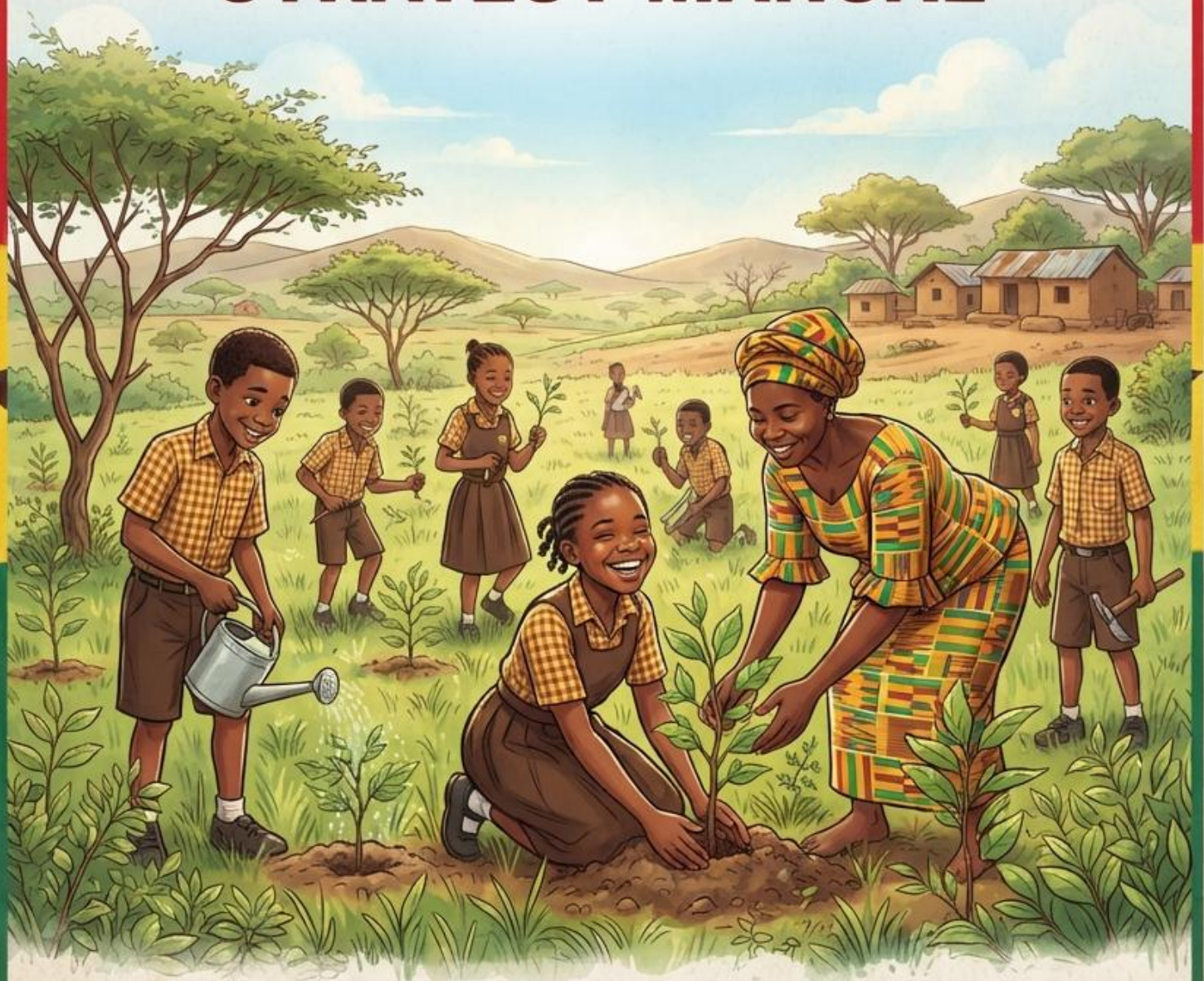


FONAR SCHOOL KIDS FMNR ECO-CLUB PROGRAMME STRATEGY MANUAL



**"Empowering Children, Restoring Land,
Building a Resilient Future"**



SCHOOL KIDS FMNR ECO-CLUB PROGRAMME STRATEGY MANUAL

"EMPOWERING CHILDREN, RESTORING LAND, BUILDING A RESILIENT FUTURE"

**PREPARED BY
FONAR PROGRAMMING TEAM**

May 2026

About FONAR

Forum for Natural Regeneration LBG (FONAR) is a registered Ghanaian non-profit and non-governmental organization (NGO) dedicated to the promotion of Farmer Managed Natural Regeneration (FMNR) and related climate smart agricultural practices. We work with local communities, schools, civil society organizations, local and national government agencies, and international partners to restore degraded agricultural landscapes for improved livelihoods and poverty reduction. Our approach is through advocacy, research, education, community mobilization, sharing of lessons learned and partnering with like-minded organizations to achieve more synergy.

Disclaimer

The development of this manual was made possible by the generous funding support of the Heidehof Stiftung of Germany and Awaken Trees Foundation of Austria. However, the contents are the responsibility of FONAR and do not necessarily reflect the views of Heidehof Stiftung and Awaken Trees.

Recommended Citation

FONAR. (2026). School Kids FMNR Eco-Club Programme Strategy Manual. Bolgatanga, Ghana.

FONAR

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Foreword

The degradation of forests, woodlands and agricultural lands continues to pose serious environmental and food insecurity challenges worldwide. In Ghana, particularly in the dry northern savannah agro-ecological zone, land degradation threatens the wellbeing of smallholder farm households and the future of our children.

At the Forum for Natural Regeneration (FONAR), we believe that children are not merely victims of environmental degradation but powerful agents of change. When empowered with knowledge, skills and practical tools, children become champions of environmental restoration, influencing their families and communities to adopt sustainable practices. The School Kids FMNR Eco-Club Programme is founded on this conviction.

Since 2014, FONAR (formerly in partnership with World Vision Ghana) has promoted Farmer Managed Natural Regeneration (FMNR) as a low-cost, community-based approach to land restoration. The FMNR technique is simple, more appropriate, low-cost, low-risk and offers high returns for quickly increasing tree cover and improving soil health. It involves the systematic regrowth and management of trees and shrubs from felled tree stumps, sprouting root systems or seeds.

This Comprehensive Programme Strategy Manual articulates the vision, strategic pillars, and implementation framework for the School Kids FMNR Eco-Club Programme. It is designed to guide FONAR staff, partner organisations, schools and communities in the effective planning, implementation, monitoring and sustainability of eco-club activities.

The programme is currently being implemented through the *"Regreening Communities Through School Kids FMNR Eco-Clubs in Talensi District, Northern Ghana"* project, spanning 2025 to 2026, with funding support from the Heidehof Foundation of Germany and the Awaken Trees Foundation of Austria. This two-year project aims to benefit 10 rural public basic schools in the Talensi District, building on the foundation established by previous phases which involved 15 primary schools across the district.

The programme is implemented in partnership with the Ghana Education Service (GES), the Ghana National Fire Service (GNFS), the Forestry Commission, the National Disaster Management Organisation (NADMO), traditional authorities and community stakeholders.

I call upon all stakeholders – teachers, headteachers, parents, community leaders, development partners and government agencies – to join hands with FONAR in this critical mission. The future of our land depends on the decisions we make today. By empowering young people, we are building a strong foundation for climate action and food security.

Sumaila S. Saaka

Executive Director

Forum for Natural Regeneration (FONAR)

Acronyms and Abbreviations

DDE	District Director of Education
DEO	District Education Office
EE	Environmental Education
EPA	Environmental Protection Authority
ES	Ecosystem Services
ESP	Education Strategic Plan
EU	European Union
FMNR	Farmer Managed Natural Regeneration
FONAR	Forum for Natural Regeneration
GES	Ghana Education Service
GNFS	Ghana National Fire Service
GPS	Global Positioning System
JHS	Junior High School
MDA	Ministries, Departments and Agencies
MEST	Ministry of Environment, Science and Technology
NADMO	National Disaster Management Organisation
NGO	Non-Governmental Organisation
OWOP	Our World Our People
PTA	Parent-Teacher Association
RME	Religious and Moral Education
SDG	Sustainable Development Goal
SISO	School Improvement Support Officer
SMC	School Management Committee
WVG	World Vision Ghana

Executive Summary

The FONAR School Kids FMNR Eco-Club Programme is a flagship initiative that mobilises school children in basic schools to become active agents of environmental restoration and climate resilience. The programme builds on over a decade of FMNR implementation in the Talensi District and beyond, recognising that children are inherently creative, receptive to environmental values, and powerful messengers within their families and communities.

Programme Vision

A generation of environmentally conscious children and young people actively restoring degraded landscapes, building climate resilience and sustaining FMNR practices across their communities.

Programme Mission

To empower school children and teachers through FMNR Eco-Clubs with the knowledge, skills, and practical tools to regenerate trees, protect the environment, and advocate for sustainable land management, while fostering intergenerational learning and community ownership.

Programme Goal

To contribute to the restoration of degraded landscapes and the building of climate resilience in the Talensi District and beyond through the establishment and strengthening of school-based FMNR Eco-Clubs.

The Five Strategic Pillars

The programme is built upon *five interconnected Strategic Pillars* that collectively ensure a holistic, sustainable and impactful approach:

Pillar	Focus Area
Pillar One	FMNR Technical Capacity and Practical Skills
Pillar Two	Environmental Education and Climate Literacy
Pillar Three	Community Engagement and Advocacy
Pillar Four	Institutional Strengthening and Sustainability
Pillar Five	Child Empowerment and Leadership Development

Key Strategic Outcomes

By the end of the programme period, FONAR aims to achieve:

1. **Technical Capacity:** At least 80% of trained teachers demonstrate correct FMNR practices; each school maintains a minimum of 20 protected regenerating trees with a survival rate of at least 70%.
2. **Environmental Education:** 100% of eco-club members can explain FMNR in their own words; at least 70% demonstrate understanding of climate change causes and impacts; FMNR topics integrated into lesson plans across participating schools.
3. **Community Engagement:** At least 60% of eco-club parents report increased environmental awareness; traditional leaders in participating communities publicly endorse FMNR; community-level tree protection measures adopted in at least 50% of target communities.
4. **Institutional Strengthening:** Each school has a functional eco-club with elected student leaders; at least 80% of schools maintain complete records; teacher coordinator turnover does not result in club collapse.
5. **Child Empowerment:** At least 50% of leadership positions held by girls; high member retention rates (at least 70% year-on-year); children lead at least one community awareness activity per term.

Programme Scope

The programme is currently being implemented in the Talensi District of the Upper East Region, targeting rural public basic schools, reaching approximately 2000 pupils referred to as 'Eco-Warriors'. Future phases aim to scale up to additional districts and regions.

1. Introduction

1.1 Background and Rationale

1.1.1 The Challenge of Land Degradation

Degradation of forests, woodlands and agricultural lands continues to cause serious environmental and food insecurity problems worldwide. In Ghana, various approaches have been tried to address these challenges at different levels, with varying degrees of success. However, agricultural land degradation continues to pose climate variability and food security threats, particularly in the dry northern savannah agro-ecological zone.

According to the World Bank, Ghana loses over 315,000 hectares of forest annually. Over 35 per cent of Ghana's land, particularly in the five Northern Savannah Regions, is prone to desertification due to unsustainable land use, overgrazing, illegal mining and bushfires. In 2024 alone, drought-related crop revenue losses were estimated at GH¢22.2 billion.

Climate variability and food insecurity can be particularly detrimental to children's academic achievement and development, potentially perpetuating a cycle of poverty and environmental insecurity. Children are both victims and perpetrators of land degradation. They herd cattle far into the bush for grazing when feed near home is scarce and are exposed to different kinds of risk, including animal bites, harm by cattle raiders, and not attending school, among others, and sometimes lead in the cutting of trees and removing stumps during farmland clearing.

1.1.2 The FMNR Solution

Farmer Managed Natural Regeneration (FMNR) is a simple, low-cost, rapid, scalable and sustainable agricultural land restoration practice that involves the systematic regrowth and management of trees and shrubs from felled tree stumps, sprouting root systems or seeds. It is a cost-effective and community-friendly approach that can achieve faster and more sustainable results compared to tree planting alone.

The FMNR initiative has been recognised by the European Union (EU) and the UN Sustainable Development Goals (SDGs) as a good practice for restoring nature. FMNR is less expensive compared to tree planting, has a very rapid, almost 100 percent tree survival rate, is easy to scale up and culturally sensitive.

1.1.3 The School Kids FMNR Eco-Club Programme

In August 2009, World Vision Ghana (WVG) in collaboration with World Vision Australia introduced FMNR as a pilot project in the then Talensi/Nabdam District. The second and third phases of the project (2013-2020) adopted the top-down and bottom-up approaches (pincer effect), by introducing the FMNR technique among children in primary schools of target communities through the establishment of eco-clubs.

The understanding is that children are inherently creative and the FMNR eco-club initiative and environmental education generally must try to build on this creativity. Thus, rather than prescribing solutions, the approach is to help children identify and find answers to the environmental challenges in their communities. After all, it is their future that is being decided upon. The eco-clubs gave learners who are interested in the environment and FMNR a chance to meet, learn, discuss and expand their knowledge and skills to deal with a wide range of environmental issues.

Basic education provides the foundation for equipping children with requisite knowledge, skills and values needed to understand their environment early in life so as to help them deal with real life challenges in adulthood. The Ghana Education Service (GES) has been encouraging schools to form environmental and climate change clubs to promote climate change education.

1.2 Programme Vision, Mission, and Goal

1.2.1 Vision

A generation of environmentally conscious children and young people actively restoring degraded landscapes, building climate resilience, and sustaining FMNR practices across their communities.

1.2.2 Mission

To empower school children and teachers through FMNR Eco-Clubs with the knowledge, skills, and practical tools to regenerate trees, protect the environment, and advocate for sustainable land management, while fostering intergenerational learning and community ownership.

1.2.3 Programme Goal

To contribute to the restoration of degraded landscapes and the building of climate resilience in the Talensi District and beyond through the establishment and strengthening of school-based FMNR Eco-Clubs that create a squad of young FMNR champions who will advocate tree stewardship, environmental conservation, and the need to sustain FMNR practices in their communities.

1.3 Programme Objectives

The programme is designed to achieve the following specific objectives:

Objective	Description
1	Build the technical capacity of teachers and students in FMNR principles and practices
2	Increase environmental literacy and climate awareness among school children
3	Mobilise school children and teachers through eco-clubs to sustain FMNR practices in farming villages through bottom-up knowledge creation, sharing, and action
4	Engage parents, community leaders, and local authorities in supporting FMNR and tree protection
5	Strengthen institutional capacity of schools to manage eco-clubs sustainably
6	Empower children to become environmental stewards and agents of positive change to address complex challenges such as the effects of climate change
7	Increase wider community awareness on the importance of trees and the need for sustaining FMNR practices for improved livelihoods

1.4 Theory of Change

1.4.1 The Problem Statement

Land degradation, deforestation and climate change threaten the livelihoods, food security, and wellbeing of communities in the Talensi District and other parts of Northern Ghana. Children are both victims and contributors to this degradation. Without intervention, the cycle of poverty, environmental degradation and climate vulnerability will continue.

1.4.2 The Pathway of Change

IF children and teachers are equipped with FMNR knowledge and practical skills,

AND environmental education is integrated into school activities,

AND communities are engaged in supporting restoration efforts,

AND schools have the institutional capacity to sustain eco-clubs,

AND children are empowered to take leadership roles,

THEN degraded landscapes will be restored, climate resilience will be built, and a generation of environmental stewards will emerge.

1.4.3 The Logic Model

Inputs	Activities	Outputs	Outcomes	Impact
Trained teachers, FMNR tools, educational materials, FONAR staff, partnerships, funding	Teacher training, eco-club meetings, practical FMNR activities, community engagement, curriculum integration	# of trained teachers, # of eco-clubs, # of trees regenerated, # of community members reached	Increased knowledge and skills, restored trees, improved environmental awareness, community ownership	Reduced land degradation, enhanced climate resilience, sustainable livelihoods, empowered youth

2. The Strategic Pillars

The FONAR School Kids FMNR Eco-Club Programme is built upon *five interconnected Strategic Pillars* that collectively ensure a holistic, sustainable, and impactful approach to environmental education and landscape restoration.

2.1 Pillar One: FMNR Technical Capacity and Practical Skills

"Building Competence, Restoring Land"

2.1.1 Rationale

FMNR is a technical practice that requires specific knowledge and skills to implement effectively. For children and teachers to successfully restore trees, they must understand the principles of FMNR, master practical techniques such as pruning and tree protection, and be able to apply these skills in school and community settings. The FMNR technique is simple, more appropriate, low-cost, low-risk, and offers high returns for quickly increasing tree cover and improving soil health. This pillar ensures that eco-club members and their coordinators possess the technical competency to regenerate and manage trees sustainably.

2.1.2 Objectives

Objective	Description
1.1	Equip all eco-club coordinators with comprehensive FMNR technical knowledge through structured training
1.2	Enable eco-club members to demonstrate correct pruning, thinning, and tree protection techniques
1.3	Establish and maintain a minimum of 20 regenerating tree stumps per participating school
1.4	Build capacity in tree identification, stump enumeration, and monitoring

2.1.3 Key Activities

Activity	Target	Frequency
Teacher training workshops on FMNR principles and practices	All eco-club coordinators	Annually
Practical pruning demonstrations and supervised practice	All eco-club members	Termly
Stump enumeration exercises on school grounds	Each school	Annually
Tree protection (fencing, watering, mulching)	Each school	Ongoing
Establishment of school tree registers	Each school	Monthly updates
Field visits to successful FMNR farms	Eco-club members	Annually
Training in bushfire prevention and control	All eco-club members	Pre-dry season

2.1.4 Activity Descriptions

Teacher Training Workshops

- Duration: 3–5 days
- Content: FMNR principles, pruning techniques, tree identification, stump enumeration, monitoring and evaluation, lesson planning for environmental education
- Facilitators: FONAR technical staff and external experts
- Follow-up: On-site mentoring and coaching visits

Practical Pruning Demonstrations

- Location: School grounds or nearby farms.
- Process: Teacher demonstrates correct pruning technique on one tree; students observe and then practice on designated trees under supervision.
- Key skills: Selecting best shoots, making correct cuts (45° angle, just above node), thinning and heading cuts.
- Safety: Only trained teachers handle sharp tools; students wear protective gear.

Stump Enumeration

- Purpose: Identify and count living tree stumps on school grounds that can regenerate.
- Process: Divide school grounds into sections; groups walk slowly identifying stumps with new shoots; mark each stump; record location, species, and number of shoots.
- Follow-up: Select 5–10 stumps for active FMNR; protect and prune them.

Tree Protection

- Thorn fences: Build protective fences around young trees to prevent grazing by animals
- Watering: Assign watering roster during dry season
- Mulching: Apply organic matter around tree base to retain moisture

2.1.5 Success Indicators

Indicator	Target	Data Source
Teachers demonstrating correct pruning technique	≥80%	Observation checklist
Schools with minimum 20 protected regenerating trees	100%	Tree registers
Tree survival rate after one year	≥70%	Tree registers
Eco-clubs maintaining up-to-date tree registers	100%	Monthly reports
Students able to demonstrate basic pruning	≥80%	Practical assessment

2.1.6 Resources Required

- Pruning tools (secateurs, pruning saws, cutlasses)
- Protective gear (gloves, closed shoes)
- Training manuals and visual aids
- Fencing materials (thorn branches, stakes, twine)
- Watering cans
- First aid kits

2.2 Pillar Two: Environmental Education and Climate Literacy

"Knowledge that Inspires Action"

2.2.1 Rationale

Environmental education provides the foundation for attitudinal and behavioural change. Children must understand *why* trees matter, *how* ecosystems function, and *why* climate change affects their communities. This pillar ensures that eco-club members develop a deep, contextual understanding of environmental issues and the role of FMNR in addressing them. It also facilitates the integration of FMNR topics into the formal school curriculum, aligning with the GES's shared vision of re-greening communities and fostering sustainable practices among children.

2.2.2 Objectives

Objective	Description
2.1	Deliver structured environmental education content to all eco-club members
2.2	Integrate FMNR and climate change topics into the Ghanaian basic school curriculum
2.3	Increase climate literacy and environmental awareness among students and their families
2.4	Foster a sense of environmental stewardship and personal responsibility

2.2.3 Key Activities

Activity	Target	Frequency
Environmental education sessions on ecosystems, climate change, and biodiversity	Eco-club members	Weekly
Curriculum mapping workshops for teachers	All participating schools	Annually
Interactive activities (Web of Life, tree observation, role-play)	Eco-club members	Monthly
Climate change awareness campaigns	School and community	Annually
Development and dissemination of educational materials	All schools	Ongoing
Participation in World Environment Day and other environmental events	Eco-club members	Annually

2.2.4 Core Environmental Education Content

Module 1: What is FMNR?

- Definition and history of FMNR
- The "underground forest" concept
- FMNR vs. tree planting
- The three principles of FMNR

Module 2: Ecosystems and Ecosystem Services

- What is an ecosystem? (biotic and abiotic factors).
- The four categories of ecosystem services (provisioning, regulating, cultural, supporting).
- Local examples of ecosystem services.

Module 3: Climate Change and Its Impacts

- What is climate change? (weather vs. climate)
- Causes of climate change (greenhouse gases, deforestation)
- Local impacts (erratic rainfall, droughts, floods, bushfires)
- How FMNR helps communities adapt

Module 4: Trees and Their Benefits

- Parts of a tree and their functions
- Benefits of trees (food, shade, medicine, soil improvement, climate regulation)
- Local multipurpose tree species

Module 5: Bushfire Prevention

- Causes and impacts of bushfires
- Preventive, suppressive, and curative measures
- Community responsibility for fire prevention

Module 6: Web of Life

- Interconnections in nature
- Consequences of removing one element
- Human responsibility in maintaining balance

2.2.5 Interactive Learning Methods

Method	Description	When to Use
<i>Web of Life game</i>	Students use string to create connections between different elements of an ecosystem; removing one element shows how connections break.	Introduction to ecosystems
<i>Tree observation walk</i>	Students observe, draw and describe a tree using all senses.	Learning about trees
<i>Role-play</i>	Students act out different elements of an ecosystem or environmental scenarios.	Climate change impacts, bushfire prevention
<i>Drawing and posters</i>	Students create visual representations of environmental concepts.	Consolidation, assessment
<i>Group discussions</i>	Students share experiences and ideas.	All topics
<i>Field visits</i>	Students visit successful FMNR farms or community restoration sites.	Practical application

2.2.6 Success Indicators

Indicator	Target	Data Source
Eco-club members able to explain FMNR	100%	Oral assessment
Members demonstrating understanding of climate change causes and impacts	≥70%	Pre/post assessments
FMNR and climate topics integrated into lesson plans	≥80% of schools	Lesson plan review
Parents reporting increased environmental awareness	≥60%	Parent surveys
Members participating in environmental events	≥80%	Attendance records

2.2.7 Curriculum Integration

Links to Ghanaian Basic School Subjects:

Subject	Relevant Topics	Integration Points
<i>Science</i>	Living things, plants, ecosystems, soil, water, climate	Tree observation, FMNR principles, climate change
<i>OWOP (Our World Our People)</i>	Natural resources, farming, community work	FMNR as farming method, community restoration
<i>Social Studies</i>	Environment, climate change, conservation	Landscape restoration, climate resilience
<i>RME (Religious and Moral Education)</i>	Stewardship of creation, caring for nature	Moral responsibility for environment

2.3 Pillar Three: Community Engagement And Advocacy

"From Schools to Communities – Restoring Together"

2.3.1 Rationale

FMNR is fundamentally a community-led approach that requires broad-based participation and ownership. Children are powerful agents of change within their families and communities. This pillar leverages the influence of children to extend FMNR practices beyond the school gates, engaging parents, farmers, traditional leaders and local authorities in restoration efforts. It also builds community ownership and ensures the sustainability of FMNR practices.

2.3.2 Objectives

Objective	Description
3.1	Engage parents and community members in eco-club activities and FMNR awareness.
3.2	Mobilise traditional leaders and local authorities to support FMNR and tree protection.
3.3	Facilitate knowledge exchange between children, farmers and community elders.
3.4	Promote community-level bushfire prevention and tree protection byelaws.

2.3.3 Key Activities

Activity	Target	Frequency
Parent orientation and information sessions.	Parents of eco-club members	Annually
Community FMNR awareness campaigns.	Communities	Annually
Engagement with traditional chiefs and assembly members.	Communities	Ongoing
Intergenerational knowledge exchange sessions.	Eco-club members + farmers/elders	Termly
Community tree planting and restoration events.	Communities	Annually
Bushfire prevention campaigns in partnership with Ghana National Fire Service.	Communities	Pre-dry season
School Management Committee (SMC) and PTA engagement	Each school	Termly

2.3.4 Stakeholder Roles and Responsibilities

Stakeholder	Role	Engagement Strategy
Parents	Allow children to participate; provide support; adopt FMNR at home	Parent orientation meetings; school events; home visits
Parent-Teacher Association (PTA)	Fundraise; provide resources; advocate for eco-club	PTA meetings; presentations
School Management Committee (SMC)	Policy backing; link to district authorities	Regular briefings
Traditional Chiefs	Byelaws on tree protection; moral authority	Courtesy calls; durbar presentations
Farmers and Farmer Groups	Share FMNR experience; host field visits	Community meetings; field days
Ghana Education Service	Policy support; teacher engagement; curriculum alignment	Stakeholder meetings; reporting
Ghana National Fire Service	Bushfire prevention training and awareness	Joint campaigns; training
Forestry Commission	Technical advice; tree species guidance	Collaborative meetings
NADMO	Disaster risk reduction; community mobilisation	Stakeholder coordination
District Assembly	Local government support and resource allocation	Advocacy; reporting

2.3.5 Community Engagement Activities

Parent Orientation Sessions

- Purpose: Inform parents about FMNR and eco-club activities; secure their support
- Content: What is FMNR? What will children do? How does it benefit them? How can parents help?
- Format: 30–45 minute session before or after school; Q&A session
- Follow-up: Invite parents to specific activities (pruning day, tree planting)

Community Awareness Campaigns

- Purpose: Raise awareness about FMNR, tree protection, and bushfire prevention
- Content: Importance of trees; FMNR technique; bushfire prevention; community responsibility
- Format: Community durbar; radio announcements; posters; school performances
- Partners: Traditional leaders, GNFS, NADMO

Intergenerational Knowledge Exchange

- Purpose: Share traditional knowledge and modern FMNR techniques.
- Format: Elders and farmers visit schools; students visit farms; joint discussions.
- Content: Local tree species; traditional land management; modern FMNR techniques.

Bushfire Prevention Campaigns

- Purpose: Build community awareness and preparedness for bushfires.
- Format: Launch events; community durbars; school assemblies; radio announcements
- Partners: Ghana National Fire Service, traditional leaders, NADMO.
- Content: Causes of bushfires; prevention measures; what to do when fire starts.

2.3.6 Success Indicators

Indicator	Target	Data Source
Parents reporting increased environmental awareness	≥60%	Parent surveys
Traditional leaders publicly endorsing FMNR	100% of target communities	Meeting minutes, reports
Community-level tree protection measures adopted	≥50% of target communities	Community byelaws documentation
Community participation in eco-club events	≥30% of parents attend	Attendance records
Bushfire incidence reduction	Measurable decrease	Community reports, GNFS data

2.4 Pillar Four: Institutional Strengthening and Sustainability

"Building Systems that Last"

2.4.1 Rationale

For the eco-club programme to have lasting impact, it must be embedded within the institutions that will sustain it – schools, the Ghana Education Service and local governance structures. This pillar focuses on strengthening the capacity of schools to manage eco-clubs independently, building systems for continuity and ensuring that FMNR becomes part of the fabric of school life.

2.4.2 Objectives

Objective	Description
4.1	Strengthen the capacity of teacher coordinators and headteachers to manage eco-clubs
4.2	Establish systems for record-keeping, monitoring and reporting
4.3	Ensure continuity through succession planning and documentation
4.4	Build partnerships with Ghana Education Service and district education offices

2.4.3 Key Activities

Activity	Target	Frequency
Eco-club management training for coordinators and headteachers	All participating schools	Annually
Development and distribution of management manuals and templates	All schools	One-off
Establishment of eco-club constitutions and leadership structures.	Each school	Annually
Regular monitoring visits by FONAR and education officials.	All schools	Termly
Documentation of best practices and lessons learned.	Programme-wide	Ongoing
Succession planning and handover protocols.	Each school	Annually
Integration of eco-club activities into school improvement plans.	Each school	Annually

2.4.4 Institutional Structures

School-Level Structures:

Structure	Composition	Role
Eco-Club Committee	Headteacher (patron), Teacher Coordinator, 2-3 other teachers	Oversight and support
Eco-Club Leadership	Chairperson, Vice Chair, Secretary, Treasurer, Organiser (all students)	Day-to-day management
Eco-Club Members	15-30 learners (Primary 4 to JHS 3)	Participation in activities

District-Level Structures:

Structure	Role
District Education Directorate	Policy support; teacher engagement; curriculum alignment
FONAR Programme Team	Technical support; monitoring; training; resource mobilisation
District Stakeholder Forum	Coordination; advocacy; resource mobilisation

2.4.5 Record-Keeping Systems

Essential Records:

Record	Purpose	Responsible
Membership Register	Track attendance and member retention	Secretary
Tree Register	Monitor tree growth and survival	Organiser
Activity Log	Document club activities	Secretary
Financial Record	Track any club funds	Treasurer
Termly Report	Report progress to FONAR and headteacher	Coordinator

Sample Report Template:

FONAR FMNR ECO-CLUB – TERMLY REPORT

School: _____ Term: _____ Year: _____

Coordinator: _____ Number of members: ____ (Boys: ____ Girls: ____)

Activities conducted this term:

1. _____
2. _____
3. _____

Number of trees currently under FMNR: _____

Number of trees protected/pruned this term: _____

Challenges faced: _____

Successes: _____

Plan for next term: _____

Coordinator signature: _____ Headteacher signature: _____

Send to FONAR by week 2 of holidays.

2.4.6 Succession Planning

Scenario	Action
Teacher Coordinator transfers	Assistant coordinator trained; handover notes prepared; new coordinator shadowed for 2-4 weeks.
Student leaders complete school	Leadership elections held termly; exiting leaders train successors; exit certificates awarded.
Members complete JHS	Exit ceremony held; encouraged to start FMNR group in new school or community; contact maintained.
Headteacher changes	Eco-club included in school handover documentation; new headteacher briefed on programme.

2.4.7 Success Indicators

Indicator	Target	Data Source
Schools with functional eco-club and elected leaders	100%	Club records
Schools maintaining complete records (attendance, tree registers, reports)	≥80%	Monitoring visits
Teacher coordinator turnover not resulting in club collapse	100%	Follow-up visits
Termly reports received by FONAR	≥80% of schools	FONAR records
Eco-club included in school improvement plans	100%	School plans review

2.5 Pillar Five: Child Empowerment and Leadership Development

"Growing Leaders, Growing Trees"

2.5.1 Rationale

Eco-clubs are not just about trees – they are about children. Participation in eco-clubs builds confidence, leadership skills, teamwork and a sense of agency. Children are agents of change and should not be left behind in strategies and measures to preserve the environment. This pillar ensures that children are not passive recipients of knowledge but active leaders and decision-makers within their clubs and communities. It also addresses the specific needs of girls and marginalised children, ensuring inclusive participation.

2.5.2 Objectives

Objective	Description
5.1	Develop leadership and teamwork skills among eco-club members
5.2	Ensure inclusive participation of girls and marginalised children
5.3	Empower children to lead environmental advocacy in their schools and communities
5.4	Recognise and celebrate the achievements of eco-club members

2.5.3 Key Activities

Activity	Target	Frequency
Election and rotation of student leadership roles	Each eco-club	Termly
Leadership and public speaking workshops	Eco-club leaders	Annually
Girls' participation and inclusion strategies	All eco-clubs	Ongoing
Eco-club recognition and awards ceremonies	All participating schools	Termly/Annually
Child-to-child knowledge sharing and peer mentoring	All eco-clubs	Ongoing
Participation in environmental events (World Environment Day, etc.)	Eco-club members	Annually
"Eco-Warrior" training and certification	Eco-club members	Annually

2.5.4 Leadership Development

Student Leadership Roles:

Role	Responsibilities	Skills Developed
Chairperson	Leads meetings; represents club; motivates members	Public speaking, leadership, decision-making
Vice Chairperson	Assists chair; takes over when absent	Support, responsibility
Secretary	Writes meeting minutes; keeps attendance register	Writing, organisation, record-keeping
Treasurer	Manages club funds (with teacher oversight)	Financial literacy, accountability
Organiser	Leads practical activities; coordinates tools	Practical skills, coordination, teamwork

Leadership Development Activities:

Activity	Description	Frequency
Leadership workshops	Training on public speaking, meeting management, conflict resolution	Annually
Rotation of roles	New elections each term to allow different members to lead	Termly
Peer mentoring	Experienced members train new members	Ongoing
Representation	Club leaders represent eco-club at school events, community meetings	As opportunities arise

2.5.5 Inclusion Strategies

Girls' Participation:

- Target: At least 50% of leadership positions held by girls
- Strategies:
 - Active recruitment of girls during membership drive
 - Gender-sensitive language and activities
 - Female role models (female teachers, community women leaders)
 - Safe and inclusive environment
 - Recognition of girls' achievements

Marginalised Children:

- Strategies:
 - Active outreach to vulnerable children (orphans, children with disabilities, economically disadvantaged)
 - Provision of basic materials (notebooks, pens) if needed
 - Extra support for children with learning difficulties
 - Inclusive language and activities that all children can participate in

2.5.6 Recognition and Awards

Certificate Categories (see separate certificate templates):

Certificate	Purpose	Frequency
Active Membership	Recognises regular participation	Termly
Outstanding Member	Recognises exceptional contribution	Termly/Annually
Best Eco-Club Member of the Term/Year	Top performer	Termly/Annually
Exit Certificate	Recognises completion of school	Upon exit
Super Eco-Star	For younger members	Termly

Non-Certificate Recognition:

- "Star of the Week" – name on noticeboard
- Green Ribbon – worn on uniform for one week
- Tree Naming – member names a protected tree
- Public recognition in school assembly
- Group photos displayed on noticeboard

2.5.7 Success Indicators

Indicator	Target	Data Source
Leadership positions held by girls	≥50%	Club records
Member retention rate (year-on-year)	≥70%	Attendance records
Children leading community awareness activities	At least 1 per term per school	Activity reports
Members reporting increased confidence	≥80%	Self-assessment, teacher observation
Inclusive participation (girls, marginalised children)	Representation proportional to school population	Membership records

3. Cross-Cutting Themes

The following themes are integrated across all five Strategic Pillars:

3.1 Gender Equity

Aspect	Approach
Participation	Active recruitment of girls; gender-sensitive activities; safe environment
Leadership	Target of ≥50% leadership positions held by girls
Content	Gender-sensitive language and examples in all educational materials
Impact	Monitor and report on gender-disaggregated data

3.2 Child Safeguarding

Aspect	Approach
<i>Policy</i>	All activities conducted in accordance with child safeguarding principles.
<i>Supervision</i>	At least two adults present during all activities; no one-on-one with children in secluded areas.
<i>Training</i>	Teachers and volunteers trained in child safeguarding.
<i>Reporting</i>	Clear reporting mechanisms for any concerns.
<i>Parental Consent</i>	Written consent obtained from parents/guardians for participation.

3.3 Inclusion

Aspect	Approach
Vulnerable Children	Active outreach to orphans, children with disabilities, economically disadvantaged children
Accessibility	Activities adapted to ensure all children can participate
Support	Extra support for children with learning difficulties
Language	Inclusive language used in all communications

3.4 Partnership

Aspect	Approach
Government	Strong partnership with GES, GNFS, Forestry Commission, NADMO
Community	Engagement with traditional authorities, parents, farmers
Development Partners	Collaboration with Heidehof Foundation, Awaken Trees Foundation and others.
Civil Society	Coordination with other NGOs and CSOs

3.5 Climate Resilience

Aspect	Approach
Adaptation	FMNR as a key strategy for building climate resilience
Mitigation	Tree restoration contributes to carbon sequestration
Awareness	Climate education integrated into all programme activities
Local Context	Activities tailored to local climate realities (erratic rainfall, droughts, bushfires)

3.6 Sustainability

Aspect	Approach
Institutional	Eco-clubs embedded in school systems
Financial	Diversified funding sources; resource mobilisation
Technical	Local capacity building; succession planning
Environmental	Focus on long-term landscape restoration

4. Implementation Framework

4.1 Programme Logic Model

Inputs	Activities	Outputs	Outcomes	Impact
Human Resources: FONAR staff, trained teachers, student leaders, community volunteers	Pillar 1: Teacher training, pruning demonstrations, stump enumeration, tree protection	Pillar 1: # trained teachers, # trees regenerated, tree survival rate	Pillar 1: Increased technical capacity; restored trees	Reduced land degradation
Financial Resources: Donor funding (Heidehof Foundation, Awaken Trees Foundation)	Pillar 2: EE sessions, curriculum mapping, interactive activities, awareness campaigns	Pillar 2: # students trained, # lessons integrated, knowledge gain	Pillar 2: Improved environmental literacy; changed attitudes	Enhanced climate resilience
Material Resources: Training manuals, pruning tools, educational materials, fencing materials	Pillar 3: Parent orientations, community campaigns, chief engagement, bushfire prevention	Pillar 3: # parents reached, # community events, # byelaws adopted	Pillar 3: Community ownership; sustained FMNR practices	Sustainable livelihoods
Partnerships: GES, GNFS, Forestry Commission, NADMO, traditional authorities	Pillar 4: Coordinator training, record- keeping systems, succession planning, monitoring	Pillar 4: # schools with functional clubs,	Pillar 4: Institutionalise d eco-clubs; programme sustainability	Empowered youth

Inputs	Activities	Outputs	Outcomes	Impact
		# reports submitted, continuity		
Knowledge: FMNR expertise, environmental education content, local knowledge	Pillar 5: Leadership development, inclusion strategies, recognition, peer mentoring	Pillar 5: # student leaders, % girls in leadership, # awards presented	Pillar 5: Empowered children; leadership skills	Intergenerational learning

4.2 Geographic Scope and Target Beneficiaries

4.2.1 Current Phase (2025–2026)

Aspect	Detail
District	Talensi District, Upper East Region
Number of Schools	10 rural public basic schools
Number of Students	Approximately 200 pupils referred to as 'Eco-Warriors'
Number of Teachers	At least 1 teacher coordinator per school (10 total) plus additional supporting teachers
Communities	10 rural communities in Talensi District

4.2.2 Previous Phase (2022–2024)

Aspect	Detail
District	Talensi District, Upper East Region
Number of Schools	15 basic schools
Number of Students	300 students directly benefited
Number of Teachers	30 eco-club teachers trained including club patrons and coordinators

4.2.3 Target Beneficiaries (Direct and Indirect)

Beneficiary Type	Number	Description
Direct: Students	~200	Eco-club members (Eco-Warriors)
Direct: Teachers	~10+	Teacher coordinators and supporting teachers
Direct: Headteachers	~10	School leaders supporting eco-clubs
Indirect: Parents	~1,000	Parents of eco-club members
Indirect: Community Members	~5,000	Community members reached through awareness campaigns
Indirect: Other Students	~3,000	Non-member students in participating schools

4.3 Key Partnerships and Stakeholder Roles

4.3.1 Partnership Summary

Partner	Role	Engagement
Awaken Trees Foundation (Austria)	Funding and technical support	Reporting; joint monitoring
Heidehof Foundation (Germany)	Funding support	Reporting; joint monitoring
Tony & Peter Rinaudo	Funding and technical support	Reporting; joint monitoring
Ghana Education Service (GES)	Policy support; teacher engagement; curriculum alignment	Stakeholder meetings; joint planning & monitoring
Talensi District Education Directorate	School engagement; monitoring; support	Regular coordination
Ghana National Fire Service (GNFS)	Bushfire training; joint campaigns	Training; joint campaigns
Forestry Commission	Technical advice; tree species guidance	Technical coordination
NADMO	Disaster risk reduction; community mobilisation	Stakeholder coordination
Traditional Authorities	Byelaws; advocacy; community mobilisation	Courtesy calls; durbar presentations
School Management Committees	School-level support	Regular engagement
Parent-Teacher Associations	Resource mobilisation; advocacy	PTA meetings

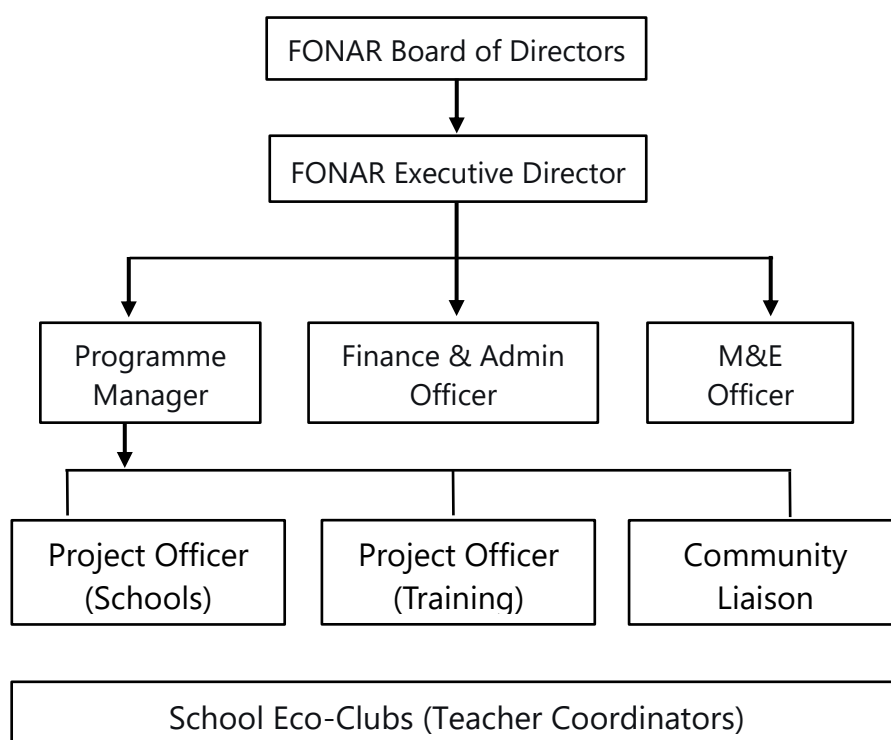
4.3.2 Stakeholder Engagement Plan

Stakeholder	Engagement Method	Frequency
Donors	Progress reports; monitoring visits; annual reviews	Quarterly/Annually
GES/District Education	Stakeholder meetings; briefings; joint planning	Quarterly
Schools	Monitoring visits; training; regular communication	Monthly
Parents	Orientation sessions; school events; home visits	Termly

Stakeholder	Engagement Method	Frequency
Community Leaders	Courtesy calls; durbars; community meetings	As needed
GNFS	Joint campaigns; training	Pre-dry season
NADMO	Coordination meetings	Quarterly

4.4 Governance and Management Structure

4.4.1 Programme Governance Structure



4.4.2 Roles and Responsibilities

Role	Responsibilities
FONAR Board	Strategic oversight; policy guidance
Executive Director	Overall programme leadership; resource mobilisation; stakeholder engagement
Programme Manager	Day-to-day management; coordination; reporting
Project Officer (Schools)	School engagement; monitoring; support visits
Project Officer (Training)	Teacher training; curriculum development; M&E
Community Liaison	Community engagement; stakeholder coordination
Teacher Coordinator	School-level implementation; club management; reporting
Student Leaders	Club leadership; peer support; advocacy

5. Monitoring, Evaluation and Learning

5.1 Monitoring Framework

5.1.1 Key Performance Indicators

Pillar 1: FMNR Technical Capacity

Indicator	Baseline	Target	Data Source	Frequency
Teachers trained in FMNR	0 (current phase)	10+	Training records	Annually
Trees regenerated and protected	0 (current phase)	200+ (20 per school)	Tree registers	Monthly
Tree survival rate	N/A	≥70%	Tree registers	Annually
Schools with functional eco-clubs	0 (current phase)	10	Monitoring visits	Termly

Pillar 2: Environmental Education

Indicator	Baseline	Target	Data Source	Frequency
Students able to explain FMNR	N/A	100%	Oral assessments	Termly
Students with climate literacy	N/A	≥70%	Pre/post assessments	Annually
Lessons integrating FMNR topics	N/A	≥80% of schools	Lesson plan review	Termly
Environmental events held	N/A	At least 1 per school per term	Activity reports	Termly

Pillar 3: Community Engagement

Indicator	Baseline	Target	Data Source	Frequency
Parents reached through orientation	N/A	≥60%	Attendance records	Annually
Traditional leaders engaged	N/A	100% of target communities	Meeting minutes	Annually
Community by-laws adopted	N/A	≥50% of target communities	Documentation	Annually
Bushfire campaigns held	0 (current phase)	At least 1 per year	Activity reports	Annually

Pillar 4: Institutional Strengthening

Indicator	Baseline	Target	Data Source	Frequency
Schools with functional eco-clubs	0 (current phase)	10	Monitoring visits	Termly
Schools maintaining complete records	N/A	≥80%	Record review	Termly
Termly reports submitted to FONAR	N/A	≥80%	FONAR records	Termly
Eco-club in school improvement plan	N/A	100%	Plan review	Annually

Pillar 5: Child Empowerment

Indicator	Baseline	Target	Data Source	Frequency
Leadership positions held by girls	N/A	≥50%	Club records	Termly
Member retention rate	N/A	≥70% year-on-year	Attendance records	Annually
Student-led community activities	0 (current phase)	At least 1 per school per term	Activity reports	Termly
Award certificates presented	0 (current phase)	All eligible members	Certificate records	Termly/Annually

5.1.2 Monitoring Schedule

Activity	Frequency	Responsible
School monitoring visits	Monthly	Project Officer (Schools)
Tree register updates	Monthly	Teacher Coordinator
Attendance records	Each meeting	Secretary
Termly reports submission	End of each term	Teacher Coordinator
Data compilation and analysis	Quarterly	M&E Officer
Annual programme review	Annually	Programme Manager

5.1.3 Data Collection Tools

Tool	Purpose	User
Membership Register	Track attendance and member retention	Secretary
Tree Register	Monitor tree growth and survival	Organiser
Activity Log	Document club activities	Secretary
Monitoring Checklist	Assess school-level implementation	Project Officer
Pre/Post Assessment	Measure knowledge gain	Teacher Coordinator
Observation Checklist	Assess practical skills	Project Officer
Parent Survey	Measure community awareness	Community Liaison
Meeting Minutes	Document decisions and actions	Secretary

5.2 Evaluation Approach

5.2.1 Types of Evaluation

Evaluation Type	Purpose	Timing
<i>Baseline Assessment</i>	Establish starting point for indicators	Beginning of programme
<i>Formative Evaluation</i>	Provide ongoing feedback for improvement	Throughout programme
<i>Mid-Term Evaluation</i>	Assess progress and make adjustments	Mid-point of programme
<i>Final Evaluation</i>	Measure achievement of outcomes and impact	End of programme
<i>Impact Assessment</i>	Measure long-term changes	Post-programme (1-2 years)

5.2.2 Evaluation Questions

1. **Relevance:** To what extent does the programme address the needs of children, schools and communities in the Talensi District?
2. **Effectiveness:** To what extent have the programme objectives been achieved? What factors contributed to or hindered success?
3. **Efficiency:** How efficiently have programme resources been used to achieve results?
4. **Impact:** What changes have occurred as a result of the programme? What unintended outcomes have emerged?
5. **Sustainability:** To what extent are programme benefits likely to continue after project support ends?

5.2.3 Evaluation Methods

Method	Description	When Used
Document Review	Review of programme documents, reports, and records	All evaluations
Key Informant Interviews	Interviews with FONAR staff, teachers, headteachers, GES officials	Mid-term, final
Focus Group Discussions	Group discussions with students, parents, community members	Mid-term, final
School Visits	Observation of eco-club activities and tree registers	Quarterly
Pre/Post Assessments	Knowledge assessments with students	Baseline, end-line
Case Studies	In-depth documentation of success stories	Ongoing

5.3 Learning and Knowledge Management

5.3.1 Learning Mechanisms

Mechanism	Description	Frequency
Quarterly Review Meetings	Review progress, share lessons, adapt plans	Quarterly
Annual Learning Workshop	Deeper reflection and learning with all stakeholders	Annually
Best Practice Documentation	Document successful approaches and case studies	Ongoing
Peer Learning Visits	Schools visit each other to learn from successes	Annually

5.3.2 Knowledge Products

Product	Purpose	Audience
Termly Reports	Report progress to FONAR and partners	FONAR, donors
Annual Programme Report	Comprehensive progress and learning	All stakeholders
Case Studies	Document individual success stories	All stakeholders
Policy Briefs	Advocate for FMNR integration in education policy	Government, policy makers
Training Manuals	Guide training of teachers and coordinators	Teachers, trainers
Lesson Plans	Support curriculum integration	Teachers
Best Practice Guide	Share effective approaches	Practitioners

6. Risk Management

6.1 Risk Assessment and Mitigation

Risk	Likelihood	Impact	Mitigation
Teacher coordinator turnover	High	High	Train Assistant coordinator; maintain handover notes; involve multiple teachers
Bushfires destroying trees	High	High	Create fire breaks; conduct prevention campaigns; protect trees with fire guards
Low community engagement	Medium	High	Regular community engagement; involvement of traditional leaders; demonstrate benefits
Inadequate funding	Medium	High	Diversify funding sources; cost-effective activities; in-kind contributions from communities
Student drop-out	Medium	Medium	Engaging activities; recognition; parent support; address barriers
Damage to trees by animals	High	Medium	Thorn fences; community awareness; farmer engagement
Climate extremes (drought, floods)	High	Medium	Promote climate-resilient practices; water conservation; appropriate species
Tool theft or damage	Medium	Medium	Secure storage; tool inventory; community ownership
Child safeguarding incidents	Low	High	Clear policies; two-adult rule; training; reporting mechanisms
Headteacher turnover	Medium	Medium	Include eco-club in school handover; brief new headteacher
GES policy changes	Low	Medium	Strong partnership with GES; alignment with national priorities

6.2 Risk Management Roles

Role	Responsibility
Programme Manager	Overall risk oversight; escalation
Project Officer (Schools)	Monitor school-level risks; support mitigation
Teacher Coordinator	Identify and address day-to-day risks
Headteacher	School-level risk oversight; resource support

7. Financial and Resource Mobilisation Framework

7.1 Funding Sources

Source	Contribution	Status
Heidehof Foundation (Germany)	Project funding	Current
Awaken Trees Foundation (Austria)	Project funding	Current
FONAR Core Funding	Technical and administrative support	Ongoing
District Assembly	In-kind support (potential)	To be explored
Ghana Education Service	Teacher time; policy support	In-kind
Community Contributions	Labour; materials; land	In-kind
Other Donors	Future funding opportunities	To be mobilised

7.2 Budget Categories

Category	Description	Proportion
Personnel	Staff salaries and allowances	~30%
Training	Teacher training workshops; materials	~20%
Materials and Equipment	Pruning tools; educational materials; fencing	~15%
Monitoring and Evaluation	Field visits; assessments; reporting	~10%
Community Engagement	Awareness campaigns; stakeholder meetings	~10%
Administration	Office costs; transport; communication	~10%
Contingency	Unforeseen expenses	~5%

7.3 Resource Mobilisation Strategy

Strategy	Description	Timeline
Donor Engagement	Identify and approach potential donors	Ongoing
Government Partnerships	Leverage GES and district assembly resources	Ongoing
Community Contributions	Encourage in-kind support from communities	Ongoing
Private Sector	Engage local businesses for sponsorship	Medium-term
Income Generation	Explore small-scale income from tree products	Long-term

8. Communication and Advocacy Strategy

8.1 Communication Objectives

Objective	Description
1	Raise awareness about FMNR and the eco-club programme among stakeholders
2	Promote the achievements and impact of the programme
3	Advocate for policy support for FMNR in education
4	Mobilise resources and partnerships for programme sustainability

8.2 Target Audiences

Audience	Communication Channels	Message
Teachers and Headteachers	Training; school visits; newsletters	Practical FMNR skills; curriculum integration
Students	Eco-club meetings; interactive activities; recognition	Environmental stewardship; leadership
Parents	Orientation sessions; school events; community meetings	Benefits of FMNR; child development
Community Leaders	Courtesy calls; durbars; meetings	Community benefits; by-laws; support
GES and Government	Stakeholder meetings; policy briefs; reports	Policy alignment; scaling up
Donors and Partners	Reports; monitoring visits; events	Programme impact; value for money
Media	Press releases; media visits; interviews	Programme visibility; advocacy

8.3 Communication Channels

Channel	Purpose	Frequency
Press Releases	Announce programme milestones; advocate for policy	As needed
Media Coverage	Increase visibility; reach wider audience	Ongoing
School Events	Engage school community; demonstrate activities	Termly
Community Durbars	Engage traditional leaders; raise awareness	Annually
Social Media	Share updates; photos; success stories	Weekly
Newsletters	Regular updates to stakeholders	Quarterly
Annual Report	Comprehensive programme reporting	Annually
Policy Briefs	Advocate for policy change	As needed

8.4 Advocacy Goals

Goal	Description	Target
FMNR in Education Policy	Advocate for FMNR integration in GES curriculum	GES, MoE
FMNR in Restoration Policy	Advocate for FMNR as priority land restoration strategy	Government, Forestry Commission
School Eco-Club Recognition	Advocate for formal recognition of eco-clubs in GES policy	GES
Resource Allocation	Advocate for resources for school eco-clubs	Government, District Assemblies

9. Implementation Roadmap

9.1 Programme Timeline (2025–2026)

Phase	Period	Key Activities	Milestones
Phase 1: Inception	Jan–Mar 2025	Stakeholder engagement; school selection; baseline assessment	10 schools selected; partnerships confirmed
Phase 2: Establishment	Apr–Jun 2025	Teacher training; eco-club formation; inaugural meetings	10 eco-clubs established; leadership elected
Phase 3: Implementation	Jul 2025–Jun 2026	Practical FMNR activities; EE sessions; community engagement	Trees protected; knowledge gained; communities engaged

Phase	Period	Key Activities	Milestones
Phase 4: Consolidation	Jul–Sep 2026	Strengthening; documentation; lessons learned	Systems in place; sustainability strategies
Phase 5: Evaluation and Reporting	Oct–Dec 2026	Final evaluation; reporting; advocacy	Programme impact documented; next phase planned

9.2 Key Activities by Quarter

Quarter	Year 1 (2025)	Year 2 (2026)
Q1	Stakeholder engagement; school selection; baseline	Tree monitoring; EE sessions; community engagement
Q2	Teacher training; eco-club formation; inaugural meetings	Bushfire prevention campaigns; tree protection
Q3	Practical pruning; EE sessions; parent orientation	Mid-term evaluation; activity review
Q4	Tree protection; community awareness; termly reporting	Final evaluation; reporting; next phase planning

10. Conclusion

The FONAR School Kids FMNR Eco-Club Programme represents a bold and necessary investment in the future of our environment and our children. By empowering young people with the knowledge, skills, and practical tools to restore degraded landscapes, we are building a foundation for climate resilience, food security and sustainable livelihoods.

The programme is built upon five interconnected Strategic Pillars that together create a holistic approach:

1. *FMNR Technical Capacity and Practical Skills* – ensuring that children and teachers can effectively regenerate trees
2. *Environmental Education and Climate Literacy* – building understanding of environmental challenges and solutions
3. *Community Engagement and Advocacy* – mobilising families and communities to support restoration
4. *Institutional Strengthening and Sustainability* – embedding eco-clubs in school systems
5. *Child Empowerment and Leadership Development* – nurturing the next generation of environmental leaders

The success of this programme depends on the commitment and collaboration of all stakeholders – FONAR staff, teachers, headteachers, students, parents, community leaders, government agencies and development partners. We call upon you all to join us in this critical mission.

As Mr Sumaila S. Saaka, Executive Director of FONAR, has emphasised, *"The future of our land depends on the decisions we make today. By empowering young people, we are building a strong foundation for climate action and food security"*. Children are agents of change and should not be left behind in strategies and measures to preserve the environment.

The FMNR initiative has been recognised by the European Union (EU) and UN Sustainable Development Goals (SDGs) as a good practice for restoring nature. It is less expensive compared to tree planting, has a very rapid, almost 100 percent tree survival rate, is easy to scale up and culturally sensitive.

Together, we can restore our landscapes, build climate resilience, and create a generation of empowered young environmental stewards. The underground forest is waiting – and our children are ready.

Appendices

Appendix A: Glossary of Key Terms

Term	Definition
Abiotic	Non-living things in an ecosystem (sun, soil, water, air)
Biotic	Living things in an ecosystem (plants, animals, people)
Climate Change	A long-term change in weather patterns over a long period of time
Ecosystem	The complex network of biological components and how they interact with their physical environment
Ecosystem Services	The capacity of the environment to provide benefits for human wellbeing
Eco-Warrior	A pupil trained in sustainable land management and environmental stewardship
FMNR	Farmer Managed Natural Regeneration – a low-cost, community-based approach to land restoration
Landscape Restoration	The process of reversing the degradation of ecosystems to improve their productivity
Regeneration	The process of regrowing trees from living stumps and root systems
Stump	The part of a tree left in the ground after cutting
Underground Forest	Living tree roots and stumps below the soil surface that can regenerate

Appendix B: FMNR Quick Reference Card

Principle	Description
1. Use existing resources	Identify and protect living tree stumps already in the ground
2. Prune and thin	Select 3-5 best shoots per stump; remove others
3. Community approach	Full community participation; fire control; grazing restrictions

Appendix C: School Eco-Club Formation Checklist

Step	Action	Completed
1	Obtain headteacher approval	☐
2	Inform SMC and PTA	☐
3	Identify teacher coordinator	☐
4	Recruit members (15-30)	☐
5	Hold inaugural meeting; elect leaders	☐
6	Develop ground rules/constitution	☐
7	Register with FONAR	☐

Appendix D: Key Partner Contacts

Partner	Contact	Role
FONAR	info@fonargh.org	Programme coordination
Talensi District Education Directorate		GES partnership
Ghana National Fire Service		Bushfire prevention
Forestry Commission		Technical advice
NADMO		Disaster risk reduction