

Referee 3

I enjoyed reviewing it which covers the major aspects of Geoscience Communication. I found it scientifically sound and useful for the general public. This is an important work to be done in a country like Nepal which has high seismic hazard. Besides some specific, following comments I don't have major comments for the publication.

Thank you very much.

Specific Comments

Line 54: After or before Fig. 1 mention source/reference.

We have added the reference *Dixit et al., 2013* in the sentence.

Line 54: After magnitude please mention the type of earthquake before the number.

We kept moment magnitude (M_w) in all cases and the sentence is revised.

Line 61: It is well-refereed NSET, an NGO working in Nepal however, it is worth mentioning similar activities performed by Government agencies like the National Seismological Center under the Department of Mines and Geology, National Reconstruction Authority, Department of Education, Department of Urban Development and Building Construction, etc.

The paragraph is updated with this information.

Line 125: Revise the spelling "hid".

We used hid as the past tense of hide.

Line 139: Mention the type of magnitude

In the questionnaire, we have not specified the magnitude type as this complexity is not known to students.

Line 226: It is better to replace regional and central government by the Government of Nepal only.

We have changed the sentence to "Local, Provincial and Federal Government of Nepal" as they have all have some field of possible action.

Line 226: Revise the spelling of "survey".

Sorry for typo, we have corrected it.

Line 227: Write in the correct order. (eg. Local, Provincial and Federal government)

We have changed the sentence accordingly.

Line 386: It is better to define the term Chi-square, p-value, etc. in the main text.

Both parameters are mentioned in the "Methods" section and also in the Statistic sub-section of the main text. For chi-square, we have now inserted the actual Greek symbol.

Line 388: Table. Why Q1 to Q6 are not mentioned in the same table?

Table 1 includes primarily questions related to earthquake preparedness with Yes/No answers, while questions on broader topics with more complex answers are mostly represented in Figures 5-12. In the revised version of the manuscript all questions are listed in the supplementary material.

Line 524: Fig. 1 add a table about the location of the school. eg. Lat, Lon, place name, type of school public or privet, number of students, staff, etc.

This information is already in our earlier publication (Subedi et al. 2020) to which we refer here.

Line 527: Fig. 2 where and which school is this?

This school is Shree Himalaya Secondary School in Barpak, Gorkha district and this information is written in the caption, former Lines number 344-347.

Line 553: Fig. 4 Correct Nepali word (1. Parba to Purba). In the same figure, some texts are cropped in the bottom row.

Thank you for nice catch. We have updated figure with correct word and not-cropped text.

Line 562: Fig. 5 on-wards, eg. April 2018 (318) and January 2020 (480). As discussed in the main text, the respondents are not repeated from 2018 survey to 2020 survey, it is worth to compare and discuss the variation among the repeated ones.

Undoubtedly, it is good to have repeated survey before and after the initiation of the program. As we surveyed high school pupils including grade 10 students, it was almost impossible to repeat the survey with the same persons as grade 10 students normally change school for higher education. For this reason, we can only note that 70 % of schools are the same in both surveys. In addition, we did not ask to fill personal information during the surveys so that students feel more comfortable.