the sustainability of the project beyond its initial phase was a major concern. We developed a comprehensive sustainability plan, focusing on the capacity building of local teachers and establishing school clubs for continued disaster education.

Addressing challenges and implementing mitigation strategies have been instrumental in the successful implementation of the project.

Mitigation strategies included forging strong partnerships with schools and municipalities, building local capacities, training teachers and community members, disseminating DRR educational game materials, and emphasizing the involvement of stakeholders in decision-making processes.



# 5 MONITORING AND EVALUATION

## Data Collection and Analysis

Monitoring and evaluation have been integral components of the *School Club Based Resilient Community Model Project*. After every training workshop and event, comprehensive data collection and analyses were conducted to assess the effectiveness and impact of the programs. The data collection methods included interviews with teachers, students, and community members, as well as feedback forms and observations during the activities.

The interviews with teachers and students revealed that they were highly satisfied with the workshops and events. They expressed their appreciation for the interactive and practical approach to learning, which allowed them to acquire new skills and tools related to disaster risk reduction. Teachers reported feeling better equipped to teach DRR education in their schools, while students shared that they felt more prepared to respond to potential disasters.

Community members also provided positive feedback, stating that the project's initiatives had raised awareness about disaster preparedness and encouraged them to take proactive measures to protect their communities. The impact of the project was evident in the increased engagement and enthusiasm of both students and community members in disaster risk reduction activities.



## Key Performance Indicators

Key performance indicators (KPIs) were established to measure the project's progress and success. Some of the KPIs included:

- **Number of Schools and Teachers Engaged:** Tracking the number of schools and teachers involved in the project helped gauge the project's outreach.
- **Student Participation:** Measuring student participation in workshops and events indicated the level of interest and engagement.
- **Feedback and Satisfaction:** Assessing the feedback and satisfaction levels of teachers, students, and community members provided insights into the project's effectiveness.
- **Skill and Knowledge Enhancement:** Evaluating the improvement in teachers' and students' disaster risk reduction skills and knowledge through pre- and post-workshop assessments.
- **Community Involvement:** Monitoring the level of community involvement in disaster risk reduction activities indicated the project's impact beyond school boundaries.



## Lessons Learned and Best Practices

Throughout the implementation of the project, valuable lessons were learned, and best practices were identified to enhance future initiatives. These lessons and best practices will guide future projects and initiatives aimed at enhancing disaster preparedness and resilience among schools and communities. Some of the key lessons learned include:



### Interactive Learning Approach:

The interactive and participatory learning approach was highly effective in engaging students and teachers, leading to better retention of knowledge.

### Involvement of Local Stakeholders:

Engaging local stakeholders, such as community members and parents, was crucial in ensuring the project's relevance and sustainability.

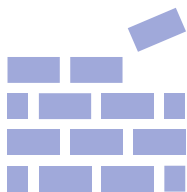


### Capacity Building of Teachers:

Providing extensive training and resources to teachers was essential in empowering them to deliver effective disaster risk reduction education.

### Cross-Cultural Exchange:

The DRR Youth Exchange program fostered cross-cultural learning, promoting a global perspective on disaster preparedness.



### Holistic Approach:

Integrating disaster risk reduction education into school curricula and involving students in community-based activities contributed to a holistic approach to building resilient communities.

# 6

## SUSTAINABILITY AND FUTURE OUTLOOK



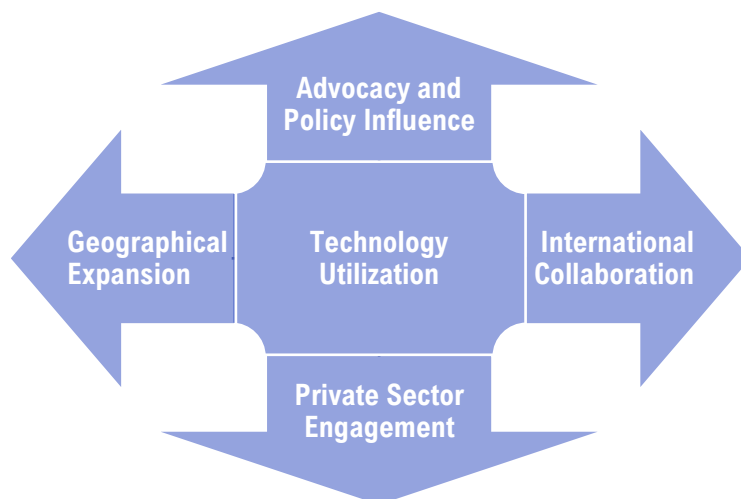
## Project Sustainability Plan

The sustainability of the *School Club-Based Resilient Community Model Project* is a top priority to ensure the long-term impact of our efforts. To ensure continuity and growth beyond the current phase, we have developed a comprehensive sustainability plan. The key components of the sustainability plan are:

- 1. Continued Collaboration with Municipalities and Schools:** We will maintain close partnerships with local municipalities and schools to seek additional funds and resources for the project. Regular meetings will be held with municipal authorities to advocate the importance of disaster risk reduction education and its long-term benefits for the community.
- 2. Capacity Building of Local Teachers:** Empowering local teachers with the knowledge and skills to conduct disaster risk reduction education independently is critical for the project's sustainability. We will continue to provide training and professional development opportunities for teachers, ensuring they can effectively implement DRR education in their schools.
- 3. Establishment and Strengthening of School Clubs:** School clubs focused on disaster risk reduction will be established and strengthened in partner schools. These clubs will serve as a platform for students to take the lead in promoting DRR activities, fostering a sense of ownership and sustainability within the school community.
- 4. Integration into School Curricula:** We will advocate for the integration of disaster risk reduction education into school curricula to institutionalize learning and ensure its inclusion in the regular education system.
- 5. Community Engagement and Support:** Continuous engagement with the local community and seeking their active participation in disaster preparedness initiatives will foster a sense of responsibility and ownership, strengthening the sustainability of the project.

## Expansion and Scaling Strategies

As we look to the future, our vision extends beyond the current phase of the project. We have devised strategies to reach a broader audience and enhance the project's impact to expand and scale our efforts.



- We aim to extend the project's coverage to more **municipalities** and schools across Nepal. This will involve partnering with additional local governments and schools to create a wider network of resilient communities.
- Embracing new **technologies**, such as online learning platforms and mobile applications, will allow us to reach remote and underserved communities, making disaster risk reduction education accessible to a wider audience.
- Building on the success of the DRR Youth Exchange program, we will seek opportunities for further **international collaborations** to exchange knowledge and best practices with other countries facing similar challenges.
- Collaborating with the **private sector** can offer additional resources and support for the project. Engaging businesses and corporations in disaster risk reduction initiatives can foster a sense of corporate social responsibility and contribute to the project's sustainability.
- We will advocate for the incorporation of disaster risk reduction education into **national policies and frameworks**, leveraging the project's success and impact to influence broader policy changes.

By implementing these sustainability and scaling strategies, we are confident that the *School Club Based Resilient Community Model Project* will continue to make a significant difference in disaster preparedness and resilience-building efforts in Nepal and beyond.

# 7

## CONCLUSION

The *School Club Based Resilient Community Model Project* has been a journey of learning, collaboration, and transformation in disaster risk reduction education. Throughout this project, we have achieved significant milestones and made a positive impact on the communities we serve. Through the dedication and commitment of all stakeholders involved, we have successfully instilled a culture of preparedness and resilience in local schools and communities.

The project's activities—training workshops, orientation programs, student exchanges, and community-based events—have provided valuable knowledge and skills to teachers, students, and community members. The integration of disaster risk reduction education into school curricula and the establishment of school clubs have fostered a sense of ownership and responsibility among students to actively participate in promoting DRR initiatives.

Our collaboration with local governments, non-profit organizations, and private sector contributors has been pivotal in expanding the project's reach and ensuring its sustainability. The DRR Youth Exchange program has not only facilitated knowledge sharing between Japanese and Nepalese students but also enriched the project with a global perspective on disaster preparedness. The success stories and testimonials from teachers, students, and community members are a testament to the project's positive impact on enhancing disaster awareness, preparedness, and response capabilities. The engagement and enthusiasm shown by the participants have been truly inspiring and have reinforced our commitment to continue this journey.

However, we also recognize that challenges may arise in the path of sustainable disaster risk reduction efforts. As we look towards the future, we remain steadfast in our commitment to overcoming these challenges through continuous collaboration, capacity building, and advocacy for policy change. The lessons learned and best practices from this project will guide us in further refining our approach and expanding our efforts to more municipalities and schools in Nepal. We believe that disaster risk reduction education is not just a one-time project but a continuous journey toward building resilient and prepared communities for a safer future.

We extend our deepest gratitude to all our partners, stakeholders, and contributors who have been part of this journey. Your unwavering support and dedication have been invaluable, and we look forward to continuing this collaborative effort in the years to come. Lastly, we reaffirm our commitment to disaster risk reduction education and the vision of creating a safer and more resilient Nepal. Together, we can build a future where communities are prepared, empowered, and resilient in the face of disasters.

# Acknowledgments

The successful implementation of the *School Club Based Resilient Community Model Project* would not have been possible without the unwavering support and collaboration of numerous individuals and organizations. We extend our heartfelt gratitude to all those who contributed to the project's success:

1. **Japan International Cooperation Agency (JICA):** We express our sincere appreciation to JICA for providing the necessary funding and resources to initiate and implement the project. Their support has been instrumental in driving our efforts toward building resilient communities in Nepal.
2. **Local Governments and Schools:** We are grateful for the support and participation of the local governments and schools in the project. Their commitment to disaster risk reduction education and community engagement has been essential in creating a resilient learning environment.
3. **Teachers and Students:** We extend our appreciation to the dedicated teachers and enthusiastic students who actively participated in the training workshops, events, and DRR activities. Their enthusiasm and engagement were pivotal in making the project a success.
4. **Community Members and Parents:** We thank the community members and parents for their active involvement in disaster risk reduction activities. Their cooperation and support have been instrumental in fostering a culture of preparedness in the communities.



5. **Japanese and Nepalese Students in DRR Youth Exchange:** We acknowledge the collaboration and knowledge exchange between Japanese and Nepalese students in the DRR Youth Exchange program. Their cross-cultural learning has been invaluable in promoting a global perspective on disaster preparedness.
6. **Private Sector and Individual Contributors:** We extend our thanks to the private sector organizations and individual contributors who supported the project through sponsorship and donations. Their generous contributions have bolstered our efforts of reaching more communities.
7. **Government and Non-Governmental Organizations:** We appreciate the collaboration and support received from various government and non-governmental organizations in promoting disaster risk reduction education and awareness.
8. **Project Team and Volunteers:** Last but not least, we extend our deepest gratitude to the dedicated project team members and volunteers whose hard work, commitment, and passion made this project possible. Their tireless efforts in planning, organizing, and executing various activities have been commendable.

The collective efforts and support of all these stakeholders have contributed to the project's achievements and impact on building resilient communities. As we move forward, we remain committed to fostering disaster risk reduction education and creating a safer and more prepared Nepal.





