

SCHOOL FARMER MANAGED NATURAL REGENERATION (FMNR) ECO-CLUBS DEMONSTRATION PLOT MANAGEMENT GUIDE



SCHOOL KIDS FMNR ECO CLUB PROGRAMME

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FONAR developed this Management Guide with support from the Heidehof Stiftung of Germany and the Awaken Trees Association of Austria. It draws on FMNR best practices from across Ghana and the Sahel, including the Guidelines for the Formation and Strengthening of FMNR Eco Clubs in Basic Schools developed by FONAR.



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Foreword

The Forum for Natural Regeneration (FONAR), in collaboration with the Talensi District Directorate of the Ghana Education Service (GES), has established School Kids FMNR Eco-Clubs in basic schools across the Talensi District. These clubs mobilise pupils and students known as 'Eco-Warriors', who receive training in sustainable land management and environmental stewardship through the practice of Farmer Managed Natural Regeneration (FMNR).

On specially established FMNR demonstration plots on school grounds, pupils regularly implement this technique, carrying out maintenance activities under the guidance of trained Eco-club teachers. This Management Guide provides a practical framework for the establishment, maintenance, monitoring and sustainability of these demonstration plots, ensuring that the investment in environmental education and land restoration delivers lasting benefits for schools and communities in Talensi District and beyond.

Sumaila S. SAKA
Executive Director
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Section 1: Introduction and Purpose

1.1 What is FMNR?

Farmer Managed Natural Regeneration (FMNR) is a simple, low-cost, rapid, scalable and sustainable agricultural land restoration practice. It involves the systematic regrowth and management of trees and shrubs from felled tree stumps, sprouting root systems or seeds dispersed by animals. Since planting trees is not required, FMNR is comparatively cheap and accessible, with a higher tree survival rate because species regenerate naturally and are locally adapted.

FMNR is a low-cost land restoration technique used to combat land degradation amongst subsistence farmers. In FMNR systems, farmers use pruning to encourage the growth of trees and shrubs that occur naturally in their fields. It involves selecting and protecting the most vigorous stems and managing threats to remaining branches from livestock, fire and competing vegetation. Trees and crops grown together provide multiple benefits to farmers, crops, climate and wildlife.

1.2 Purpose of this Guide

This Management Guide serves the following purposes:

1. To provide step-by-step instructions for establishing FMNR demonstration plots on school grounds.
2. To outline routine maintenance activities for Eco-club members and teachers.
3. To establish monitoring and evaluation procedures to track plot progress.
4. To define roles and responsibilities for all actors involved in plot management.
5. To provide guidance on community engagement and sustainability beyond the project period.

1.3 Target Users

This guide is intended for:

- Eco-club teacher patrons and coordinators.
- Headteachers of participating schools.
- FONAR field officers and programme staff.
- Talensi District GES officials.
- School Management Committee (SMC)/Parent-Teacher Association (PTA) members.
- Community FMNR Committee members.

Section 2: Demonstration Plot Establishment

2.1 Site Selection Criteria

Before establishing a demonstration plot, the school and FONAR field officer must jointly assess potential sites against the following criteria:

Criterion	Requirement	Notes
Land Availability	Minimum 400–800 m ² (0.04–0.08 ha) of undeveloped school or communal land	Larger plots preferred for demonstration purposes
Land Tenure	Secure school land or formal community allocation	Complete Land Use Rights Assessment Form (see Appendix B of Risk Assessment)
Soil Condition	Degraded land preferred to demonstrate FMNR impact	Best to identify a degraded site which can best demonstrate the impact of FMNR as a restoration option
Existing Root Stock	Presence of tree stumps, roots or naturally regenerating shrubs	Essential for FMNR — no planting required
Accessibility	Year-round access for monitoring and maintenance	Avoid waterlogged areas during rainy season
Security	Away from main roads, near school buildings	Reduce theft and vandalism risk
Water Access	Proximity to water source or rainwater harvesting potential	Critical for dry-season survival

2.2 Pre-Establishment Consultation

Before any physical work begins, the following consultations must be completed:

Step	Action	Responsible	Documentation
1	Consult the tendaana, chief or family head for customary land	FONAR field officer + Headteacher	Signed consent letter
2	Engage the SMC and PTA	Headteacher	Minutes of meeting
3	Conduct community durbar to announce plot allocation.	FONAR + Headteacher	Durbar report
4	Obtain formal land use agreement	FONAR + traditional authority	Land Use Rights Assessment Form
5	Brief the Talensi District GES Directorate	FONAR	Letter of notification



Critical Note: The Tendaana institution dates back to the precolonial era and predates chieftaincy in the Upper East Region. For all customary land, the relevant Tendaana must be consulted before any activities commence. The Talensi Tendaama Association can facilitate identification of the correct Tendaana for each community.

2.3 Plot Layout and Design

Recommended Plot Design:

Component	Specification	Purpose
Plot Size	400–800 m ² (20m × 20m to 20m × 40m)	Sufficient for demonstration and pupil activities
Tree Density	50–100 stumps per hectare (5–10 per plot)	Ideal density when grown with crops
Spacing	10–15 metres between stumps	Avoid shading of crops and ensure adequate growth space
Fencing	Perimeter fence using locally available materials	Protect against stray livestock
Firebreak	3–5 metre wide cleared strip around perimeter	Bushfire protection
Signage	Plot identification sign with school name and establishment date	Community awareness

2.4 FMNR Establishment Steps

Step 1: Plot Inspection and Identification (Dry Season)

Walk through the designated plot area and identify all tree stumps, roots or naturally growing seedlings that will be used for regeneration. Mark each potential stump with a small stake or coloured ribbon.

Step 2: Stump Selection and Marking

Select 5–10 stumps per plot for regrowth. Choose stumps that:

- Are living (have green shoots or healthy bark).
- Have multiple vigorous sprouts.
- Are well-distributed across the plot.
- Belong to desirable species (indigenous trees preferred).

Step 3: First Pruning (Before Rainy Season)

For each selected stump, implement the FMNR pruning technique:

1. **Select the best stems:** Choose 3–5 of the tallest, straightest, most vigorous stems to keep. Remove the smaller, crooked and weaker ones.

2. **Prune side branches:** Using a sharp cutlass or pruning knife, cut side branches to roughly half the height of the stem. Cut in an upwards motion to avoid splitting the limb and stripping bark.
3. **Remove excess shoots:** Cut all unwanted stems and leave the cut leaves on the surface as mulch.
4. **Protect the plot:** Construct fencing around the plot perimeter before the rainy season to prevent livestock damage.

Step 4: Fencing Construction

Construct a fence using locally available materials:

Material	Alternative	Notes
Wooden posts	Bamboo, metal poles	Minimum 1.5 m height
Wire mesh	Thorny branches, woven sticks	Keep gaps small
Gate	Simple rope or wire closure	For access during activities

Step 5: Firebreak Creation

Before the dry season (October), clear a 3–5 metre wide strip around the plot perimeter. Remove all dry grass, leaves and combustible materials. Engage community volunteers and SMC members for this activity.

Step 6: Installation of Water Infrastructure

Install rainwater harvesting system if feasible (see Appendix F of Risk Assessment for specifications). At minimum, position water containers (buckets, drums) near the plot for dry-season watering.

Section 3: Routine Maintenance Activities

3.1 Maintenance Calendar

Month	Season	Key Activities
January–February	Dry season	Bushfire watch; minimal watering; tool maintenance
March–April	Late dry season	Firebreak maintenance; prepare for rains; tool sharpening
May–June	Early rainy season	First pruning of season; weed control; fence repair
July–August	Peak rainy season	Second pruning; monitor growth; rainwater harvesting
September–October	Late rainy season	Third pruning; firebreak preparation; community work day
November–December	Early dry season	Dry-season watering; mulch application; annual review

3.2 Pruning Schedule

Pruning is the core FMNR maintenance activity. Follow this schedule:

Pruning Round	Timing	Action
First Pruning	Before rainy season (April–May)	Select best stems; remove unwanted stems and side branches
Second Pruning	2–3 months after first (July–August)	Prune new unwanted stems and side branches
Third Pruning	2–3 months after second (October–November)	Final pruning of season; prepare for dry season
Annual Maintenance	Each subsequent year	Cut one stem per tree each year and let another grow in its place

Pruning Technique Reminder:

- Always use sharp tools (cutlass, pruning knife or axe).
- Cut in an upwards motion to avoid splitting the limb.
- Prune side branches to roughly half the height of the stem.
- Once stems are >2 meters high, they can be pruned up to two-thirds.
- Leave cut leaves on the surface as mulch.

3.3 Routine Maintenance Tasks

Task	Frequency	Responsible	Description
Weed control	Monthly (rainy season)	Pupils (supervised)	Remove competing vegetation around stumps
Fence inspection	Weekly	Eco-club coordinators	Check for damage, gaps; repair as needed
Watering (optional)	Weekly (dry season)	Pupils	Water stumps using stored rainwater
Mulching	Quarterly	Pupils	Apply dry grass/leaves around stumps to retain moisture
Tool maintenance	Monthly	Pupils (supervised)	Sharpen cutlasses and knives; clean after use
Firebreak maintenance	Monthly (dry season)	Community volunteers	Clear vegetation from firebreak strip
Pest monitoring	Monthly	Eco-club coordinator	Check for signs of pest damage; report unusual occurrences
Data recording	Monthly	Eco-club coordinator	Record growth measurements in monitoring logbook

3.4 Dry Season Management

The dry season (November–April) presents the greatest risk to demonstration plots. Implement the following measures:

1. **Water Conservation:** Use stored rainwater sparingly. Prioritise watering for the youngest and most vulnerable stumps.
2. **Mulching:** Apply a thick layer (5–10 cm) of dry grass, leaves or crop residues around each stump to reduce evaporation and suppress weeds.
3. **Fire Watch:** Assign pupils and community members to monitor for fires during the dry season. Report any smoke or fire immediately.
4. **Reduced Activity:** Minimise disturbance to plots during the hottest months. Focus on protection rather than pruning.
5. **Tool Security:** Ensure all tools are stored securely in a locked facility. Theft risk increases during periods of reduced supervision.

3.5 Rainy Season Management

The rainy season (May–October) is the primary growing period. Key activities include:

1. **Pruning:** Conduct 2–3 pruning rounds to shape tree growth and remove competing stems.
2. **Weed Control:** Regular weeding around stumps to reduce competition for water and nutrients.
3. **Rainwater Harvesting:** Ensure gutters and storage tanks are clean and functional. Capture as much rainwater as possible for dry-season use.
4. **Growth Monitoring:** Record height and stem diameter measurements monthly to track progress.
5. **Fence Repair:** Repair any damage caused by heavy rains or wind.

Section 4: Monitoring and Evaluation

4.1 Monitoring Framework

Monitoring of demonstration plots serves three purposes: tracking plot health, assessing pupil learning and demonstrating FMNR impact to the community.

Monitoring Level	Frequency	Responsible	Focus
Daily Visual Check	Daily	Eco-club coordinator or designated pupil	General condition; any obvious problems
Monthly Detailed Assessment	Monthly	Eco-club coordinator	Growth measurements, pest damage, fence condition
Termly Review	Each school term	Headteacher + FONAR field officer	Overall progress; challenges; planning
Annual Evaluation	End of year	FONAR + GES	Comprehensive assessment; reporting to funders

4.2 Monitoring Indicators

Indicator	Unit	Method	Frequency
Survival Rate	%	Count living stumps / total selected stumps × 100	Quarterly
Average Height	cm	Measure from ground to highest point of selected stem	Monthly
Average Stem Diameter	mm	Measure at 30 cm above ground using calipers or Diameter Tape	Quarterly
Number of Stems per Stump	Count	Count selected stems per stump	Monthly
Species Diversity	Count	Record number of different tree species regenerating	Quarterly
Pest/Disease Incidence	%	Percentage of stumps showing damage	Monthly
Fence Condition	Rating (1–5)	Visual assessment (1 = poor, 5 = excellent)	Monthly
Pupil Participation	Count	Number of pupils actively involved in activities	Monthly

4.3 Monitoring Log Template

FMNR DEMONSTRATION PLOT MONITORING LOG

School: _____ Plot ID: _____

Month/Year: _____

Stump No.	Species	No. of Stems	Height (cm)	Diameter (mm)	Health Rating (1–5)	Notes
1						
2						
3						
4						
5						
...						

Fence Condition: ____/5 Pest/Disease Observed: [] Yes [] No

Water Availability: [] Sufficient [] Low [] None

Observations/Challenges:

Recorded By: _____ Date: _____

Verified By (Eco-club Coordinator): _____ Date: _____

4.4 Annual Evaluation Report Template

At the end of each academic year, prepare an Annual Evaluation Report containing:

- *Plot Summary:* Location, size, number of stumps, species present.
- *Survival and Growth:* Survival rate, average height, diameter, number of stems.
- *Activities Conducted:* Number of pruning rounds, community work days, training sessions.
- *Pupil Participation:* Number of pupils involved, lessons learned.
- *Community Engagement:* Durbar sessions, quizzes, poster campaigns.
- *Challenges Encountered:* Drought, fire, theft, pest damage, etc.
- *Recommendations:* Actions for improvement in the coming year.
- *Photographs:* Before/after images showing plot development.

4.5 Success Indicators

The demonstration plot is considered successful when:

- **Survival Rate:** $\geq 80\%$ of selected stumps survive after one year
- **Growth:** Average height increase of ≥ 30 cm per year
- **Pupil Engagement:** ≥ 20 pupils actively participating in monthly activities
- **Community Awareness:** ≥ 50 community members have visited or been sensitised about the plot
- **Data Quality:** $\geq 90\%$ of monthly monitoring logs completed and submitted

Section 5: Community Engagement and Sensitisation

5.1 Rationale

Community engagement is essential for the success and sustainability of demonstration plots. The project has already conducted stakeholder meetings, community durbars, and school-based awareness campaigns. This section provides guidance for ongoing sensitisation.

5.2 Community Engagement Activities

Activity	Frequency	Target Audience	Responsible
Community Durbar	Quarterly	All community members	FONAR + Headteacher
FMNR Demonstration Visit	Termly	Farmers, community leaders	Eco-club + FONAR
Poster Drawing Exhibition	Annually	Pupils, community	Eco-club coordinator
Radio Programme	Quarterly	Community	FONAR + Eco-club teacher
World Environment Day Event	Annually (June 5)	Pupils, community	Eco-club
World Desertification Day Event	Annually (June 17)	Pupils, community	Eco-club
Community Work Day	Quarterly	All community	FMNR Committee

5.3 Key Messages for Community Sensitisation

Audience	Key Messages
Traditional Authorities	FMNR restores degraded land, enhances soil fertility, and increases tree cover without planting. It aligns with traditional land stewardship values.
Community Members	FMNR is low-cost, uses local knowledge, and provides benefits including fuelwood, fodder, fruit and improved crop yields.
Parents	Eco-clubs teach children environmental stewardship, practical skills, and climate resilience. Demonstration plots benefit the entire community.
Farmers	FMNR increases crop yields by improving soil fertility and reducing wind erosion. It requires no nurseries, vehicles or special tools.
Pupils	FMNR is a simple technique to help trees regrow. As Eco-Warriors, you can teach your families and communities.

5.4 Community FMNR Committee

Each school should establish a Community FMNR Committee to provide oversight and community ownership.

Membership:

- Tendaana or traditional authority representative
- Headteacher
- SMC Chairperson
- PTA representative
- Eco-club teacher coordinator
- Pupil representative (from eco-club)
- Community volunteer

Responsibilities:

Responsibility	Frequency
Monitor plot activities	Monthly
Assist with tool security	Continuous
Organise community work days	Quarterly
Report issues to FONAR	As needed
Participate in plot maintenance	As needed
Sensitise community members	Ongoing

5.5 Community Commitment Form

COMMUNITY COMMITMENT FORM — FMNR DEMONSTRATION PLOT

School: _____ Community: _____

We, the undersigned, representing the community of _____, hereby commit to supporting the School Kids FMNR Eco-Club demonstration plot at _____ School.

We agree to:

- Provide community labour for plot establishment and maintenance
- Protect the plot from stray animals and unauthorised access
- Assist with fencing and firebreak construction
- Participate in community sensitisation activities
- Support the eco-club teachers and pupils in their activities
- Respect the land use agreement with the school and traditional authorities

Community Representatives:

Name	Role	Signature	Date
	Tendaana/Chief		
	Assembly Member		
	SMC Chairperson		
	PTA Representative		
	Headteacher		

Witness: _____ Date: _____

Section 6: Roles and Responsibilities

6.1 Role Matrix

Actor	Key Responsibilities
Eco-Club teacher coordinator	Daily supervision; monthly monitoring; tool management; pupil training; record keeping
Headteacher (Patron)	Overall oversight; resource mobilisation; community liaison; reporting to GES
FONAR Field Officer	Technical support; quarterly monitoring; training delivery; liaison with FONAR Programme management and funders.
Pupils (Eco-Warriors)	Pruning; weeding; watering; data recording; peer education
SMC/PTA	Community mobilisation; resource support; oversight
Community FMNR Committee	Community oversight; work day organisation; sensitisation
Talensi District GES	Institutional support; teacher recognition; curriculum integration
Talensi District Assembly	Political support; resource allocation; coordination
Traditional Authorities	Land tenure security; community mobilisation; dispute resolution



6.2 Eco-Club Teacher Coordinator Responsibilities

The Eco-Club Coordinator is the most critical actor in plot management. Key responsibilities include:

1. **Daily Visual Check:** Inspect the plot for any obvious problems (damage, theft, fire risk).
2. **Monthly Monitoring:** Complete the monitoring log with growth measurements and observations.
3. **Tool Management:** Ensure tools are stored securely, maintained and available for activities.
4. **Pupil Supervision:** Supervise all pupil activities on the plot, ensuring safety and proper technique.
5. **Record Keeping:** Maintain all monitoring logs, inventory records and activity reports.
6. **Reporting:** Submit monthly reports to FONAR and the Headteacher.
7. **Community Liaison:** Maintain communication with the Community FMNR Committee.

6.3 Pupil Roles (Eco-Warriors)

Pupils are the primary agents of FMNR practice. Their roles include:

1. **Pruning:** Conduct pruning activities under teacher supervision.
2. **Weeding:** Remove competing vegetation around stumps.
3. **Watering:** Water stumps during dry season using stored rainwater.
4. **Data Recording:** Assist in recording growth measurements and observations.
5. **Peer Education:** Share FMNR knowledge with classmates and family members.
6. **Community Outreach:** Participate in poster campaigns and community sensitisation activities.

6.4 FONAR Field Officer Responsibilities

FONAR field officers provide technical backstopping to schools. Their responsibilities include:

1. *Technical Support:* Provide on-site guidance during establishment and maintenance activities.
2. *Quarterly Monitoring:* Conduct quarterly monitoring visits and provide feedback to schools.
3. *Training Delivery:* Deliver refresher training for Eco-club teachers and pupils.
4. *Liaison:* Maintain communication between schools, GES and FONAR
5. *Documentation:* Compile reports for funders.
6. *Problem Solving:* Assist schools in resolving challenges (tool shortages, water access, etc.).

Section 7: Sustainability and Continuity

7.1 Post-Project Transition Plan

To ensure continuity beyond projects:

Action	Responsible	Timeline
Develop transition plan with Talensi District GES	FONAR + GES	
Identify budget lines within District Assembly for eco-club support	FONAR + District Assembly	
Formalise Community FMNR Committees at all schools	FONAR + Headteachers	
Train a second cohort of Eco-Club teachers	FONAR	
Create resource kit (manuals, tools, monitoring forms) for each school	FONAR	
Establish peer-learning network among Eco-club schools	GES + FONAR	

7.2 Curriculum Integration

Work with the Talensi District Directorate of GES to formally integrate FMNR and environmental education into the standard-based curriculum. The revised curricula for Science, Religious and Moral Education (RME) and Our World Our People (OWOP) already provide entry points.

Integration Opportunities:

Subject	FMNR Integration
<i>Science</i>	Plant biology, ecosystems, soil health, climate change
<i>Our World Our People</i>	Community environmental issues, citizenship, sustainability
<i>Religious and Moral Education</i>	Stewardship of creation, responsibility to future generations
<i>Mathematics</i>	Measurement, data collection, graphing growth over time
<i>English</i>	Report writing, poster design, oral presentations
<i>Creative Arts</i>	Poster drawing, drama, environmental campaigns

7.3 Teacher Retention Strategy

Teacher transfers are a common occurrence in Ghana's education system and can disrupt club continuity. Mitigation measures include:

1. *Documentation:* Create a comprehensive handover folder for each eco-club containing all records, contacts and guidelines.
2. *Multiple Trained Teachers:* Train at least two teachers per school to ensure continuity if one is transferred.

3. *Peer Network*: Establish a WhatsApp group for Eco-club teachers to share challenges and solutions.
4. *GES Advocacy*: Advocate for GES to consider eco-club experience in teacher posting and transfer decisions.

7.4 Community Ownership

Transition demonstration plot management to School Management Committees with technical support from FONAR.

Community Ownership Milestones:

Milestone	Timeline	Indicator
Community FMNR Committee established		Committee formed with TOR
Committee leads one community work day		Work day held with ≥ 20 participants
Committee identifies local resource for tool replacement		Tool fund or in-kind contribution secured
Committee conducts community sensitisation		Durbar or radio programme held

Section 8: Safety and Risk Management

8.1 Pupil Safety Protocols

All activities on demonstration plots must prioritise pupil safety.

Risk	Mitigation
Cut injuries from tools	Ensure tools are sharp and appropriate for age; supervise all cutting activities; require use of gloves.
Snake bites	Wear Wellington boots during field activities; clear tall grass before activities; have first aid kit on site
Heat exhaustion	Schedule activities for early morning or late afternoon; provide drinking water; rest in shade
Falling branches	Inspect trees before pruning; do not prune during high winds
Fire risk	Never allow pupils to light fires; maintain firebreaks; have water available



8.2 Emergency Procedures

Situation	Action
Injury	Administer first aid; notify Headteacher and parent; take to nearest health facility if injury is serious.
Fire	Evacuate pupils upwind; call GNFS Talensi; do not attempt to fight large fires.
Theft/Vandalism	Report to Headteacher and local police; document damage; notify FONAR
Snake Sighting	Do not approach; slowly move away; notify Eco-club coordinator.

8.3 Bushfire Prevention Protocol

Bushfires are a major risk in the Talensi District. Implement the following prevention measures:

1. **Firebreaks:** Maintain 3–5 metre cleared strips around plot perimeter before dry season.
2. **Fuel Load Reduction:** Remove dry grass, leaves, and dead branches from plot area monthly during dry season.
3. **No-Burn Zone:** Declare plot area as no-burn zone with signage.
4. **Fire Watch:** Assign pupils/community members to monitor for fires daily during dry season.
5. **Awareness:** Conduct bushfire awareness sessions with pupils and community.

Emergency Fire Response:

- Alert Eco-club Coordinator and Headteacher
- Evacuate pupils to safe area upwind of fire
- Call GNFS Talensi and NADMO Talensi
- If fire is small and safe to approach, use fire beaters and water to suppress (adults only)
- Complete incident report after the event

Section 9: Tools and Equipment Management

9.1 Tool Inventory

Each Eco-club should maintain an equipment inventory using the template below. FONAR provides tools, including kids' Wellington boots, hand gloves, cutlasses and pruning knives to primary school eco-clubs in the Talensi District.



EQUIPMENT INVENTORY — [SCHOOL NAME]

Item	Qty Received	Date Received	Condition	Qty Functional	Qty Damaged/Lost	Remarks
Cutlass						
Pruning knife						
Wellington boots						
Hand gloves						
Watering can						
First aid kit						

Inventory Conducted By: _____ Date: _____

Verified By (Headteacher): _____ Date: _____

9.2 Tool Maintenance Schedule

Task	Frequency	Responsible
Tool inspection	Weekly	Eco-club coordinator
Tool sharpening	Monthly	Pupils (supervised)
Tool cleaning	After each use	Pupils
Boot/glove inspection	Weekly	Eco-club coordinator
Storage inspection	Weekly	Eco-club coordinator
Inventory update	Termly	Eco-club coordinator

9.3 Replacement Schedule

Item	Expected Lifespan	Replacement Trigger
Cutlass	1–2 years	Blade severely worn, handle broken
Pruning knife	1–2 years	Blade dull beyond sharpening
Wellington boots	1 year	Cracks, holes, sole separation
Hand gloves	6 months	Holes, excessive wear
Watering can	2 years	Leaks, handle broken

Section 10: Reporting and Documentation

10.1 Reporting Schedule

Report	Frequency	Prepared By	Submitted To
Monthly Monitoring Log	Monthly	Eco-club coordinator	Headteacher; FONAR
Termly Progress Report	Each term	Head Teacher	FONAR; GES
Annual Evaluation Report	Annually	FONAR + Headteacher	FONAR HQ; Funders
Incident Report	As needed	Eco-club coordinator	Headteacher; FONAR

10.2 Documentation Requirements

Each school should maintain the following documents:

- Land Use Rights Assessment Form (signed)
- Community Commitment Form (signed)
- Equipment Inventory (updated termly)
- Monthly Monitoring Logs (complete set)
- Termly Progress Reports
- Annual Evaluation Reports
- Incident Reports (if any)
- Photographs of plot development (before/after)
- Eco-Club membership register
- Training attendance records

Section 11: Glossary

Term	Definition
FMNR	Farmer Managed Natural Regeneration — a low-cost land restoration technique involving the protection and management of naturally regenerating trees and shrubs
Eco-Club	School-based environmental club that mobilises pupils for FMNR and environmental activities
Eco-Warrior	A pupil member of an FMNR Eco-Club
Tindana	Earth Priest — traditional spiritual custodian of land in Talensi District
Tong Raana	Paramount Chief of the Talensi Traditional Area
Stump	The base of a felled tree from which new shoots grow
Coppice	New shoots growing from a stump or root system
Pruning	Selective cutting of stems and branches to shape tree growth
Firebreak	A cleared strip of land designed to stop or slow the spread of fire
SMC	School Management Committee
PTA	Parent-Teacher Association
GES	Ghana Education Service

Section 12: Appendices

Appendix A: Monthly Monitoring Log Template

(See Section 4.3 for template)

Appendix B: Community Commitment Form

(See Section 5.5 for template)

Appendix C: Equipment Inventory Form

(See Section 9.1 for template)

Appendix D: Emergency Contact List

Service	Contact	Notes
Ghana National Fire Service, Talensi	Via District Commander	Emergency response
GNFS National Emergency	192	24-hour emergency line
NADMO Talensi	Via District Director	Disaster coordination
Ghana Police Service, Talensi	Via District Police Station	Security incidents
FONAR Office	Via Executive Director	Project support
Talensi District GES	Via District Director	Education support
Talensi District Assembly	info@talda.gov.gh	Administrative support

Appendix E: FMNR Pruning Quick Reference Card

FMNR PRUNING — 4 STEPS

1. **IDENTIFY** — Find living stumps with green shoots
2. **SELECT** — Choose 3–5 tallest, straightest stems to keep
3. **PRUNE** — Cut side branches to half the stem height; remove unwanted stems
4. **PROTECT** — Fence the plot; keep animals away; prevent fires

REMEMBER:

- Always use sharp tools
- Cut upwards to avoid splitting
- Prune every 2–3 months
- Leave cut leaves as mulch
- Cut one stem per tree each year after establishment.

Document Control

Version	Date	Author	Changes
1.0	25 September 2026	FONAR Programme Team	Initial Management Guide developed for Talensi District FMNR Eco-Clubs

Approved By:

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