

GUIDELINES FOR THE FORMATION AND STRENGTHENING OF FARMER MANAGED NATURAL REGENERATION (FMNR) ECO CLUBS IN BASIC SCHOOLS



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EMPOWERING CHILDREN AS AGENTS OF CHANGE

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FOREWORD



There is an African proverb which goes 'Children are the big people of tomorrow', and another which says 'If you are on a safari and you lose your way, go back to where you started from, and you will find your way'.

In my view, society has lost its way. In the blind pursuit of material security we have needlessly plundered and destroyed the natural environment – that scaffolding upon which all life on earth depends. How short sighted! How lost we are, and this is borne out by the escalating negative impacts of climate change, land degradation and biodiversity loss.

And yet there is hope. The children of today will be the decision makers, the movers and shakers of tomorrow! And so it is with great pleasure that I write the foreword to this set of guidelines which will help prepare and shape the next generation.

I see FMNR as an exercise in turning enemies into friends. Enemies of trees and nature into friends of trees and nature. For too long we have been at war with nature. These guidelines will assist school authorities and other interest groups to start and maintain successful eco clubs in basic schools. It will equip them to teach children that working with nature and natural processes will create a much better world for all, than through working against nature or by destroying it.

It is also significant that these guidelines are intended to assist in the formation and strengthening of FMNR Eco Clubs. There is another African proverb which says 'A single finger cannot pick up a ground nut'. The implication is that it takes the cooperation of several fingers to pick up a ground nut. And so it is with any work of significance. One is too small a number to achieve greatness. It takes a team, or, in this case, a club. In guiding school authorities in how to organize, inspire and elicit action from Eco Clubs, these guidelines are setting up children for success in their endeavour to build green and resilient communities.

I have no doubt that the reader will find great instruction and equipping for the task at hand in this set of guidelines, and their application will result in great satisfaction, and blessing to this and future generations.

Tony Rinaudo AM
Principal Climate Action Advisor,
World Vision Australia.

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ABBREVIATIONS

DEO	District Education Office
EE	Environmental Education
EESD	Environmental Education and Sustainable Development
FONAR	Forum for Natural Regeneration
FMNR	Farmer Managed Natural Regeneration
FMNR4SEED	FMNR for Sustainable Economic Empowerment and Development
GES	Ghana Education Service
GHG	Greenhouse Gas
IPCC	Inter-governmental Panel on Climate Change
PTA	Parent Teacher Association
SMC	School Management Committee
WVG	World Vision Ghana
WVI	World Vision International

CHAPTER 1: INTRODUCTION

1.1 Background

The need to enhance awareness and understanding of individuals and groups about the environment could contribute significantly to addressing environmental and climate change challenges. In this regard, environmental education plays an important role in fostering the development of skills, attitudes and motivations that enable citizens to make informed decisions and to take responsible actions that incorporate environmental considerations.

Particularly, inculcating environmental awareness and consciousness in children is an important and effective strategy to address environmental and climate change challenges because they constitute a large proportion of the population. It also creates an opportunity to intervene at a key developmental stage of life, as children can be an important influence on the environmental attitudes and behaviour of their parents and other family members¹.

The implications of environmental degradation and climate change impacts are clear for children and the youth. Ghana's youth constitute more than half of the nation's population, who are likely to continue experiencing the complex adverse impacts of environmental degradation and climate change in the foreseeable future.

Thus, schools are the convenient place to equip children and young people with knowledge, attitudes and skills on environmental and climate change issues, including the role of farmer managed natural regeneration (FMNR) in reversing land degradation. Environmental education lessons and activities through school environmental (eco clubs) will motivate children to engage in pro-environmental behaviours such as tree regeneration and growing. Nearly six million (about 20%) of Ghana's total population estimate of 29 million was enrolled in 38,777 basic schools (primary and Junior High Schools) in 2017².

School clubs are one of the mechanisms that can provide spaces for children to participate, acquire life skills and strengthen their voice and agency on a wide range of issues. Thus, establishing school eco clubs to promote FMNR could play an important role in building green and resilient communities. This will contribute to changes in attitudes, values, behaviours and lifestyles of children at an early age to protect the environment.

These guidelines are designed to assist school authorities and other interests groups to start and maintain successful eco clubs in basic schools, with a focus on using FMNR to promote green schools, green communities and sustainable livelihoods. Learners are encouraged to study the local environment and to contribute to solving environmental problems. In so doing, pupils and students will be playing an important role in the Environmental Education for Sustainable Development (EESD) approach. By participating in club activities beyond traditional school subjects, learners are empowered to prioritize and manage their time well.

¹ Damerell, P., et al. (2013). Child-orientated environmental education influences adult knowledge and household behaviour. *Environ. Res. Lett.* 8 (015016).

² Ghana Statistical Service, (2018). *Education Statistics: Tracking progress in Ghana's Basic Level Education across Districts 2010-2016*.

1.2 Farmer Managed Natural Regeneration (FMNR) in Brief³

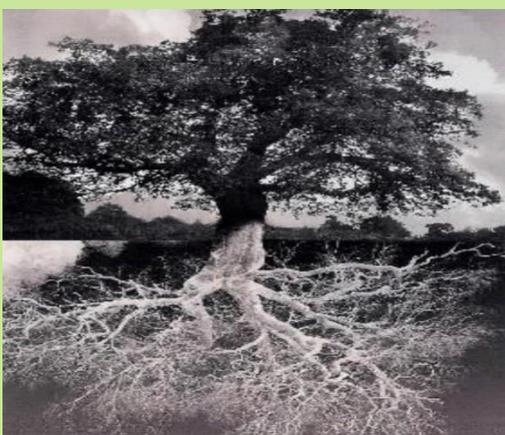
Farmer Managed Natural Regeneration (FMNR)

is the systematic regeneration of trees from tree stumps, seeds and roots. It is based on the amazing gift of nature, which gives most of the indigenous trees an inherent ability to coppice or re-sprout after they have been cut down.

In cases where trees are cut so close to the ground, it may be difficult to differentiate the young shoots from weeds when the tree stump coppices or re-sprouts. Farmers are encouraged to identify, prune and protect the sprouts or naturally growing tree seedlings which could be found on the landscape (cropland or grazing land).

Coppicing trees stumps have an extensive root system underground, which continues to draw moisture and nutrients from the ground, for the sprouting shoots. This enables them to grow much faster than planted tree seedlings, which still have to establish root systems.

The FMNR model taps into this underground forest, by drawing the attention of farmers to this great opportunity that exists on their land, challenging them to change practices towards growing indigenous trees, and encouraging them to allow more trees on their farms. FMNR is more of a social movement, than a technical one. It involves both awareness creation and behaviour change, together with the physical practice of restoring and managing trees on degraded land. It makes a lot of difference to initiate this behaviour change with children in their earliest years for them to cultivate the habit of regenerating and growing trees.



³ From: World Agroforestry Center/ICRAF, (2018). Farmer Managed Natural Regeneration (FMNR): A User's Guide for Practitioners in Uganda. Available at: <https://regreeningafrica.org/wp-content/uploads/2019/10/FMNR-near-final-v3.pdf>

CHAPTER 2: PURPOSE OF THE GUIDELINES

These guidelines have been developed to assist school authorities and other interest groups to form, manage and strengthen pupil-led school eco clubs that serve as effective mechanisms for equipping learners with lifelong skills, environmental awareness and better education achievements.

Specifically the guidelines aim to:

1. Define the guiding principles and objectives of pupil-led school FMNR eco clubs,
2. Define a step by step process for the formation, management and strengthening of pupil-led school FMNR eco clubs,
3. Guide schools and relevant key actors on how to promote the sustainability of pupil-led school FMNR eco clubs.
4. Define the key actors, their roles and responsibilities in the formation, management and strengthening of pupil-led school FMNR eco clubs and how these clubs can be effectively monitored and evaluated.

2.1. Users of the Guidelines

The guidelines will be used by the following people:

1. Children in schools in primary and junior high schools
2. Teachers in primary and junior high schools.
3. Parents/guardians and community leaders.
4. Parent Teacher Associations (PTAs)/School Management Committees (SMCs).
5. Religious and traditional leaders.
6. Local government political and technical officials.
7. Specialised agencies/NGOs/Projects promoting environmental education in schools.

2.2. Guiding Principles

⇒ **Rights based approach** to ensure that children's rights are protected. In particular, the right to participation, a safe and positive learning environment, right to information, right to free expression, right to a healthy and sustainable environment, and to be heard for quality basic education and inclusion to be achieved.

⇒ **Schools as a convergence point for service delivery.** Children spend most of their formative stages of life at school. Children can, therefore, easily access environmentally friendly services such as clean water and improved sanitation while in school. Pupil-led school eco and other clubs provide a mechanism for mobilizing children to access services and other forms of support from local government authorities and community level duty-bearers.

- ⇒ **Active participation, involvement and consultation of children in the learning process.** Children have special needs and interests which should be taken into account while forming, managing and strengthening pupil-led school eco clubs.
- ⇒ **Gender sensitive and equity responsive approach in the formation and management of pupil-led school eco clubs.** School eco clubs play an important role in shaping the values, norms and practices of its members, school communities and the wider society. Pupil-led school eco clubs should be utilized as avenues for promoting gender sensitive, responsive and equitable values, norms and practices among learners.
- ⇒ **Building strong partnerships and linkages.** Empowering children as agents of change and environmental stewards is the responsibility of all stakeholders. Therefore, schools have to build strong partnerships and linkages with parents, the community, civil society, religious and traditional leaders as well as other relevant institutions to build effective school FMNR eco clubs and community engaged schools.
- ⇒ **Accountability and transparency in the formation, management and strengthening of school eco clubs.** All actors including children have to be accountable and transparent while forming and managing pupil-led school eco clubs.
- ⇒ **Uphold the do no harm principle.** Pupil-led school eco clubs should take on interventions that contribute to positive change and long-term development of its members.



CHAPTER 3: ENVIRONMENTAL EDUCATION

3.1 What is Environmental Education?

According to UNESCO (1992)⁴, Environmental Education (EE) is a lifelong learning process designed to impart to its target groups environmental awareness, ecological knowledge, attitudes, values, commitments for action, and ethical responsibilities for the rational use of resources and for sound and sustainable development. In this regard, school-based environmental education emphasises creating awareness of and concern about, the total environment and its associated problem through interdisciplinary and problem-solving approaches. This must start as early in education as possible. Thus, the primary school is the natural place to introduce children to environmental education, since at this level they instinctively have a holistic view of the environment. In addition, introducing critical thinking and problem-solving approaches in EE is fundamental if pupils and students are to become skilful in identifying and solving environmental problems while in school and later in life as adults. Of course, the children can also influence their families and community members to adopt sound environmental attitudes and subsequently behaviours. It is for this reason that environmental education is increasingly being integrated in the curriculum of basic and secondary schools in many countries⁵, including Ghana in order to make pupils environmentally conscious from an early age.

In the school setting, EE provides learners with awareness and knowledge about the environment including the relationship of humans to the natural world. It also fosters the development of skills, attitudes and motivations that enable learners to make informed decisions and take responsible actions that incorporate environmental considerations.

Prioritising children and young people for EE is particularly important because it's an opportunity to intervene at a critical developmental stage of life. Moreover, children can be an important influence on the environmental behaviour of their parents, other family members and their communities at large. In essence, environmental education is an action learning process related to the activities of almost all subject areas in the school system.

3.2. Goals of Environmental Education

The overall goal of environmental education is to generate environmental action so as 'to improve all ecological relationships including the relationship of humanity with nature and people with each other' (Belgrade Charter, 1975⁶).

⁴ UNESCO, (1992). Environmental Education Activities for Primary Schools: Suggestions for making and using low-cost equipment. UNESCO-UNEP International Environmental Education Programme Environmental. Education Series 21

⁵ Agenda 21: United Nations Conference on Environment & Development (1992).

⁶ The Belgrade Charter. Retrieved from: https://cdn.naaee.org/sites/default/files/eepr/resource/files/belgrade_charter.pdf

The first Intergovernmental Conference on Environmental Education organized by UNESCO in cooperation with UNEP was held at Tbilisi, Georgia (then USSR) in 1977. The Tbilisi Conference Declaration adopted the goals of environmental education as follows:

1. To Foster clear awareness of, and concern about economic, social, political and ecological interdependence in urban and rural areas;
2. To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment; and
3. To create new patterns of behaviour of individuals, groups and society as a whole towards the environment.

Objectives of Environmental Education adopted at Tbilisi (1977):

Awareness: Helping pupils acquire awareness and sensitivity to the total environment and its problems; developing the ability to perceive and discriminate among stimuli; process, refine and extend these perceptions; and use this new ability in a variety of contexts.

Knowledge: Helping pupils acquire basic understanding of how the environment functions, how people interact with the environment, and how issues and problems dealing with the environment arise and how they can be resolved.

Attitudes: Helping pupils acquire a set of values and feelings of concern for the environment and the motivation and commitment to participate in environmental maintenance and improvement.

Skills: Helping pupils acquire the skills needed to identify, investigate, and contribute to the resolution of environmental issues and problems.

Participation: Helping pupils acquire experience in using knowledge and skills in taking thoughtful, positive action toward the resolution of environmental challenges.

3.3. Guiding Principles of Environmental Education

The Tbilisi Conference stated the guiding principles of environmental education as follows:

Environmental education should:

- Consider the environment in its totality - natural and built, technological and social (economic political, technological, cultural, historical, moral, aesthetic);
- Be a continuous lifelong process, beginning at the pre-school level and continuing through all formal and non-formal stages;
- Be interdisciplinary in its approach, drawing on the specific Content of each discipline in making possible a holistic and balanced Perspective;
- Examine major environmental issues from local, national, regional and international points of view so that learners receive insights into environmental conditions in other geographical areas;

- Focus on current and potential environmental situations, while taking into account the historical perspective;
- Promote the value and necessity of local, national and international cooperation in the prevention and solution of environmental problems;
- Explicitly consider environmental aspects in plans for development and growth;
- Enable learners to have a role in planning their learning experiences and provide an opportunity for making decisions and accepting their consequences;
- Relate environmental sensitivity, knowledge, problem-solving skills and values clarification to every age but with special emphasis on environmental sensitivity to the learner's own community in early years;
- Help learners discover the symptoms and real causes of environmental problems;
- Emphasize the complexity of environmental problems and thus the need to develop critical thinking and problem-solving skills;
- Utilize diverse learning environments and a broad array of educational approaches to teaching/learning about and from the environment with due stress on practical activities and first-hand experience.

Hence, to achieve the goals and objectives of environmental education, it was clear that environmental education needs to be planned involving all key stakeholders at various levels. In the formal school, environmental education concepts may be carefully integrated with different subject areas in a creative and functional manner. However, it requires careful planning and implementation strategies.

3.4. Benefits of Environmental Education

Environmental Education (EE) connects us to the world and teaches us about both natural and human made environments. EE raises awareness of issues impacting the environment upon which we all depend, as well as actions we can take individually and collectively, to improve and sustain it. EE has many benefits for school children, educators, schools and communities.

The following are some of the benefits of Environmental Education:

1) Heightening the imagination and enthusiasm

EE is hands-on, interactive learning that sparks the imagination and unlocks creativity. When EE is integrated into the school curriculum, pupils and students are more enthusiastic and engaged in learning, which raises their achievement in core academic subject areas.

2) Learning transcends classroom

EE offers a wide range of opportunities not only for experiential learning outside of the classroom, it also enables learners to make connections and apply their learning in the real life. EE helps learners see the interconnectedness of social, ecological, economic, cultural, and political issues.

3) Enhancing the critical and creative thinking skills

EE encourages pupils to study, investigate how and why things happen, and make their own decisions about complex environmental issues.

By developing and enhancing critical and creative thinking skills, EE helps foster a new generation of informed environmental stewards as policy or decision makers, implementers and change agents.

4) Supporting the tolerance and understanding

EE encourages learners to look at varying sides of issues to understand the full picture. It promotes tolerance of different points of view and different cultures.

5) Meeting the state and national learning standards for multiple subjects

By incorporating EE practices into the curriculum, teachers can integrate science, math, language arts, history, and more into one rich lesson or activity, and still satisfy numerous state and national academic standards in all subject areas. Taking a class outside or bringing nature indoors provides an excellent context for interdisciplinary learning.

6) Declining the bio phobia and nature deficit disorder (NDD)⁷

By exposing children to nature and allowing them to learn and play outside, EE fosters sensitivity, appreciation, and respect for the environment. It combats “nature deficit disorder” ... and it’s FUN!

7) Encouraging the healthy lifestyles

EE gets pupils outside and active, and helps address some of the health issues we are seeing in children today, such as obesity, attention deficit disorders and depression. Good nutrition is often emphasized through EE and stress is reduced due to increased time spent in nature.

8) Strengthening the communities

EE promotes a sense of place and connection through community involvement. When pupils and students decide to learn more or take action to improve their environment, they reach out to community experts, donors, volunteers and local service providers to help bring the community together to understand and address environmental issues impacting their lives.

9) Taking responsible actions to better the environment

EE helps pupils and students understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as actions they can take to keep the environment healthy.

10) Empowering pupils and teachers.

EE promotes active learning, citizenship and pupil leadership. It empowers youth to share their voice and make a difference at their school and in their communities. EE helps teachers build their own environmental knowledge and teaching skills.

⁷ Nature-deficit disorder is the idea that human beings, especially children, are spending less time outdoors, and the belief that this change results in a wide range of behavioural problems. Not a clinical disorder.

CHAPTER 4: DEFINITION AND OBJECTIVE OF SCHOOL ECO CLUBS

4.1 Definition of Environmental Club

An environmental club (eco club) is a voluntary group comprising mostly of pupils/students and teachers with the aim of promoting environmental awareness within the school and the larger community. Club members are desirous and committed to reducing negative environmental impacts in their schools, homes, communities and society at large. In other words, an environmental club provides a platform through which pupils learn to take personal responsibility to live in a sustainable manner and improve their environmental leadership skills.

Pupils through participation in eco club activities can discover how decisions and actions of individuals, community leaders, the private sector, government agencies and civil society groups either promote or hinder sustainable use of natural resources. School-based eco clubs can be formed, with a focus on specific environmental issues such as tree growing, promoting concern for biodiversity conservation or wildlife conservation.

4.2 Farmer Managed Natural Regeneration (FMNR) in Schools

The evidence suggests that children are less likely to have well-established environmentally harmful behaviours to 'unlearn'; have a longer period to influence environmental quality; and are also more likely to be effective agents for promoting environmentally responsible behaviour in others⁸. By involving children in school eco club activities around FMNR promotion, children have the potential to become change agents by effectively influencing their parents' attitudes and behaviour concerning regenerating trees on farms or communal grazelands or woodlands. As a result, FMNR projects tend to promote the active involvement of children and the youth as agents of change. As future leaders, children need to understand the links between caring for the environment and having enough ecosystem services for the future.

4.3 Objective of Establishing School FMNR Eco clubs

The FMNR Eco clubs concept seeks to involve schools in activities which improve the school environment, increase environmental knowledge of pupils and enable them to serve as champions and advocates of sound environmental practices within the local community and beyond. The activities will help pupils understand environmental concepts and facts, develop basic tree management knowledge and skills, form helpful attitudes and behave positively towards conserving the natural environment. It also aims to train teachers in the FMNR approach and principles to enable them deliver holistic environmental education in and out of the classroom.

⁸ Leeming et al. (1997). Effects of Participation in Class Activities on Children's Environmental Attitudes and Knowledge. *J Environmental Educ. Vol.28 (2):33-42.*

This will increase teachers' knowledge of major environmental issues such as land degradation, desertification and climate change, their impacts and how FMNR can contribute to mitigate the effects. It is expected that members of these clubs and teachers will be educated on the basic concepts and principles of FMNR and related environmental issues and positioned to serve as agents of change in their communities. When children begin to care for the environment, then greening efforts will begin to change.

4.4 Principles and Values for School Eco Clubs

In order for all children to have meaningful engagement in school eco clubs, the following principles and values should be followed.

- i. Positive and inclusive promotion of children's rights, roles and responsibilities.
- ii. Emphasize unity and respect for diversity within the framework of national values.
- iii. Encourage inter-cultural/inter-tribal/inter-racial engagement and self-awareness.
- iv. Build on the interests of learners on environmental issues and enhance their problem-solving skills to encourage participation for all.
- v. Developing useful skills of children, e.g. income generating activities and natural resource conservation.
- vi. Encourage community service, e.g. clean up campaigns, tree growing, etc.
- vii. Help learners evolve into productive and responsible members of society.
- viii. Promote integrity, transparency and accountability in children from an early age.
- ix. Supportive and effective School Management.



CHAPTER 5: STARTING A SUCCESSFUL SCHOOL FMNR ECO CLUB

While it is desirable to have the whole school involved in the FMNR Eco club activities for greater impact, one of the most effective means to get a club started in the context of FMNR projects is for the project to sponsor and support formation of the eco clubs, starting with at least a few interested pupils. It is also important to find a teacher, parent or community leader who is willing to serve as an adult sponsor or patron. The sponsor's/patron's role is to provide guidance and to help ensure the stability of the group from year-to-year given that all of the pupils, even the found members of the club will eventually exit or move on to other interests.

Once the core founding membership and adult sponsor/patron have been established, then a meeting is convened to decide on the club's vision and to brainstorm about possible activities or projects to undertake. The club can decide to undertake at least two activities within the school in a year, including participating in a community outreach activity such as pruning of trees in community FMNR plots or woodlots. After this, it's time to hold the club's first official meeting, which should be advertised as widely as possible to other pupils who may be interested in finding out what the group is about and how they can also get involved. The club then become the voice of FMNR advocacy and environmental concerns in the school and community as a whole.

5.1 Steps to Form FMNR Eco Club

School FMNR Eco clubs are formed at the basic school level (Primary and Junior High Schools). Club formation promoters (e.g., FONAR, World Vision, etc.) are encouraged to follow these simple steps to form an FMNR Eco club in schools.

1. Awareness creation with staff and pupils

It is important to start by organising sensitization sessions on the basic concepts and principles of FMNR with Headteachers and their staff of target schools, followed by a discussion on the need to form FMNR Eco clubs in the schools. At this stage, it's important to get the commitment of school authorities to support the club and its activities. Even though not all staff members might be directly involved in the School FMNR Eco club activities, it is important that every teacher understands, supports and encourages the activities of the club. The intention to form a FMNR Eco club in the school should also be announced to pupils. It is also important to seek formal permission in writing from the District Education Office (DEO) to establish the clubs and upon approval arrange with the school Heads for permission to start the club. The Headteacher can then nominate a staff member (teacher) to coordinate and oversee the club activities.

2. Announce the club formation

When the necessary sensitization has been done, the School FMNR Eco club⁹ Co-ordinator or Teacher in-charge announces the establishment of the Club in the school during a morning assembly and invites interested pupils to register as members.

3. Register interested pupils

Class prefects should be tasked to take down names and ages of all who wish to be members of the Club. At the close of each school week, the FMNR Eco club Coordinator collates the names of pupils who have shown interest in joining the club from the class prefects. Membership of the FMNR Eco club is open throughout the school year. Subsequent to the initial registration, a pupil can always register to be a member at any time during the school term. To do this, the pupil only has to mention it to the club coordinator (teacher in-charge), sponsor/patron or any member of the Club Executive, and their name will be put on the register. Once the name appears on the register, the child is a member of the Club.

4. Announce and conduct first meeting

One week after the first announcement, the Club Coordinator or Patron should announce the date, place (venue) and time for the first meeting of the club. This should be done at both morning and closing Assemblies. Pupils should be reminded of the meeting again before the meeting date. On the scheduled date and time as announced, hold the first meeting of the FMNR Eco club. The Club Coordinator should work with some of the pupils who have registered to get the meeting place ready. The first meeting of the Club should be conducted by the Headteacher and the Club Coordinator.

Tip for conducting the First Meeting of the School FMNR Eco-Club

The first meeting is an introductory one. The Headteacher and the Club Coordinator should take time to explain the importance and the objectives of forming the FMNR Eco-club. The principles and core values (Dos and Don'ts) for the Club's smooth running should also be explained clearly. This means the club will be supported to develop simple bye-laws to govern its activities. This involves letting pupils know about meeting days, election of Executives, potential activities of the Club, role of sponsor/patron of the Club and benefits of being a member of the Club. Minutes should be taken, and the register marked. Let the Club members know that in the next meeting, they will elect the Executive positions as follows:

1. Club President/Chairperson
2. Club Vice President/Chairperson.
3. Club Secretary/General Secretary
4. Organiser/Publicity Secretary

Pupils should start thinking about who in the Club they can elect to play these roles in readiness for the election. First time Executives should not be taken from the final year classes (Prim. 6/JHS 3). Close the meeting with a clear announcement of the next meeting.

⁹ It is worth mentioning here the need to name the club something relevant to local languages and concepts

This is to demonstrate their commitment to the initiative and also because at this time, the Club members have not elected their leaders. At the meeting, the names of all who attended will be written down. The pupils will decide and agree on the goal and objectives of the club, e.g. 1) to conserve and protect the school environment by planting and nurturing trees; 2) to restore land degradation and tree loss through natural regeneration; 3) to establish school FMNR demonstration plot, 4) to support community FMNR activities; and to educate community members about the importance of FMNR, etc.

5. Elect the club executives (officers) – leadership and participation

The FMNR Eco club should be organized and run by pupils, with their own leadership. However, each club should have at least one staff member as a Patron/Advisor. The role of the Patron is very important. Care must be taken that club activities are not too ambitious, especially at first. Pupils should nominate and then vote on a slate of officers (President, Vice-President, General Secretary, Organiser/Publicity Secretary). The General Secretary will be supported to keep minutes of all the meetings held by the club reflecting decisions taken. The group will also decide how often they intend to meet (at least once every month). The role of the club leaders is to help the group stay on track by asking questions and helping the group to think clearly and make decisions.

For continuity, the executive should be a cross-section of the members (i.e. not from one particular class/form and with both boys and girls). Depending on how large the club is, you may want to have a larger executive including assistant secretaries. If you have a large club, it is very helpful to have younger members to under study (shadow) the executives. In this way, they will already have learned how to manage the club before they are old enough to be elected executive members.

6. Orientation of club executives and members.

The Promoters should organise an orientation for club leaders, patrons and members. For most of the pupils, this would be the first time they are formally being put into leadership positions, so it is important that they are given some basic orientation to enable them function properly as group leaders. The Club Patron/Sponsor should arrange and conduct the orientation. The orientation should cover three key topics as follows; a) functions of Club Executives, b) administrative roles (planning meetings, recording meetings. etc.) and c) developing club constitution and by-laws (*see Annex 3:Sample Club Constitution/Bye-laws*).

7. Who can join the school FMNR eco club?

All pupils in the identified class levels qualify to be members of the School FMNR Eco club. This applies to both boys and girls. The club needs members to survive and be active so it is important that at all times, an effort is made to get more pupils to join the Club. Membership of the Club should always be open at all times – a pupil can join at any time during the term. Unless school authorities have concerns about academic performance, a pupil can be a member of the FMNR Eco club and at the same time a member of another club in the school, e.g. Drama Club.

The school authorities should ensure that the club represents the school population with regards to age, gender, socio-economic, religious and ethnic background. There are no restrictions on the size of the Club. The FMNR Eco club is open to as many pupils as possible who want to join once they are enrolled in the school.

8. How long can a pupil be a member of the FMNR Eco club?

A person can be a member of the School FMNR Eco club for as long as they are pupils of the school. If a member moves to a different school, they can join the environmental/FMNR eco club in their new school if one exist. However, they cease to be members of the Club in their old school.

9. Prepare to pass on the baton

Towards the end of the school year, headteachers, club coordinators and members should make sure that the club can continue without the current leadership. They should think of continuity of club activities, and prepare other pupils to take over leadership and slowly passing on responsibilities on to others. Starting a school eco club is a great opportunity not only for the founders but also for other pupils and future ones. In short, the club should remain functional at all times.

Points to remember

- 1) Starting an eco-club or any other school club is a lot of work, so make sure there is enough time to devote to the club but to other school activities as well.
- 2) Don't try to do everything all at once. It's okay to start small and have your first few meetings focus mostly on getting to know each other and brainstorming ideas.
- 3) Encourage club members to express their opinions and listen to each other's ideas. This will help members enjoy the club more and will give great ideas for activities.
- 4) If there are similar clubs at the school or in the community, consider working with them. This will help the club meet new people and give more options for club activities.

5.2 Planning School FMNR Eco Club Activities

Planning is key to achieving the targets of FMNR Eco clubs. Pupils and patrons can set up yearly targets of the club through discussion and consensus building. The club activities can be categorized into two namely; on school and off school or community activities. Choosing appropriate activities for the club depends on the local environment and the school itself.

Making the decision for the club's project or activity is the first step in planning the activity. The challenge lies in finding the right activity for the club. Here are some key points to consider while setting the club's activity targets:

1. What do you want to achieve?
2. Is it achievable?
3. The number of people/members in your club needed to achieve activity target.
4. The time of year most appropriate for the activity.
5. The rules and regulations at your school.
6. The resources (time and funds) needed to complete the activity.

If the activity being considered will not fit well with these considerations it is advisable to choose another activity or project.

5.2.1 Activities: Educating others

- Prepare an environmental literacy campaign: get posters put up on bulletin boards, and in community vantage points, have photos on exhibition: this is to be done at different times and month of the year.
- Prepare and carry out durbars or sensitization sessions with the school community on the different environmental days in the school year (*see Annex 7: Special Events for Eco Clubs*).
- Prepare and carry out field activities like tree pruning, tree planting or clean-up campaigns.
- Prepare drama/play presentations on issues, e.g., have a play about the importance of environmental protection and FMNR, the benefits of tree regeneration (FMNR), etc.
- Prepare and run a school environmental quiz competition, with prizes for winners.
- Have a poster, essay, poetry competition "Celebrate the Earth", "Use Water Wisely", "Let there be Peace on Earth" etc.
- Prepare some environmental games for pupils to play and learn with.
- Maintain an Environmental Notice Board with interesting news on the environment and set up Environmental Corners in the school library.
- Organize a road show or rally on an environmental issue in your community.
- Arrange for interesting people to speak on a topic or issue.
- Do research on interesting local issues and topics, and make presentations, or have debates.

5.2.2 Activities: Working outdoors

- Pupils are encouraged to identify a local environmental problem, propose solutions and act where possible to solve the problem.
- Go on field trips to interesting areas, e.g., Mining sites, FMNR fields, national parks, etc.
- Have a "clean-up" day of an area in your community.
- Establish and maintain a school vegetable garden or woodlot; beautify the school grounds with ornamental plants that do not require much watering.
- Prepare a compost heap, bag compost, and use it in the school garden, or at home.
- Set up a Litter Control campaign the school.
- Organize a walk-on to raise money, for example, for planting trees around the fence line of the school, or for repairing leaking water pipes, toilets.
- Enhance the habitat: "adopt" an animal, e.g., set up bird feeders, or "adopt" a tree, e.g., beautify the area around it, take care of the tree.

CHAPTER 6: MANAGING SCHOOL ECO CLUBS AND KEY ACTORS

6.1 The School Club Leaders/Officers

The most important thing about the effectiveness of a school eco club, apart from a strong club leadership, is the commitment of the members. From the outset, it is very important to define the membership criteria clearly, including the club size, in the bye-laws. It is difficult to lead big school eco clubs effectively. The founding club members and/or sponsors must decide how many members the club should have. ***Remember small is beautiful!***

It is worth emphasizing that school eco clubs should have leaders with clearly defined roles and responsibilities to manage the day-to-day running of the club activities. How large your executive will be and its effectiveness in managing the functions of the club depends entirely on the size of the club, the age of the club members and the role the club teacher in-charge/coordinator. The club leaders and teacher in-charge can perform a great deal of the work in organizing and running the club. If the club leader is a champion (a champion is a teacher or Head of school who represents the club, but doesn't run it on a day to day basis), it would be good to elect the leaders as soon as the club is formed. ***(See Annex 1: Roles and Responsibilities of Eco club Officers).***

6.2 Key Actors in Club Management

The key actors for the success of school FMNR Eco clubs include the following.

1. Government Agencies
2. NGOs/CBOs (FMNR Projects/Partners)
3. Headteachers/Teachers
4. Pupils
5. Communities

6.2.1 Government Agencies

The role of the government, represented by the Ghana Education Service (GES), in this activity is to issue an approval and directive to heads of schools to allow the establishment of the Clubs in their various Schools. The District Directorate of Education (DDE), school management (including PTAs/SMCs), School Improvement Support Officers (Circuit Supervisors), head teachers and senior teachers must be actively involved in the supervision and functioning of the clubs. Agencies under the Ministry of Environment, Science, Technology and Innovation (MESTI) like the Environmental Protection Agency (EPA), the Forest Services Division (FSD) of the Forestry Commission, the Forestry Research Institute of Ghana (FORIG) the District Department of Agriculture and District Offices of the National Disaster Management Organization (NADMO) are all key allies and potential partners of school FMNR eco clubs.

6.2.2 NGOs/CBOs and projects in schools

Some NGOs, Civil Society organisations (CSOs), Community Based Organisations (CBOs), Faith Based Organisations (FBOs) fund or support environmental projects in schools by establishing eco clubs.

They often train teachers and pupils on how to manage and support clubs, train children on how to start and run successful eco clubs in schools and local communities. Some of these projects/NGOs fund club activities in addition to providing technical support and logistics. The role of NGOs implementing FMNR projects is to promote/facilitate establishment of the FMNR Eco clubs in collaboration with the GES/School authorities, to provide funds and technical assistance for the training of Headteachers and club coordinators/patrons on the FMNR technique. The teachers in turn are expected to train and teach school children through the FMNR clubs. FMNR projects with eco clubs component should train teachers taking care of the clubs and pupils (club members) on how to start and run successful school FMNR eco clubs. For impact, FMNR projects are encouraged to train members of the clubs, give them technical and material support, and monitor and evaluate their activities with the active involvement of all key actors for sustainability.

6.2.3 Head teachers/teachers

The role of teachers is very important for stable and successful function of eco clubs. For this reason, FMNR projects should regularly organize trainings and meetings to enhance capacity of the eco club teachers. The role of head teachers and teachers is first to accept the need for forming the club in the school. Secondly, a teacher will also serve as a patron or an in-charge of the club leaders and members. The teacher who will play this role is preferably a social studies teacher, agricultural science teacher and/or any science teacher. At meetings and trainings, teachers from existing eco clubs can share their experiences and achievements with newly established eco clubs. Teachers can present and discuss topics such as the importance of having an eco-club and how to get pupils' involved in club activities. The eco club activity is very important in the implementation of education for sustainable development.

6.2.4 Pupils

The pupils are the most important key actors of this activity. They are those who will accept/volunteer to be members of the School FMNR Eco club. Through them the information and knowledge gain will be passed on to parents, other family members, friends and the community as a whole.

6.2.5 School communities

The role of communities is equally important for the success of eco clubs. They are the final recipients of the information and education on the environment that would be passed on through these clubs. They are also host project communities where most activities of the clubs are carried out. It is, therefore, important for school authorities and clubs to solicit the support of community leaders and members for implementation of community level activities such as establishing FMNR demo plots on school compounds, carrying out clean-up and tree planting campaigns.

CHAPTER 7: STRENGTHENING SCHOOL ECO CLUBS

Results from a baseline assessment of 24 primary school FMNR eco clubs established by the Talensi FMNR Project in Upper East Region (Ghana) indicate that many of the clubs had become dormant after the project ended in 2019. The clubs were established between 2013 and 2019 under the second and third phases of the Project, trained and supported with basic tools to promote FMNR in the schools and communities. It means the existing school FMNR eco clubs should be revived and strengthened to operate in line with the objectives for which they were established.

7.1 Objectives of Strengthening School Eco Clubs

1. To build skills and enhance club members knowledge of environmental issues.
2. To revive dormant school eco clubs.
3. To evaluate existing school eco clubs and build on old school clubs' experience.
4. To document best practices, enhance learning and information sharing.

In order to strengthen school eco clubs, there is need to engage all stakeholders: district education authorities, teachers, pupils, parents/guardians, community leaders and members, PTAs/SMCs, and religious and cultural leaders in activities that support teamwork, responsibility, shared learning. Some strategies to strengthen the clubs are listed below.

7.2 Strategies for Strengthening School Eco Clubs

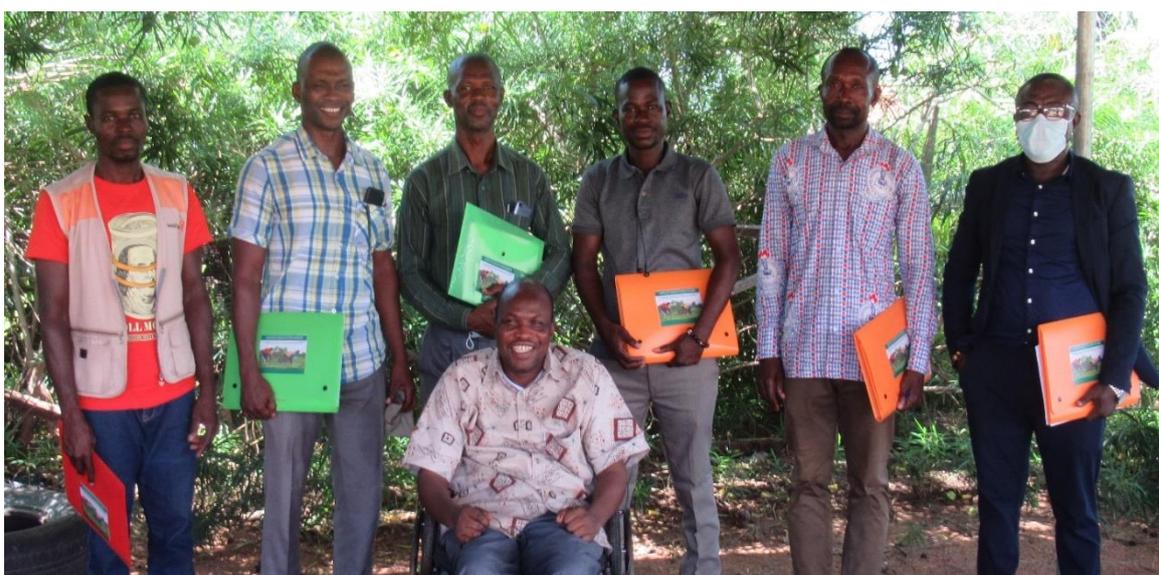
- i. *Stakeholder engagements through various platforms:* where key stakeholders (members of PTA/SMC, Community Development Officers, District Education Officers, religious and cultural leaders and Teachers) come together to discuss issues that affect wellbeing of children at school. Some of these include study tours, exchange visits, debates, undertaking projects, organizing discussions, community services.
- ii. *Training and reorientation of members:* stakeholders can work within their school or link with other schools to train themselves and support each other. Every member should be brought on board to build ownership of the clubs by the pupils.
- iii. *School Visits:* Peer-to-peer visits could be arranged for club coordinators and leaders, district eco clubs implementation and monitoring committee (DIMC) members and some club members to a school that has established and running a successful eco club. They could observe an activity session of the club and share experiences on its successes and challenges.
- iv. *Coaching and mentoring:* Sessions should be arranged to provide supportive reinforcement and constructive role modelling, and mentoring to build strong relationships and thus strong eco clubs.

- v. *Pairing clubs:* The club leadership can identify similar clubs within the school that are functioning well and pair them up with clubs that need strengthening to exchange ideas and to learn from each other.
- vi. *Documentation:* Clubs should be encouraged to document stories of change and share them widely. Club leadership should encourage documentation and sharing of ideas through stories, poems, role plays, drama, debates and quizzes.
- vii. *Club leaders should set up clear schedules for meetings* to discuss progress and way forward. The leaders should then share action points with teachers, SMCs/PTAs and other key stakeholders.

7.3 Guiding Questions to consider in Strengthening School Eco Clubs

Schools may consider the following questions to act on in reviving/strengthening non-functional clubs into functional ones.

1. Have an open and participatory discussion about the school eco club.
2. Ask: why is the club not functional?
3. Are the club documents, activities and membership adequate?
4. Are both girls and boys encouraged to take club leadership positions?
5. The availability and interest of the Patron and Teacher in-charge (coordinator) to ensure functioning of the club: is there need to appoint another Champion?
6. Is enough time allocated for school club activities? No club activities to interfere with classes.
7. Is the club meeting regularly?
8. Are the objectives of the club clear to all?
9. Is the club in-charge and leaders following the guidelines?



CHAPTER 8: MONITORING AND EVALUATION OF FMNR ECO CLUBS

In order to achieve the objectives of establishing school eco clubs and FMNR eco clubs for that matter, school authorities and project sponsors must have a clear method for measuring the change that the clubs have created in the lives of the club members and in communities. Hence, monitoring and evaluation (M&E) of FMNR eco club interventions should be conducted at different levels i.e. school level and local government level using different approaches. These include soliciting the views of club members and school children about the performance of the club, measuring rates of school attendance and grades and holding review meetings with school authorities and community stakeholders. Other indicators to look for are increase in number of club members, number of activities undertaken in a term, amount of resources mobilized, level of satisfaction of club members, academic performance of club members if club activities are linked to the curriculum (science, religious and moral education, geography, social studies and environmental studies, etc.).

Measuring behaviour change of children (club members) can be done by examining some of the following parameters.

1. Level of environmental knowledge/awareness acquired

- a. Children are able to recall messages shared in club meetings, activities and community campaigns.
- b. Children understand the meaning of key messages of a particular campaign.
- c. Children can relate at least three key barriers/issues related to FMNR adoption in their communities.

2. Approval

- a. Children approve of club activities.
- b. Children discuss the messages with their peers and networks, such as family and friends.
- c. Children think family friends and community approve of their messages/activities.
- d. Identifies with the objectives of the club.

3. Intention

- a. Children recognize that the club activities meet a personal need.
- b. Children intend to attend club activities to engage more actively.
- c. Children intend to practice the key behaviours the club promotes.

4. Practice

- a. Children practice promoted behaviours.
- b. Actively participates in club activities.

5. Advocacy

- a. Children experience and acknowledge personal benefits of club membership.
- b. Children advocate practice and club membership to others.
- c. Children support the club programmes in the community.

Measurement of the success of eco clubs involves measuring pupil behaviours against indicators that are both internal (related to the pupil's personal experience and capabilities) and external (related to the pupil's roles and abilities within society).

During M&E assessments, individual pupils can be asked to reflect and respond to the following questions: Their responses will show if the project/club activity made impact.

1. What did you learn during the activity/project?
2. How can you apply it to other projects/situations?
3. How do you feel about your involvement in the project?

As a group, discuss the following aspects of the project/activity:

1. Did the activity/project accomplish its objectives?
2. What were the most successful aspects of your project?
3. What was the least successful aspect?
4. Who was influenced by the activity?
5. What problems did you face in doing this activity/project?
6. What would you do differently next time, and why?
7. How would you build on the successes?

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ANNEXES

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Annex 1: Roles and Responsibilities of Eco club Officers

ROLES AND RESPONSIBILITIES OF CLUB EXECUTIVES (OFFICERS):

The Patron's role includes helping the school's FMNR Club leaders understand and perform their duties well. Here is an example of club officer roles, which you can be adapted or expanded.

A: THE CLUB PRESIDENT/CHAIRMAN

- ✓ Guides/Chairs club meetings according to the agreed agenda.
- ✓ Enforces rules of procedure, e.g., only one person speaks at a time.
- ✓ Makes a final decision on disputed matters.
- ✓ Maintains the rules and regulations of the Club and the School.
- ✓ Prevents irrelevant discussions and interruptions during meetings.
- ✓ Encourages participation of all members during meetings and club activities.
- ✓ Deals firmly and tactfully, and with humour when faced with disruption or aggression.
- ✓ Summarizes the discussions before a decision is to be taken.

B: THE SECRETARY/GENERAL SECRETARY

- ✓ Drafts notices/announcements to convene meetings, and posts them on the noticeboard.
- ✓ Takes notes on what the meeting decides (meeting minutes).
- ✓ Takes care of certain logistical tasks, e.g., find a venue for meetings and make sitting arrangements.
- ✓ Follows up with members, others to ensure actions that were agreed on have been done.
- ✓ Takes care of any correspondence/arranges appointments.
- ✓ Drafts meeting agenda for the President's approval in consultation with the Club Patron.
- ✓ Keeps the chair/patron informed.
- ✓ Keeps records of club members, attendance lists, minutes, activity reports, etc.

Note: This is just a guide. A group may decide not to have a treasurer and may also include other positions like Organiser, etc. No treasurer. In playing these roles, the idea is to develop the children's leadership skills at an early stage.

Annex 2: Stakeholder Roles and Responsibilities for Sustaining School Clubs

The success and sustainability of any school club depends on a number of stakeholders. Groups of stakeholders include the District (particularly District Education Officers), the school's Headteacher, the Club Champion/Patron, the PTA/SMC and learners/club members. The roles and responsibilities of each of these stakeholders are listed below.

1. The District Eco Clubs Implementation and Monitoring Committee (DIMC)

- a) Create platforms at the district level, and possibly higher levels, for learners' participation in leadership on issues affecting them, e.g. Day of the African Child, etc.
- b) Mobilizing Headteachers and other community stakeholders to support the formation and programmes of eco clubs to address relevant issues and ensure that children have equal opportunity to access education and build life skills.
- c) Mobilize role models to talk to the club members.
- d) Support learners/club members in their engagements with their communities through club activities.
- e) Monitor and evaluate club activities at school and in the community.
- f) Provide technical support to ensure functionality and sustainability of school clubs.

2. District Education Office (DEO)

- a) Integrate school eco club activities in Annual District Education Operational plans.
- b) Support school clubs in supervision, monitoring, mentoring and training.
- c) Create opportunities for clubs to be exposed to district leaders, development partners and other schools to organize mentorship, collaboration and exchanges.
- d) Ensure equitable deployment of staff and other resources in schools.
- e) Lobby for funds to support the clubs for sustainability.
- f) Transfer club Patrons/Coordinators to schools with similar clubs for continuity.
- g) Inform PTAs/SMCs about the formation of the school eco clubs.
- h) Involve units of the district education directorate in school club activities.
- i) Reward outstanding clubs and their Patrons/Coordinators.
- j) Refer and follow up on club cases.
- k) Ensure the club activities are in line with government policies.

3. The Head Teacher

- a) Work with PTA/SMC to ensure that club activities are integrated into the school improvement plan.
- b) Keep the PTA/SMC informed about the club and gain its support in establishing effective links with the community.
- c) Ensure that club activities are reflected upon appropriately in school appraisal processes.
- d) Support supervision of the club by finding out how well the club is functioning – for example, collecting information on club sessions and the attendance levels of members – and occasionally observe club sessions and participate in club activities.

- e) Provide material, financial, and/or practical support to the club in organizing its school- and community level activities (i.e. lobby for resources).
- f) Encourage, praise, advice and support the club champions, patrons and coordinators.
- g) Support the school to overcome barriers to the effective functioning of the club.
- h) Sensitize the children on clubs, e.g. in assemblies.
- i) Identify the club coordinator and an assistant to help in the absence of the coordinator.
- j) Monitor the club activities.
- k) Identify schools for exchange visits in and outside the district.
- l) Receive from champions/coordinators and keep records of the clubs.
- m) Give guidance on and approval of club work plans.
- n) Connect the school club activities with DDE's office and other partners or organisations with similar objectives.
- o) Report to the District Implementation and Monitoring Committee (DIMC) about the progress of clubs.
- p) Sensitize parents through PTAs/SMCs, about the club's purpose and contribution.
- q) Updating the PTA/SMCs on the activities of the clubs (providing reports).
- r) Include club activities in the school timetable and schoolwork plans.
- s) Reward the best performers in the club.
- t) Approve rules and regulations in clubs.
- u) Be a good role model to learners and provide positive feedback.
- v) Innovative, creative, flexible and good facilitation skills.
- w) Good time manager.

4. The Parent Teacher Association (PTA)/School Management Committee (SMC)

Members of the PTA/SMCs have a key role to play in supporting the club and in developing effective links between the club and community. The PTA/SMC should act as an entry point for all community engagements. Specifically, the PTA/SMCs will fulfill the following roles.

- a) Include plans for the development and sustainability of a club in school development plans.
- b) Inform parents and the community in general about the club and its purpose, and mobilize these stakeholders to support club activities.
- c) Agree on and allocate school funds to be used to support club activities.
- d) Help to organize community club events or activities, such as the performance of music, dance and drama activities to raise awareness on environmental issues.
- e) Identify and mobilize role models to mentor club members.
- f) Work with any community groups that are involved in addressing environmental challenges, including raising awareness.
- g) Report back to the school any action being taken in the community that is helping to address barriers to FMNR uptake so that club members (and other stakeholders) are informed about them.

- h) Individual PTA/SMC members may use their personal influence to address some of the challenges and barriers faced by club members and other pupils in the school.

Additional Roles of Club Coordinators and the PTA/SMC

- i. Identification of club members.
- ii. Guidance and counselling.
- iii. Draw work plans for the club.
- iv. Attend trainings to enrich knowledge and skills.
- v. Liaise with the club members and the school administration.
- vi. Give appropriate directives to the learners.
- vii. Organize developmental and skill building activities, such as guiding girls and boys on how to make menstrual pads, baskets, table clothes.
- viii. Formation of club structures and rules and regulations.
- ix. Orientation of club members.
- x. Monitor and evaluate club activities.
- xi. Identify role models.

5. Club Members

Apart from participating in club meetings and activities, club members can play a management and organizational role. This gives club members the opportunity to develop management and organization skills, which are likely to increase their confidence and aspirations as well as develop life skills. In taking on these responsibilities, the sustainability of clubs is increased. The club members therefore have the following roles.

- a) Regular attendance and active participation at scheduled meetings and other club activities.
- b) Participate in the management and organization of club activities/events.
- c) Inform the club Coordinator and the other club members about issues affecting club members and other pupils in the school. (Representatives of the club to report to the club coordinators, the head teacher, the PTA/SMC.
- d) Documentation of club activities.
- e) Adhere to club rules and regulations.
- f) Select club leaders among themselves.
- g) Ensure efficient cooperation and positive group dynamics within the club.
- h) Create awareness about the club and encourage others to join to ensure its continuity.
- i) Mobilize their communities to take pupils back to school.
- j) Make requisitions for resources from the club Coordinator such as resource materials, available funds, equipment, etc.
- k) Take good care of club assets/materials.
- l) Report writing.

Annex 3: Sample Club Constitution and Bye-laws

[NAME OF SCHOOL, e.g. WAKII PRIMARY SCHOOL] CONSTITUTION AND BY-LAWS OF ENVIRONMENTAL/FMNR ECO CLUB

Article I – Name

The name of the organization shall be 'The Wakii Primary School FMNR Eco club' (Tintuug Lebge Tii Club).

Article II – Purposes

- a) To better educate pupils of Wakii Primary, staff and community about the environment.
- b) To raise awareness about the importance/benefits of tree regeneration and planting.
- c) To provide pupils with experience and opportunities to protect the environment.
- d) To better educate the Wakii community about issues relating to the environment.
- e) To work with community members on farmer managed natural regeneration (FMNR) activities.

Article III – Membership

Membership in the Environmental/FMNR Club shall be open to any pupil of Wakii Primary School with an interest in the environment and who demonstrates this interest through active participation in the organization.

Article IV – Officers

The officers of this organization shall be President, Vice President, Secretary, and Treasurer. At the discretion of the Environmental Club members, positions may be combined.

Article V – Elections and Appointments

A. Procedure

1. The officers of this organization shall be elected annually by the club members at the end of the school year to prepare for the next school year.
2. Nominations will be held at a club meeting specifically for elections.
3. A majority vote of the members present will be required to elect a member to office.
- 4.

B. Removal from Office

If any officer fails to fulfil their obligations to the group, she/he may be removed from office by a two-thirds vote of the members. Vacancy of any office shall be filled by re-election.

Article VI – Powers and Duties of Officers

Section 1: The duties of the President shall be to call and preside at all meetings, call special meetings, and to act as the official head in all matters in which the organization is concerned.

Section 2: The duties of the Vice-President shall be to preside over meetings when the President is absent, to aid the President in coordinating events, and to keep all members up to date with club proceedings.

Section 3: The duties of the Secretary shall be to take attendance at meetings, to take charge of all correspondence (announcements of meetings), and to record club minutes.

Section 4: The duties of the Treasurer shall be to handle all funds of the organization, to maintain accurate financial records and to submit the funds/records to the Patron for safe keeping.

Article VII – Meetings

Section 1: Meetings shall be held when school is in session.

Section 2: Regular meetings of the Environmental/FMNR Club shall be held every month. Attendance is not mandatory, but certainly preferred.

Section 3: Pupils should inform a member of the Executives (an officer) if they cannot attend a meeting.

Article VIII – Finances

Section 2: Financial resources may be gained through fundraising, donations, sponsorship, dues, and any other moneymaking projects unanimously approved by the members.

Article IX – Amendments to or Revision of the By-Laws

Section 1: Amendments to or revisions of the by-laws of the Environmental/FMNR Club may be suggested by any member and discussed at a meeting of the organization.

Section 2: The proposed amendments must be approved by a two-thirds majority of the active members of the organization.

Annex 4: Order of Holding Club Meetings

Here is a suggested order for regular meetings:

1. The president welcomes everyone, ask new members to introduce themselves.
2. The secretary pass around the register for those present to write their names (sign in).
3. The president briefly recaps the last meeting discussions for those who missed it.
4. Ask for questions, comments and make clarifications.
5. Ask for updates on what has taken place since the last meeting.
6. Review progress; ask for their comments, and get suggestions for improvements.
7. Re-organize actions by doing the following:
 - List all actions with time deadlines.
 - Add names of those responsible for each action.
 - Ensure that everybody in the club is doing something.
8. After the days business session is completed, Share some environmental information with the whole club. Discuss it by asking questions: who, what, when, where, why, how? Or do some work on the project at this time.
9. Close meeting with environmental pledge, or prayer.

Annex 5: Sample Format of Club Meetings

(Name of School)
Minutes of School Environmental/FMNR Club Meeting

Date: _____

Activity: _____

Start Time: _____ Close Time: _____

Number of Attendees: _____

Meeting type (General, other – specify): _____

Agenda/Issues Discussed:

1. _____
2. _____
3. _____

Decisions/Activities to be taken Action by: _____

1. _____
2. _____
3. _____

Club Secretary: _____ Club President: _____ Club Patron: _____

Annex 6: School/Community Profile

1. School Name:
2. Circuit and Location of School:
3. Total Enrolment:
4. Name of Head teacher:
5. Tel:
6. Name of Environmental Club:
7. Number of Environmental/FMNR Club Members:
8. Name of Club Patron/Coordinator:
9. Tel:
10. Short Description of your Area/Community (*include a brief description of your school's location and identify the environmental issues affecting your school, pupils and community*).

Photo/drawing	Map (if available)
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Annex 7: Special Events for Eco Clubs

<p>School environmental/FMNR club members can learn and become familiar with the current environmental issues by celebrating these important annual events, which have been thematised to the most pressing environmental concerns. In addition, these annual global events can be used as platforms for the pupils to interact with the wider community to spread environmental awareness and work together with relevant stakeholders towards environmental sustainability.</p>	
<p>February 02: WORLD WETLANDS DAY This day marks the date of the adoption of the Ramsar Convention on Wetlands. The convention concerns the conservation and sustainable use of all wetlands.</p>	<p>May 22: INTERNATIONAL DAY FOR BIOLOGICAL DIVERSITY The International Day for Biological Diversity (IDB) is marked to increase understanding and awareness of biodiversity issues.</p>
<p>March 21: WORLD FORESTRY DAY World Forestry Day provides a platform to raise awareness of the importance of forest trees and trees out forests.</p>	<p>June 05: WORLD ENVIRONMENT DAY The day provides a global platform for public outreach on the need to preserve and enhance the environment.</p>
<p>March 22, WORLD DAY FOR WATER The day is marked to increase people’s awareness on the importance of water in environment, agriculture, health and trade.</p>	<p>June 08: WORLD OCEANS DAY The day is celebrated to raise awareness of the role the oceans play as sources of food, oxygen and medicine.</p>
<p>April 22: EARTH DAY Earth Day is a global event marked each year since 1970 as a political and civic action to exhibit support for environmental protection.</p>	<p>June 17: WORLD DAY TO COMBAT DESERTIFICATION The day has been observed since 1995 to promote awareness relating to the need for global efforts to combat desertification and drought.</p>
<p>July 11: WORLD POPULATION DAY The day is dedicated to raise awareness on global population issues, and their impacts on the environment and quality of life.</p>	<p>September 16: INTERNATIONAL DAY FOR THE PRESERVATION OF THE OZONE LAYER. Commemorating the 1987 signing of the Montreal Protocol on Substances that Deplete the Ozone Layer, the day advocates activities that create awareness on topics related to climate change and ozone depletion.</p>
<p>October 13: INTERNATIONAL DAY FOR DISASTER RISK REDUCTION (DRR) The day celebrates how people and communities around the world are reducing their exposure to disasters.</p>	<p>Dec. 14: WORLD ENERGY CONSERVATION DAY The day is celebrated on 14th December globally to highlight the importance of energy consumption and its use in our day-to-day life, its scarcity and its impact on sustainability of global eco systems.</p>

Annex 8: Some Benefits of Children’s Participation in School Clubs¹⁰

1. Boosting Academic Performance

There is enough evidence to suggest that extra-curricular and out-of-school activities organised by school clubs do have a positive impact on child development. The evidence shows that academic grades, study habits, and school-based behaviour all improve when children attend regular after school clubs and team sports. For instance, it has been found that out-of-school excursions may encourage pupils to engage in various nature activities and hobbies in their free time. In addition, pupils’ positive nature experiences and values are suggested to relate with positive attitudes towards responsible environmental behaviour¹¹.

In effect, classroom learning and informal out of school learning complement each other. If a child learns something new through a school eco club activity, it could boost their understanding of school subjects – even if that activity doesn’t relate directly to class work. Discovering that they have a talent for something can give children a new source of confidence or passion that translates into their behaviour at school.

Studies show that young people who frequently participate in after school activities are more likely to show greater levels of attention in class, be more engaged in school, and are less likely to develop an inclination for violent or problem behaviour. What’s more, some extra-curricular activities provide pupils with the facilities and time to pursue interests that they may not be able to pursue in the formal school learning environment.

2. Improving Life and Social Skills

Irrespective of whether children are establishing new relationships or building on existing friendships, after school activities through school eco clubs provide an ideal environment for them to nurture social skills and confidence for lifelong learning. Most extracurricular activities are aimed at teaching children the value of teamwork to achieve a collective goal — a skill that will benefit them in their future occupations.

Similarly, engaging with new people through out-of school activities in a productive environment helps to strengthen independence and confidence in children. Children who participate in school clubs feel positive about being involved and report the development of self-confidence, self-esteem, voice, empowerment, a sense of school connectedness, life and leadership skills, organizational and problem-solving skills and improved communication¹² The more they explore their abilities within a new environment, the more children build a sense of their own character and develop crucial leadership skills. By working with others outside of a classroom setting such as during tree pruning exercises in the community, children begin to learn the value of improvisation, sharing ideas and offering support to peers in challenging circumstances.

¹⁰ Source: <https://blog.schoolspecialty.com/benefits-participation-school-activities/>

¹¹ Uitto et al., (2004). Who is responsible for sustainable development? Attitudes to environmental challenges of Finnish 9th-grade comprehensive school boys and girls. Retrieved October 10, 2021, from <https://www.roseproject.no/network/countries/finland/fin-uitto-2003.pdf>.

¹² Manion, K., Wright, L. & Currie, V. (2021). Role of Children’s Clubs in Safeguarding of Children in Schools. Report Prepared for the Global Partnership to End Violence Against Children. International Institute for Child Rights and Development. Retrieved October 10, 2021, from https://www.end-violence.org/sites/default/files/paragraphs/download/STL%20safeguarding%20research%20report%20%28%29_0.pdf

3. Happier Children

School club activities offer a positive environment in which children can grow and thrive when parents are working and unable to make it home early after school. Many adults today stay at work after the school day has ended. After school activities remove the temptation to sit in front of a television set. Moreover, a number of after school activities promote emotional wellbeing by allowing children to work off excess energy, relax their minds and overcome the stress associated with school life. While sports help to remove some of the tension that could have built during the day, academic clubs help to reduce the stress associated with preparing for tests by offering extra assistance and support.

4. Promoting Healthy Hobbies

Children with a regular hobby are likely to spend less static time glued to a smart phone or TV screen. Not only does the time spent within a club encourage your child to remain active, but the interests that they develop through club activities will prompt them to spend more time practicing skills and pursuing their passions. Afterschool Alliance in a study on the impact of extra-curricular activities on child health, and found that they are essential in promoting a healthier lifestyle. Studies of after-school programmes have shown that obesity levels are often much lower in programme participants, with only 21% of children suffering from weight problems compared to 33% for non-participants.

5. Encouraging a Brighter Future

The skills and habits a child learns during his or her school years help to shape the kind of future they will lead as an adult. As a result, after school activities that promote everything from healthy-living habits, to leadership skills, good time-management and better social or academic performance have plenty of advantages to offer.

Keep in mind that you shouldn't push children to over-do it when it comes to after school club activities. It's better for youths to choose something that they really enjoy doing and stick to it, than attempt numerous different activities that quickly become overwhelming, and may detract from their ability to concentrate on school work

Annex 9: School FMNR Eco-Club Registration Form

(With District Education Office/Project sponsoring the Club).

Name of the School:	
Year when Club started:	
Name of Club:	
Name of Club Patron/Coordinator:	
Brief description of Club:	
Purpose of Club:	
Estimated number of members:	
Activities the club anticipates to undertake:	

Annex 10: School FMNR Eco Clubs Monitoring and Evaluation (M&E) Tool

School/education authorities/NGO project sponsors should use the following guiding questions to follow up on progress, behaviour change, knowledge and attitude change among the pupils.

Guiding Questions

1. Are we meeting club objectives?
2. In what ways are we strong? Where or what is the evidence?
3. Are some club activities more effective than others?
4. Are some activities more popular than others?
5. What changes in knowledge, attitudes and behaviours are a result of club activities?
6. What differences have we made among the school population?
7. What differences are there between boys and girls?
8. What evidence is there among parents/community?
9. Do we have regular attendance of club meetings?
10. Do we have support of the community and other partners for club activities?
11. In what areas do we need to improve?
12. What strategies will help us improve?
13. How can we measure our improvement?

The tool below should be developed further to incorporate all relevant information for club monitoring and evaluation.

1. Behaviour change			
	Yes	No	Remark on progress
2. Club delivery			
Attendance			
Increasing number of activities			
Membership growth			
3. Stakeholder satisfaction			
Pupils			
Teachers			
Parents			
community			
Other [*]			
4. Club Outcomes			
Engagement in learning behaviour			
General grades improvement			

*Include other relevant stakeholder groups.

