

FIDELITY STUDY FOR CLIMATE JUSTICE CLUB
IMPLEMENTATION IN BANKE DISTRICT

Room to Read
Thapathali
Kathmandu

Submitted by
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Contents

Acknowledgement.....	ii
AFFIRMATION.....	3
Executive Summary	4
Section I: Background	7
Research Questions	8
Section II: Methodology.....	8
Study Sites.....	8
Research Tools	8
Key Informant Interview.....	8
Focus Group Discussion.....	9
Data Analysis.....	10
Quality and Ethical Standards	10
Section III: Key Findings.....	11
Quality of Curriculum	11
Length and Dosage.....	13
Quality of Delivery	13
Training for Facilitators.....	14
Differences of Previous Training and Facilitation Skills	15
Outcomes and Relevance.....	16
Challenges and Sustainability	17
Section IV: Conclusion and Recommendations	18
Recommendations	18
Annexes	20
Annexes.....	25

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AFFIRMATION

The data, information, and language contained in this report are from a study undertaken to illuminate the fidelity of the Climate Justice Club project. Information that has been borrowed from secondary sources and used in the report has been clearly referenced.

Executive Summary

The fidelity study of the climate justice club provides evidence for an ongoing pilot project which was carried out in 12 schools in the Banke district. The project aims to impact more than 600 adolescent girls. The Climate Justice Club as an extension of the GEP aims to cultivate role models in communities actively involved in climate-related endeavors. The Climate Justice Club initiative consists of 26 planned sessions. By the conclusion of the ongoing academic year (2023/2024), girls will have finished 13 sessions, with the remaining 13 set for the subsequent year upon completing grade eight. Room to Read is dedicated to evaluating the implementation of the program, recognizing strengths, and determining future programming. The fidelity study has the following purpose:

In what ways did the implementation of the Climate Change Clubs work as intended?

- a. Adherence and quality of the curriculum
- b. Adherence and quality of the delivery of the sessions
- c. Participants' responsiveness and experience with the Clubs (Facilitators, Students, Parents, Headteachers, and Program Officers/Associates)

Methods

The study was conducted in the five schools of Kohalpur municipality where Climate Justice Club was being implemented by Room to Read since 2023, by using a qualitative research approach. The fidelity study of climate justice club aimed to explore the practices, experiences and perceptions of girls', head teachers, parents, social mobilizers. The face-to-face interviews with social mobilizers, head teachers, and project officers provided a more profound and comprehensive understanding of the implementation of the climate justice club. FGD with girls and parents provided their experiences in participating in the climate justice club.

Key Findings

Adherence and Quality of Curriculum

The curriculum provided by climate justice clubs gave students the opportunity to learn about climate and gender justice. It encouraged them to think critically about the damaging effects of inhumane activities on the environment and social relationships. Through the curriculum and effective facilitation, students were inspired to adopt environmentally friendly behaviors. Both the content of climate justice and gender justice appeared to be strong components of the curriculum. The girls found relatively engaging the gender components as they had already learnt social and emotional skill management in the life skill session whereas the components of the climate justice were relatively new. However, they were connecting both components in the sessions.

Adherence and Quality of Delivery

The facilitators put in great effort to create engaging sessions with their preparation, mentoring and reflection. They employed participatory and empathetic approaches to ensure girls were actively involved. This resulted in a strong bond between the facilitators, the school, and the community. Thus, the sessions were engaging and creating an impact on the girls. Parents, girls and head teachers were happy with the contribution of the facilitators for engaging girls in the climate change sessions. Parents also shared that their daughters were learning to develop habits that preserve the environment and were made aware of gender justice.

Perspectives of stakeholders

Headteachers, facilitators and girls' students were positive about the climate justice club activities because of the Room to Read's credibility. They valued Room to Read's engagement in the school and community because they experienced impacts which brought changes among the family and community. That's a great trust of stakeholders to the Room to Read's efforts that were striving to bring about in school and society. They all asserted that Room to Read was conducting activities that would have longer social impacts. As a result, schools readily accepted and embraced all the activities led by Room to Read. Head teachers, female students, and their parents recognized the successful implementation of climate justice club activities. approaches. A Head teacher said that they experienced that Room to Read's activities had great impact to the girls' education. Room to Read staff reached the community to counsel family members.

Implementation and Execution Strategies

Facilitators used innovative approaches to the implementation of the climate justice club activities by using technology not only to prepare their sessions but also to facilitate sessions. Facilitators said that they used laptops and projectors to display the videos for the students. They also used online resources to understand the concepts of climate change and its adverse effects. Likewise, they borrowed the worksheet from the online resources. They followed the guidelines but also contextualized the sessions in the local context. Facilitators' paired learning and sharing experience showed that they worked for adherence of the learning outcomes of the climate justice club.

Sustainability

Schools welcomed all the activities of the Room to Read, head teachers also reported that they experienced positive responses from the students and parents. Head teachers said that they would like to extend club activities among boys because boys and girls understand climate action and they will translate this action to the behavior. On the other hand, head teachers were scared on absence of the Room to Read's support because climate justice clubs needed additional trained human resource, material support and spacious space for conducting sessions in schools

Conclusion

Climate justice clubs had positive changes among the girls and their parents, it demanded to explore other possibilities of partnerships in the local level to make it holistic.

Section I: Background

Climate change is a serious global threat to mankind. It has impacted the natural cycles, leading to catastrophic damage to the environment (Anderson & Bausch, 2006)¹. Climate change has created social and climatic vulnerabilities among the diverse indigenous groups, affecting their livelihood (Deressa et al., 2008)². According to the Global Climate Risk Index, Nepal ranks as the 10th most affected country in the world. Nepal ranks 139th out of 182 countries in terms of its exposure, sensitivity, and ability to adapt to the negative impact of climate change (ND-GAIN, 2022). In the context of Nepal, climate changes badly affect several sectors of the environment a result that becomes causing an increase in natural disaster frequency, rise in temperature, and change in rainfall patterns as well as shifting of the tree line and unfavorable weather change phenomena (Nepal Country Climate and Development Report, 2022). Sherpa (2023)³ states that climate change threatens to cause irreversible damage to Nepal, which relies heavily on natural resources for its economy and livelihood. Such evidence showed the urgency of climate action education to children and youth.

Climate change education is an inseparable part of the education for sustainable development. Even though the curriculum of basic and secondary education in Nepal has little space for climate change issues in the school curriculum in grades six onwards in social studies and science subjects. However, a lack of a comprehensive approach to climate action and justice intervention in school education seems to bring behavioral changes in students in general. The limited content of climate crisis, action and justice has been discussed in social studies and science in grades seven and eight. However, schools were unlikely to develop their pedagogical approaches and assessment of the students to change their behavior.

Room to Read filled the gap by creating the dynamic interplay between curriculum, pedagogy and mentoring of young girls in climate and gender justice. Room to Read has been working with girls from grades seven and eight to prepare them to be activists to address the problem of climate change by fostering changes at the personal and communal levels. This alarming issue of climate change. Room to Read's Girls Education Program aims to reduce gender inequality, providing girls with essential life skills to complete their secondary education and make informed decisions successfully in their individual, family and community contexts. Girls Education Program includes Climate Justice Club from 2023/24, implemented in 12 schools in Banke district, impacting over 600 adolescent girls to foster role models in communities actively engaged in climate-related activities. The Climate Justice Club program comprises 26 planned sessions. By

¹ Anderson, J., & Bausch, C. (2006). *Climate change and natural disasters: Scientific evidence of a possible relation between recent natural disasters and climate change*. Policy Brief for the EP Environment Committee (IP/A/ENVI/FWC/2005-35) Brief Number 02a, 30 pages.
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.532.8582&rep=rep1&type=pdf>

² Deressa, T. T., Hassan, R. M., & Ringler, C. (2011). *Perception of and adaptation to climate change by farmers in the Nile basin of Ethiopia*. The Journal of Agricultural Science, 149(1), 23–31. <https://doi.org/10.1017/S0021859610000687>

³ Sherpa, T.O. (2023). Indigenous people's perception of indigenous agriculture knowledge for climate change adaptation in Khumbu, Nepal. *Frontiers in Climate*, 4.

the end of the current academic session (2023/2024), girls have completed 12 sessions during the time of the study, and one will be completed before the academic year 2023/24 ends.

Research Questions

In this context, the fidelity study was conducted to explore the answer to the following research questions:

- a. In what ways did the implementation of the Climate Change Clubs work as intended?
- b. Adherence and quality of the curriculum?
- c. Adherence and quality of the delivery of the sessions
- d. Participants' responsiveness and experience with the Clubs (Facilitators, Students, Parents, Headteachers, and Program Officers/Associates)

Section II: Methodology

The fidelity study for climate justice club implementation in Banke district employed a qualitative approach to understand the implementation of the Climate Change Club work as intended and its adherence to the quality of the curriculum and delivery of the sessions. The study aims to explore the understanding of the facilitators, students, parents, head teachers, and program officers involved in the implementation of the climate justice club. Through engaging interactions, the qualitative approach helped understand the participants' first-hand experience in a natural setting with face-to-face interviews to capture the voice of participants.

Study Sites

Altogether, five of the twelve schools implementing climate justice clubs were selected with the help of the Room to Read office in Kohalpur municipality Banke.

Research Tools

The study used key informant interviews and focus group discussions to collect the data. The Room to Read developed the study tools which were translated in Nepali by the researcher and administered with research participants.

Key Informant Interview

The face-to-face KII was conducted with three head teachers, three social mobilisers in three schools in Banke District where climate justice club was implemented and Program Associate of Room to Read. These KII made it easier to build rapport with participants and generate meaning from their gestures and expressions in a natural setting by creating sense from the context. All interviews were conducted individually.

The interview questions were designed to capture the required information while still being flexible and open to give space for new insights and findings.

Focus Group Discussion

Focus Group Discussion (FGD): Three FGDs with female students in grade seven who were taking climate justice sessions and two FGDs with parents of grade seven female students were conducted. Each FGD included 6 to 10 members of participants, and the researcher as moderator led the discussion. FGD helped to identify the group's knowledge, ideas, values, beliefs, and attitudes regarding the functioning and management of the Climate Justice Clubs. The preparation was done before conducting the FGD with the questions and note-keeping. While the FGD was conducted, the researcher ensured equal participation and that all voices were heard.

Table 1: List of participants

Schools	Interview	FGD
School 1	<ul style="list-style-type: none"> • Headteacher • Facilitator 	<ul style="list-style-type: none"> • Female Students Grade VII
School 2	<ul style="list-style-type: none"> • Headteacher • Facilitator 	<ul style="list-style-type: none"> • Female Students Grade VII
School 3	<ul style="list-style-type: none"> • Headteacher • Facilitator 	<ul style="list-style-type: none"> • Female Students Grade VII
School 4		<ul style="list-style-type: none"> • Parents of Grade VII Students
School 5		<ul style="list-style-type: none"> • Parents of Grade VII Students
Room to Read, Banke Branch	<ul style="list-style-type: none"> • Project Associate 	

Data Analysis

The interview data and FGD were recorded during the time of interviews. The collected data were transcribed, translated, coded, and thematically analyzed. Each written note was coded, and the initial impression of the fieldwork was summarized. The text used in the report will be transcribed and translated into English. These notes are reread and develop a sense of the meaning from the field. Then similar ideas were categorized together to establish a theme for the report.

Quality and Ethical Standards

Quality in qualitative fieldwork is crucial for ensuring the trustworthiness and credibility of research, and the researcher demonstrated a commitment to maintaining this quality throughout every phase of the study. The researcher built the rapport before taking interviews and FGDs and maintained the field notes. Later, the researchers shared the key reflections with the participants to increase the trustworthiness of the data.

Ethical standards were maintained by getting informed consent from the participants. Likewise, anonymity and confidentiality were held throughout the research, and no harm principle was followed concerning the diversity of the research participants. Similarly, the study maintained the ethical procedures of Room to Read, and Child Protection Policy.

Section III: Key Findings

The report included the key themes indicated by the research questions and emerged from the field: quality of curriculum, quality of delivery and facilitations, outcomes and relevance, and sustainability of the climate justice clubs.

Quality of Curriculum

Room to Read has been implementing the curriculum of climate change justice clubs in the 12 schools of Kohalpur Municipality in Banke District. Only the girls from grade VII participated in the climate justice club sessions. The curriculum contained thirteen sessions under four units. The curriculum included the foundational knowledge of climate and gender justice connecting the nature and culture of people. The headteacher of school 1 reported, "As a science teacher, such kinds of curriculum and intensive pedagogical approaches develop not only the cognitive aspects of students but also practical aspects of the behavior changes".

Facilitators and Project Officers said that the curriculum has thirteen sessions, starting from the basic components of weather and climate, increasing irresponsible human activities that have increased the climate crisis and risks, and the ways to combat climate crisis by adaptation and mitigation. Students also experienced detailed components of the curriculum, which was relevant. The curriculum covered enough content related to climate and gender justice. They thought that content was enough, and activities were associated with contents. Headteachers in the interview also shared that the curriculum was good enough to deal with climate action for the grade VII students. Students also shared in a similar line that the curriculum has covered several themes to increase awareness of climate change and its adverse effects on Earth.

Another head teacher said, "The curriculum is well designed... as far as I know, it captures the major themes of climate change...which connects the climate change and gender issues". All three head teachers expressed a positive response to the curriculum and accepted that this curriculum could relate to some chapters in social studies and science. Head teacher in School 1 said, "Chapter IX and X in social studies in grade VII dealt with the issues of climate change and chapters IV in science deals with biodiversity and natural resource management and ecosystems which were strongly connected with the climate justice related issues". As a result, it helped to increase the student's academic performance. A head teacher in school 3 said that the curriculum has been aligned with vertical aspects of the contents of climate change and horizontal aspects of life skills to lead sustainable development". The researcher understands these kinds of curriculum alignment coordinated with the grade and learning outcome of the students in a sequential way. A head teacher further explained that the curriculum of climate justice helped to make continuity in learning experience.

The headteacher in School 2 said, "Though we have not measured to what extent this curriculum affected the learning achievement of the students, we observed the climate justice club activities contributed to increase the participation of girls in extracurricular activities such as drawing and painting, debate and poems, quiz and location in which

the climate was a theme. Girls' concentration in their study has been increased as social mobilisers reached to their home to counsel their parents so that girls could continue their education".

However, the Project officers suggested consolidating some of the contents in the curriculum as they appeared scattered, such as Unit 12 can come in an earlier section, such as in Unit Five. They believed that unit 12 was sensitive about what students could do to combat the climate crisis. This unit was closely associated with unit five where students reflected on their habits and climate change.

All the students and SM reported that the order of curriculum was convincing as it started with the basic and general concepts ideas of climate and weather, and gradually, the complexity of concepts was presented. The curriculum followed sequence of simple too difficult with the specific scope of increasing awareness of students related to climate change and social justice. A head teacher added. Social mobilizer said, "The sequence of contain such as differences of climate and weather was a simple form in first unit but later the complex ideas such as scientific citizens and innovation in climate change are difficult"

The researcher sensed that gender justice and climate justice were less integrated among the girls. The girls talked more about life skills sessions which they attended last year, which would connect with the ideas of emotions and behaviors during tough times and adolescents. There were possibilities to connect life skill sessions with the climate risks and hazards. The 'tough' time could have been created by climate change.

From the FGD with the students, the researcher came to know that the curriculum gave space to enough space for interactive activities. As a result, students engaged in conversation and shared existing problems of environment and society in the sessions. Facilitators also shared that they incorporated hands-on activities and lab work in the sessions as per the facilitator's guidelines by using multimedia resources such as PowerPoint, charts, and videos to keep students actively engaged in the learning process. It indicated that curriculum and pedagogy were both different from the formal regular classroom activities.

The curriculum has sessions such as 12 and 13 fostered student activities that encourage students to brainstorm the problem and propose solutions to combat the climate crisis and gender injustice in the family and community. From FGD with girls, the researcher sensed the young girls were coming up with their voices for positive changes. Girls were looking for equitable access to education, health, and other services, likewise, they would like to ensure equal participation in any school and community related activities. One of the girls shared, "I am participating waste collection activities in the school and community and share my learning to differentiate degradable and non-degradable waste". Other girl like her learnt such positive changes from the project-based activities and lab components in the curriculum which used the collaborative approach of facilitation so that students worked in a group and fostered teamwork and leadership skills in community and schools.

Length and Dosage

Headteachers reported that the dosage of the sessions for grade VII students seemed to be aligned with their age, understanding, and behavior. All girls in FGD shared that frequency of sessions were adequate. Even some demanded more sessions, but they could not tell why they needed more sessions. Facilitators also shared similar thoughts about the dosage as they covered the important aspects of climate change related to society and community. One of the facilitators shared, "Previously, I thought child justice club sessions had more technical aspects, but it was related to more about people and community".

"Climate Justice Clubs sessions were related with the ideas of gender justice also which foresee to develop the skills of girls", another facilitator added, "we are also looking for a connection with the girl's education program and life skills". So, their outcomes would not be very different.

All facilitators reported that some sessions had taken much longer than intended. They reported that the first and twelfth sessions took a lot of time because they could not complete all the activities on time. They took about 45 minutes more to deliver full sessions. Social mobilisers said that the activities were taking time. Unit 1 had four activities and unit twelve activity was 1 and 2 were taking longer time. Some of the sessions included more than two activities, which were difficult to execute in a limited time.

Quality of Delivery

The climate justice club created an engagement for female students in the school. A special facilitator was responsible for the overall design and facilitation of club activities. They used innovative facilitation approaches to uncover the impact of climate change and its impact on the human and natural interface. Three head teachers reported they were happy to see how facilitators engaged girls in the climate justice club session, each of which would last about 90 minutes.

The facilitators were trained social mobilizers who had experience working with girls and communities in the previous project on life skills. They had known the facilitation skills, but the content of climate and gender justice was new to them. They had a fear initially of facilitating a 'new' component as they were not able to figure out the specific purpose of climate and gender justice. Their shared and paired learning process before session delivery made them fearless. They also shared that climate change was not only teaching 'scientific things', teaching social things made it easier to overcome their fear. Moreover, the facilitators were very supportive and empathetic toward the girls. In FGD, girls shared that they felt comfortable while communicating with facilitators because they listened actively to the concerns and experiences of young girls and provided encouragement, guidance, and mentorship as needed. The girls called them '*didi*' (Sister) such as '*Nirmala Didi*' instead of Madam and teacher. It was important aspects to note that creating a nurturing environment where girls feel valued, respected, and supported in their learning journey was also the priority of the facilitators.

These trained facilitators listened to girls to make the sessions more interactive and participatory. The facilitators did not only follow the manual during the sessions but made them alive by making interactive and participatory teaching methods such as group discussions, role-playing, debates, and hands-on activities to actively engage young girls in the learning process. Such interactive methods helped them to participate in the extracurricular activities in the school, and girls have demonstrated their talent on these activities', Said one of the headteachers.

"It seemed to be difficult in the initial days to bring examples of climate change from the local communities, but we discussed such notions in the preparatory sessions and collected local examples of climate and gender justice", said one of the facilitators. Bringing local examples made the curriculum and pedagogy more culturally relevant and context specific. As a result, students related to their everyday life experiences and understand climate and gender justice. Facilitators tailored the content and examples used in teaching to be culturally relevant and sensitive to the local context and experiences of young girls by bringing examples, local stories, and cases. One of the students shared the case in the way after participating in climate justice club, "There was a huge forest in between Nepalgunj and Kolhapur and it took long hours to travel. The trip was also difficult because robbers looted people in the forest.... Now, you can see the road, houses, and people". The girls heard the stories from their parents and tried to relate the effects of climate change. They connected the case with increasing temperature in Banke district. They heard from their parents that the temperature has been increasing during summer and cold waves in the winter.

As compared to the class hours of the school, club sessions took double the time, but students never showed that they felt bored during the session. These sessions were different in terms of content, pedagogy, and evaluations. Students were happy because they should not have examination of these club activities. The delivery sessions were engaging because the facilitators valued the voice and experience of the girls, using culturally relevant examples and making it participatory. "These clubs' sessions were engaging because of the hard work of the facilitators. All facilitators were well prepared before they took the sessions in the schools," said a head teacher. Facilitators also said that they met in the office of Room to Read and had a long discussion to set the activities in the sessions".

Training for Facilitators

Trained facilitators facilitated climate justice sessions. They had four days of training on climate justice and gender justice. The Room to Read, Nepal and Global team offered the training. The training was almost similar in terms of design, but the content was quite new to them. They discussed several components of climate change, climate justice, and gender justice during the training. The training was helpful for developing an understanding of the issues of climate change and its adverse effects on the communities. They learnt that bringing examples from the local context and connecting them to climate change issues would add value to delivering sessions which they found meaningful during the facilitations.

All facilitators participated in the same training. They thought that all the content in the training was new as they were first delving deeper into the issues of climate change relating to social justice. They considered climate change a technical subject of climate science but were happy to learn that the social science components were strongly aligned with climate change.

From the training they learnt and practiced peer learning and mentorship opportunities among facilitators. They participated in peer learning sessions that took place before they delivered the actual sessions to the girls in the school. One of the facilitators shared that we got opportunities to share experiences, challenges and best practices to take sessions in the schools which supported each other while delivering sessions. The project officer also reported that they encouraged collaboration and teamwork to foster a sense of community among facilitators. As a result, they delivered the session confidently.

Most of the facilitators focused on that they learnt technology integration was one of the effective approaches to delivery sessions. As a result, they started using technology tools and platforms in the training program to enhance learning and collaboration. This could include multimedia resources that allow facilitators to access information, connect with peers, and engage in ongoing learning and development. All facilitators shared that the training helped them find and use materials online in the sessions. Before that, they hardly relied on the use of technology in the preparation and delivery of the sessions.

Differences of Previous Training and Facilitation Skills

Training differences created the differences in facilitation as two things were visible in the facilitation: a) Preparation and peer learning for the facilitation and b) use of technology during the facilitation, which was developed by training and feedback and mentoring from the room to read officials.

Preparation of the session was a unique and motivating aspect for facilitators. The project officer described, "These sessions are different in terms of reflection and realization. First, facilitators reflected on the adverse effect of climate change and injustices created in the different groups of people in the community and then made female students reflect". To make the sessions one of the focuses in the session preparation was to bring the example of climate risks and adversities from the local communities. Facilitators also shared that they identified examples from the local context and community to design the reflective session.

The pair learning among facilitators was also different from the previous facilitation experience. They shared and learnt many things before they conducted the real sessions with the girls. They also had mock sessions with colleagues and often got feedback from the project staff to make effective sessions.

Another difference in facilitation was observed in terms of activity-based facilitation. Facilitators, Headteachers, and Project officers agreed that activity-based facilitation

was time-consuming but had an effective impression on making students reflect on the climate crisis and gender hierarchies in society.

Initially, all facilitators and project staff thought that the content on climate change would have related to more scientific elements, such as core principles and descriptions of science, but they found it more convenient as most of the content was related to society and community. All facilitators' academic background was in social science. They were afraid of dealing with the components of science but enjoyed facilitating the science components because they connected science to the everyday life components of climate change.

Outcomes and Relevance

All research participants agreed that the climate justice club helped to increase girls' and their families' awareness of climate change and gender justice. The head teacher at School 1 said that such club activities were helpful in developing a deeper understanding of the interconnected issues of climate change and gender inequality. Girls also demonstrated green behavior by disposing of waste, reducing the use of plastics, avoiding plastic burning, and other energy-efficient habits. In FGD, all girls narrated their changed behavior regarding fighting the climate crisis. The most common thing was to segregate wastage and plantation of the trees. Parents also shared that they became happy to see their daughters becoming responsible for the conservation of nature.

All three school headteachers appreciated the club activities' outcome because they observed young girls empowered to act and advocate for positive change in their communities. Gradually, they became active and took part in activism. However, the head teacher was skeptical of the nature of activism such a project developed; he shared, "It was equally responsible for teaching duties, responsibilities and rights that Room to Read was doing... otherwise, teaching only rights may create problems". The head teacher was not happy with the activities led by some NGOs and INGOs because they taught only the rights of children. Then children became violent without feeling their responsibilities but Room to Read has focused more on the responsibilities of the students to combat climate change.

The researcher experienced that grade VII female students became vocal and aware of their own strengths and weaknesses. They raised questions about the biases at home and in schools when they observed that teachers and family members treated sons and daughters differently. Parents also added that girls often blamed their parents as they loved sons more than daughters. This evidence showed that club activities increased the critical thinking of the girls.

The club activities also helped develop the leadership skills of the girls. It was difficult to separate the impact of life skills sessions because the girls in FGD brought the reference of life skills. Room to Read provides skills and qualities in young girls, equipping them with the tools and resources to become effective leaders and change-makers in their communities.

Overall, the outcome of the climate and gender justice club activities had long-term implications for young girls, influencing their attitudes, behaviors, and choices as they grow into adulthood. By instilling values of environmental sustainability, gender equality, and social justice at a young age, club activity sessions helped shape future leaders and citizens who will continue to advocate for a more just and equitable world. Students developed the concepts of climate change and its adverse effects and tried to demonstrate responsible citizen initiatives and some green skills and habits. Compared to climate justice and gender justice, girls seemed more vocal when discussing gender justice. They often related their example of gender justice in the school and community.

Challenges and Sustainability

Schools showed their willingness to expand such programs with the boys so that boys also would engage and be responsible citizens to increase awareness of the about climate and gender justice. All head teachers agreed that such programs would run within the school time and some holidays could be used for session delivery. However, the facilitators and Project officers reported that lack of space in the school hindered the sessions.

“These sessions were conducted by facilitators who were selected, trained, and mobilized by Room to Read. It was difficult for schools to run such programs with the existing human resources” A head teacher said. It indicated that schools were not prepared to be committed to running such activities in the absence of Room to Read’s support. Schools did not have any further planning to incorporate climate justice club session within the framework of school policy for long term benefits of the school.

Section IV: Conclusion and Recommendations

This study was conducted for Room to read Nepal to explore the fidelity study of climate justice. The purpose of the study was to bring evidence of adherence of quality of curriculum of climate justice club activities and its facilitations which was being implemented since 2023. The study concluded that the quality of curriculum was matched with the intended objectives which were achieved. Likewise, the quality of facilitation to the climate justice club activities matched the expectation of the project. The project was successful in term of:

- A) *Opportunities to learn climate and gender justice.* Curriculum of climate justice clubs offered students an insight to be reflective thinkers on the inhuman activities which are deteriorating environment and social relations. The curriculum and facilitation strongly aligned to make students reflective as a result students were following environment friendly behavior.
- B) *Facilitation skills for engaging girls.* Facilitators worked hard to run the sessions in an engaging way. In doing so, they demonstrated participatory and empathetic approaches to engaging girls. They developed a very close relationship with school and the community.
- C) *Credibility of Room to Read.* The Room to Read demonstrated its working approaches to schools and communities, and as a result, the school accepted all the activities led by Room to Read. All head teachers, female students, and their parents agreed that climate justice club activities were successfully implemented because of the modality of the work and the approaches to the Room to Read.

The project was successfully implemented with a few challenges.

- D) *Preparation for Schools.* Schools were not prepared to run climate justice club activities in the absence of Room to Read's support. All head teachers reported that they had a scarcity of human resources to run climate justice activities.
- E) *Lack of space in the schools.* Facilitators and head teachers agreed that there were not ample designated classrooms for conducting the club's activities.
- F) *Including only girls in the sessions.* It was challenging to engage boys in Grade VII when the climate justice club activities were taking place.

Recommendations

- A) Capacity building for schools by including head teachers and focal teachers to develop ownership to the club's activities. In each school, there was a focal teacher of the Room to Read Project who could be the part of the climate justice clubs for its sustainability. The focal teacher could bridge the gap between facilitators and school. Including focal teacher in the training should focus on the importance of climate justice education and provide practical strategies for implementation.

- B) The hinderance of the space could be managed by allocating alternative spaces within the school or community that can be used for club activities when designated classrooms were not available.
- C) Including boys in the climate justice activities appeals to both girls and boys to encourage broader participation. This could involve incorporating activities that appeal to diverse interests and addressing the specific concerns or interests of boys in Grade VII. However, the research indicated that such club activities should take place in the communities and local government offices to increase the awareness of the community people and local government.
- D) Emphasize the importance of including both genders in climate justice club activities through awareness campaigns and targeted outreach efforts to work in community activities.

Annexes

First Study: Guiding Questions for FOCUS GROUP [Parents]		
Topic	No	Question
Relevance	1	What is your understanding about the Climate Justice Club that is being implemented at your child's school?
	2	How important do you think is for your children to engage in the fight for climate justice? For example, to become a climate activist.
	3	How important do you think that it is to learn about climate change and gender justice? Please describe.
	3A	Do you think that the climate content is important?
	3B	Do you think that the gender justice content is important?
	3C	Are you concerned that your child's participation in the Climate Justice Club may prevent them from engaging in other relevant activities and/or subjects?
	4	Have you children shared any of the information learned in the Climate Justice Club with family members or friends? If yes, which information have they shared?
Relevance: outcomes	5	Has your understanding of climate and/or gender justice changed because of this information? Please describe.
	6	Have you observed any changes in your child's behavior in relation to any of the following? [For each one of them, ask for an explanation/description]:
	6A	The frequency with which they talk about climate change at home
	6B	The frequency with which they talk about gender justice at home
	6C	Efforts to save energy, such as turning lights off more often
	6D	Efforts to reuse materials as much as possible, as opposed to immediately discarding them
	6E	Changes to their diet due to climate concerns
	6F	Preference for "greener" forms of transportation
	7	Do you observe any other changes in your child's attitudes or behaviors that you can attribute to their participation in the Climate Justice Club?

First Study: Guiding Questions [Program Officer/Associate]		
Topic	No	Question
Facilitation: quality	1	In which ways have the facilitators ensured engagement and participation from students?
	1A	Have you identified any challenges to facilitators' ability to engage students? Please describe.

	2	Do you think that the space where the sessions take place, as well as the materials used, are appropriate to meet the intended goals?
	3	What would you change to the structure or content of the sessions to make them more fun for students?
Facilitation: adherence	4	To what extent are the sessions and the program being implemented as expected in each of the schools that you oversee?
	4A	Are there specific sessions that you have identified as more problematic for facilitators to deliver? Please describe.
	4B	Are there specific activities that you have identified as more challenging to implement? Please describe.
Training: adherence	5	Was the training provided to facilitators implemented as intended?
Training: quality	6	Based on your observations, what would you add and/or change in future trainings to better equip facilitators to implement the Climate Justice Club?
	7	Did the training provide facilitators the critical understanding about climate change and gender justice needed to deliver these sessions?
	8	Were there aspects of the training that felt insufficient to prepare facilitators for their teaching duties? If so, please describe.
Training: differentiation	9	In which ways was the training provided different to other training? Are there elements of this training that are unique? Please explain.
Ongoing support: quality	10	What challenges have you encountered in trying to support facilitators throughout the program? Please describe.
	10A	What are the types of support that you need to better support facilitators?
	10B	In which areas would you have wanted more or different types of support? Please explain.
Ongoing support: dosage	11	Do you believe that the level of support provided to facilitators during this period has been sufficient? Why or why not?

First Study: Guiding Questions [Social Mobilizer]		
Topic	No	Question
Training: quality	1	In which ways did the training prepare you to teach the sessions from the Climate Justice Clubs?
	1A	Is the content/curriculum easy to teach?
	1B	What sessions were difficult to teach, and why?
	1C	Do you feel that you have enough time to prepare for the delivery of these sessions?
	1D	Overall, do you think that teaching this program is getting easier with time? Please explain why yes or why no.

	2	Did the training prepare you to develop critical understanding about climate change and gender justice among participants? Please explain.
	3	In which areas would you have wanted more or different types of support? Please explain.
Ongoing support: adherence, dosage	4	How often and in which ways do you get support in your teaching duties for the Climate Justice Clubs?
Ongoing support: quality	5	Overall, how satisfied are you with the level of support received? Please describe
Facilitation: differentiation	6	To what extent are the methodologies embedded in the Climate Justice Club similar and/or different than the methodologies that you have used before to teach similar groups of students?
	7	Are the activities in the Climate Justice Club curriculum sufficient?
	7A	Are these activities engaging? Are they clear to students?
	7B	Are these activities difficult to facilitate? Please describe.
Training: differentiation	8	In which ways was the training that you received different from other training? Please describe
Curriculum: differentiation	9	Is the content supporting students to become active allies in the fight for climate change?
	10	Is the content supporting students to become active allies in the fight for gender justice?

First Study: Guiding Questions [Head Teachers]		
Topic	No	Question
Length: dosage	1	What are your thoughts about the number and length of the Climate Justice Club's sessions?
	1A	In which ways does this curriculum disrupt regular school activities?
	1B	In which ways do you think this program may affect students' ability to achieve other educational goals?
Quality of the curriculum	2	What is your opinion about the quality of the curriculum?
Differentiation of the curriculum	3	In which ways does the curriculum stand out? [Probe: methodologies, content, structure]
	4	In which ways is the curriculum for the Climate Justice Club like other subjects taught at your school?
Differentiation of the facilitation	5	Have you noticed any innovative teaching methodologies used as part of the Climate Justice Club? If so, which one(s)?
Sustainability	6	What do you think is the best modality to implement a program like the Climate Justice Club in schools like yours? [Prompt: in school, after hours, mandatory, voluntary, etc.]
	6A	Do you see any benefits of expanding the program to boys? If so, which?

	6B	Would you provide the program at a different time? Would you include other stakeholders?
	6C	In which ways do you think that the Club's campaigns and extra-curricular activities could be more impactful in the community?
	7	What type of preparation/support/training do you think that teachers/facilitators would need if the program were expanded in your school? Please describe

First Study: Guiding Questions for FOCUS GROUP [Students]		
Topic	No	Question
Engagement: curriculum and facilitation	1	How engaging are the Climate Justice Club's sessions? [Prompt: Facilitation? Content?]
	1A	Are these sessions similar or different to the other classes that you take? In which ways are they similar? In which ways are they different?
	1B	In which ways do the facilitators/teachers ensure that you are engaged and participating? Please provide concrete examples
	1C	What would you change to the structure or content of the sessions to make them more fun?
Engagement: curriculum	2	In your opinion, what has been the most interesting session until now and why?
	2A	In general, are the climate justice club's sessions too easy or too difficult or neither? Please explain.
Length: dosage	3	What are your thoughts about the number and length of the Climate Justice Club's sessions?
	3B	Do they feel too much to engage with your other school activities and subjects?
Relevance	4	How important do you think is the content shared as part of the Climate Justice Clubs?
	4A	Do you think that the climate content is important?
	4B	Do you think that the gender content is important?
	4C	In which ways have you used the knowledge of the Climate Justice Clubs in your daily life? [Probe: changes in behaviors, in conversation topics, etc.]
	4D	Have you shared any of the information learned in the Climate Justice Clubs with family members or friends? If yes, which information have you shared with them?
	5	How important do you think is to be actively engaged in the fight for climate justice? (for example, to be an ally or activist)
	5A	Have you become more interested in engaging in school or community activities related to climate justice? If so, please describe these activities.
Relevance: outcomes	6	To what extent do you feel that you have learned about climate literacy? Please describe

	7	To what extent do you feel that you have learned about gender justice? Please describe
Other	8	Anything else that you would like to add in relation to the Climate Justice Clubs?

Annexes