

EARTH RANGERS

Youth Climate Guardians Liberia

Detailed Programming Plan | September 2026–December 2027

Project proposition: Equip young Liberians to restore degraded landscapes, strengthen biodiversity, and lead practical climate action through permanent school-based clubs and community partnerships.

Program detail	Commitment
Applicant	Earth Rangers
Fundraising title	Train 1,500 Youth Climate Guardians in Liberia
Geographic focus	Montserrado, Margibi, and Nimba Counties, including Monrovia
Implementation period	September 2026–December 2027 (16 months)
Funding goal	US\$600,000
Primary participants	High-school students, teachers, and community volunteers
Prepared for	GlobalGiving due diligence and program-materials review
Document date	26 August 2026 (restructured for GlobalGiving application questions)

A locally led pathway from climate knowledge to measurable restoration.

Table of Contents

Document Purpose and Alignment.....	5
GlobalGiving Application Response Sheet.....	5
Basic Information.....	6
Additional Information.....	6
Donation Options	7
Photos and Project Documentation.....	8
Storytelling Worksheet-to-Plan Alignment Matrix	8
At-a-Glance Commitments	9
Executive Summary	10
Core Value Proposition	11
1. Strategic Context and Problem Analysis	11
1.1 The Development and Climate Context.....	11
1.2 The Youth Opportunity Gap.....	12
1.3 Root Causes and Program Response.....	13
1.4 Rationale for the Integrated Model.....	13
1.5 Needs Assessment Evidence and Design Implications	14
Key assessment findings translated into project requirements.....	16
2. Goal, Objectives, and Theory of Change.....	16
2.1 Program Goal	16
2.2 Specific Objectives.....	16
2.3 Theory of Change.....	17
2.4 Critical Assumptions.....	18
3. Target Population, Geography, and Selection.....	18
3.1 Primary Participants	18
3.2 Secondary Beneficiaries.....	18
3.3 County and School Allocation.....	19
3.4 Transparent Selection Criteria	19
3.5 Site and Species Safeguards	19
4. Program Components and Delivery Model.....	20
Component 1: Climate Education, Clubs, and Youth Leadership	20
Core curriculum	20
Quality standard	20
Component 2: Nursery Development and Planting-Material Quality	20

Production and accountability	21
Component 3: Ecosystem Restoration and Tree Stewardship.....	23
The restoration protocol	23
Component 4: Community Awareness and Environmental Action	23
Component 5: Monitoring, Learning, and Public Accountability.....	24
5. Implementation Strategy and Work Plan.....	24
5.0 Project Management and Delivery Methodology	24
5.1 Phased Delivery	25
5.2 Detailed Activity Schedule	26
5.3 Implementation Readiness Gates	27
5.4 Quality Management and Acceptance.....	27
5.5 Procurement, Logistics, and Contract Management	28
6. Results Framework and Measurement Plan.....	28
6.0 Results-Based Management Approach	28
6.1 Results Framework.....	29
6.2 Indicator Definitions That Protect Credibility	30
6.3 Data Quality, Learning, and Reporting.....	30
6.4 Evaluation and Benefits Realization	31
7. Governance, Partnerships, and Staffing	31
7.0 Governance Principles.....	31
7.1 Governance Structure	31
7.2 Indicative Staffing.....	32
7.3 Partnership Strategy	32
8. Gender Equality, Disability Inclusion, and Safeguarding.....	33
8.0 Cross-Cutting Protection and Equity Standard.....	33
8.1 Gender and Social Inclusion.....	33
8.2 Child Safeguarding.....	34
8.3 Ethical Storytelling and Data Protection	34
8.4 Accountability to Communities.....	34
9. Environmental and Social Risk Management	35
9.0 Integrated Risk and Issue Management	35
9.1 Risk Register	35
9.2 Environmental Integrity Principles.....	36
10. Sustainability and Exit Strategy	37
10.0 Sustainability and Transition Framework.....	37
10.1 Institutional Sustainability	37

10.2 Ecological Sustainability.....	37
10.3 Financial and Operational Sustainability	38
10.4 Partnership and Policy Sustainability.....	38
10.5 Exit Readiness Checklist.....	38
10.6 Responsible Scale-Up	38
11. Budget and Value for Money.....	39
11.0 Financial Management and Investment Logic.....	39
11.1 Detailed Budget Summary.....	39
11.2 Budget Management.....	40
11.3 Value-for-Money Framework.....	41
12. Communications, Donor Engagement, and Storytelling.....	41
12.0 Strategic Communications Framework	41
12.1 Narrative Approach.....	41
12.2 Content Standards.....	42
12.3 Fundraising-Page Copy Aligned to the Worksheet.....	42
12.4 Revised Donation Illustrations	43
12.5 Sample Dated Photo Captions	44
13. Management Commitments and Application Readiness.....	44
13.0 Sponsor and Governing-Stakeholder Assurance	44
13.1 Commitments to GlobalGiving and Donors.....	44
13.2 Pre-Submission Quality Checklist.....	45
13.3 Immediate Start-Up Priorities Following Funding.....	45
Annex A. Indicator Reference Summary.....	46
Annex B. Quarterly Reporting Dashboard.....	47
Annex C. Reference Framework.....	49
Annex D. Planning Notes and Boundaries.....	49
Annex E. Approval and Authorization.....	50
Formal Authorization.....	50

Proposed Document Purpose and Alignment

This document provides the detailed written programming plan requested for Earth Rangers' 2026 - 2027 GlobalGiving application. It expands without changing the central promise submitted in the April 2026 Storytelling Worksheet: to empower high-school students in Montserrado, Margibi, and Nimba Counties to plant and care for native trees, restore degraded land, and lead environmental conservation in their schools and communities.

The plan converts that story into an implementation-ready framework with a defined schedule, governance structure, budget, results chain, measurable indicators, safeguarding commitments, risk controls, and sustainability arrangements. Where earlier supporting drafts contained different timeframes or numerical targets, this document establishes one authoritative planning baseline for the application.

For sponsors, donors, governing stakeholders, and implementation partners, the plan functions as both an investment case and a management-control instrument. It defines the strategic justification for the intervention, the scope baseline to be financed, the benefits expected from that investment, the delivery architecture through which those benefits will be generated, and the assurance mechanisms through which performance will be verified. It also establishes clear boundaries between approved commitments, indicative assumptions, and matters that require validation during inception.

The management approach is tailored from contemporary project and programme management practice, including ISO 21502 guidance, PMI's principles and performance domains, results-based management, adaptive management, benefits realization, and the OECD-DAC evaluation criteria of relevance, coherence, effectiveness, efficiency, impact, and sustainability. These practices will be applied proportionately: the project will maintain sufficient governance and documentary control to protect donor resources without creating administrative processes that displace field delivery.

Sponsor assurance: The document establishes a controlled scope, measurable acceptance criteria, stage-gated implementation, accountable ownership, integrated risk and change management, and a verifiable pathway from financial inputs to durable social and ecological benefits.

Alignment decision: The program retains the submitted US\$600,000 funding goal, three-county focus, youth-led club model, tree nurseries, restoration campaigns, community engagement, and long-term stewardship. It uses consistent and verifiable targets throughout. The shorter public fundraising title below improves donor comprehension without changing the program identity or scope.

GlobalGiving Application Response Sheet

This section provides copy-ready answers to every substantive field identified in the 26 August 2026 application-question document. The responses are intentionally concise for online entry, while the remainder of this plan supplies the governance, implementation, budget, risk, monitoring, safeguarding, and sustainability detail required for due diligence. The authorized submitter should copy the wording consistently and complete a final character-count check in the live platform before submission.

Basic Information

Application field	Recommended response	Management rationale
Project title	Train 1,500 Youth Climate Guardians in Liberia	States the action, quantified beneficiary group, and country in 46 characters.
Project summary	Earth Rangers will equip 1,500 high-school students in Montserrado, Margibi, and Nimba Counties to lead practical climate action. Through 30 school clubs, 60 teacher mentors, 15 nurseries, native-tree restoration, and community campaigns, young people will restore degraded land, strengthen biodiversity, and build lasting environmental stewardship.	Answers who, where, what, how, and intended impact in two donor-oriented sentences.
Primary theme	Climate Action	Directly reflects the project purpose and restoration results.
Secondary themes	Education; Environment	Captures the school-based capacity-building model and ecological outcomes without diluting the primary theme.
Requested funding	US\$600,000	Equals the approved 16-month cost baseline and the detailed budget in Section 11.

Additional Information

Question	Copy-ready response
What is the problem?	Deforestation, land degradation, biodiversity loss, unmanaged urban growth, and climate shocks are weakening ecosystems and community resilience in Montserrado, Margibi, and Nimba Counties. Many secondary schools lack trained mentors, organized environmental clubs, nurseries, and safe practical opportunities for students to protect local landscapes. One-time planting efforts also underperform when site verification, maintenance, community ownership, and survival monitoring are weak.

Question	Copy-ready response
How will this project solve the problem?	Earth Rangers will establish 30 school-based Youth Climate Guardian Clubs; train 1,500 students and 60 teacher mentors; develop 15 school-community nurseries; produce 200,000 viable native seedlings; and plant 120,000 trees across 100 hectares of verified sites. Students will lead action plans and campaigns, while trained adults, landholders, communities, and technical actors support safeguards, site selection, maintenance, protection, and transparent survival monitoring.
Potential long-term impact	By institutionalizing 30 clubs, building teacher capacity, maintaining community-linked nurseries, and assigning local caretakers, the project will create a durable platform for youth-led conservation beyond the grant. At least 1,500 young people will retain practical climate leadership skills, while restored sites and continued seedling production will strengthen biodiversity, landscape resilience, and locally owned environmental stewardship over time.

Donation Options

The following options meet the requirement for varied giving levels, including an accessible small-donation entry point. Each description uses contribution language because donations are pooled within the approved budget; actual unit costs will vary by location, procurement, species, weather, and site conditions.

Gift	Copy-ready donor impact description	Budget linkage
US\$10	Contributes native seed, potting media, labels, or basic nursery consumables for youth-supported seedling production.	Nursery establishment and operations
US\$25	Contributes locally appropriate seedlings, protective materials, and early maintenance for a supervised restoration plot.	Tree planting and restoration
US\$50	Helps provide a student with climate-learning materials, safe field supplies, and supervised practical club activities.	Climate education and capacity building
US\$100	Contributes to a supervised school environmental action day, including mobilization, basic materials, safety, and follow-up care.	Community awareness and campaigns
US\$250	Helps equip a youth club with shared learning resources, recordkeeping materials, protective equipment, and basic field tools.	School Climate Guardian Clubs

Gift	Copy-ready donor impact description	Budget linkage
US\$500	Contributes to training students and teacher mentors in climate leadership, nursery management, safeguarding, and monitoring.	Climate education and capacity building
US\$1,000	Supports nursery inputs, technical supervision, inventory controls, and quality assurance for viable native seedlings.	Nursery establishment and operations
US\$5,000	Contributes to an integrated school-community delivery package covering club activation, training, nursery work, restoration, and monitoring.	Multiple approved budget lines

Photos and Project Documentation

Main photograph: select a consent-cleared, high-resolution horizontal image of participants actively inspecting seedlings, learning, or undertaking supervised environmental work. The strongest image should show human agency and the project mission rather than a logo, posed institutional branding, or an unsupported claim of completed impact. It must be at least 920 by 612 pixels and comply with GlobalGiving's community-photo requirements.

Gallery sequence: use the community-consultation photograph to demonstrate participatory needs identification; nursery images to evidence existing local capacity and the technical gaps the grant will address; and the field-inspection image to demonstrate practitioner engagement. Captions must state the date or assessment period, location, non-identifying participant description, activity, relevance, and evidence limitation. Duplicate images should not be uploaded.

Privacy and verification control: do not publish attendance sheets containing telephone numbers, signatures, or other unnecessary personal information. Retain the complete records in the controlled project file and use a redacted or cropped version only when documentary proof is required. Confirm consent, caption accuracy, image resolution, and file format before upload.

Project documentation: upload this dated program plan as the principal project document. Its file size is below the stated 20 MB ceiling and it provides the requested budget, implementation schedule, governance arrangements, results framework, risks, safeguards, and monitoring controls.

Storytelling Worksheet-to-Plan Alignment Matrix

Worksheet element	Submitted direction	How this plan operationalizes it
Project identity	Youth Climate Guardians Liberia	Fundraising title begins with an action verb; the program name remains unchanged.

Worksheet element	Submitted direction	How this plan operationalizes it
Challenge	Deforestation, degraded land, biodiversity loss, urban growth, and limited opportunities for practical climate education	Problem analysis and site-selection criteria directly address these interconnected pressures.
Solution	School clubs, youth training, nurseries, native-tree planting, campaigns, tools, mentorship, and survival monitoring	Five integrated components translate the proposed solution into sequenced deliverables.
Geography	Montserrado, Margibi, and Nimba, including Monrovia	All activities, staffing, monitoring, and budget assumptions use the same three-county scope.
Long-term impact	A generation of environmental leaders and continued school- and community-driven conservation	Teacher mentors, institutionalized clubs, nursery operating plans, caretaker agreements, and handover milestones sustain results.
Funding goal	US\$600,000	The detailed budget totals exactly US\$600,000.
Donor connection	Donation options under US\$100	Revised giving examples are realistic, traceable, and avoid overstating what a single donation can finance.

At-a-Glance Commitments

Result area	December 2027 target
Participating schools / clubs	30 schools with 30 functioning Youth Climate Guardian Clubs
Youth and teacher capacity	1,500 students and 60 teacher mentors trained; at least 50% female participation
Community participation	600 community volunteers engaged; 20,000 people reached through campaigns and events
Restoration infrastructure	15 school/community nurseries established and operational
Planting material	200,000 viable native seedlings produced; 120,000 planted at verified sites; remaining stock reserved for mortality replacement, community distribution, and post-project continuity
Landscape outcome	100 hectares under restoration management; at least 80% survival among trees old enough for a 12-month assessment

Result area	December 2027 target
Youth action	30 school environmental action plans and 30 student-led micro-projects implemented

Executive Summary

Liberia’s forests and natural landscapes are central to national resilience, livelihoods, biodiversity, and low-carbon development. Yet deforestation, land conversion, unmanaged urban growth, waste, and climate shocks are placing increasing pressure on ecosystems and communities. Liberia’s climate commitments call for forest conservation, ecosystem restoration, urban greening, climate adaptation, and stronger systems for measurement and learning. At the same time, many students have limited access to structured opportunities that connect classroom knowledge with practical, locally owned environmental action.

Youth Climate Guardians Liberia responds to both needs. From September 2026 through December 2027, Earth Rangers will establish 30 school-based clubs across Montserrado, Margibi, and Nimba Counties; train 1,500 students and 60 teacher mentors; establish 15 school and community nurseries; produce 200,000 viable native seedlings; plant 120,000 trees across 100 hectares of verified restoration sites; and engage communities through 50 environmental awareness and action campaigns. At least half of participating students will be girls, and inclusion measures will be applied for students with disabilities and young people from underserved communities.

The program uses a practical learn–lead–restore–measure model. Students first build climate, biodiversity, leadership, safeguarding, and project-management skills. They then develop school environmental action plans, manage nurseries with trained adults, participate in safe planting and maintenance, and lead community campaigns. Site-specific restoration plans will be agreed with landholders and relevant authorities before planting. Species will be selected for ecological suitability and community value; natural regeneration will be protected where it offers better results than planting alone.

Accountability is built into the delivery model. Each school and planting site will have a unique record; participants will be disaggregated by sex, age, county, school, and disability status where safely and ethically collected; nursery and planting records will be reconciled; planting sites will be georeferenced; and survival will be measured using fixed plots or a statistically defensible census approach. Independent financial audit, management review, community feedback, safeguarding referrals, and learning reviews will complement routine monitoring.

The US\$600,000 investment is designed to create more than a one-time tree-planting event. It finances youth leadership, teacher capacity, locally produced planting material, responsible restoration, community stewardship, and credible evidence. By project close, participating schools will have institutionalized clubs, trained teacher mentors, approved action plans, basic toolkits, and sustainability agreements, while community caretakers and nursery teams will have defined responsibilities for continued maintenance and production.

Delivery will follow a hybrid project life cycle. Predictive controls will govern the fixed funding envelope, approved results, procurement, safeguarding standards, reporting obligations, and major milestones. Adaptive planning will guide species selection, planting windows, site treatment, campaign design, and corrective action because rainfall, nursery performance, school calendars, and field conditions cannot be managed responsibly through a rigid schedule. Formal stage gates will prevent premature movement from mobilization to training, nursery activation, planting, outcome claims, and handover.

A Project Steering Committee will provide strategic direction and issue resolution, while the Project Management Unit will maintain an integrated management plan covering scope, schedule, cost, quality, resources, procurement, communications, risks, issues, assumptions, dependencies, safeguards, and change. Quarterly performance reviews will compare planned versus actual progress, analyze variances and root causes, authorize recovery actions, and determine whether resources should be rephased without compromising the approved benefits profile.

The project's success will therefore be assessed at several levels: compliance with donor and fiduciary requirements; delivery of agreed outputs within the authorized scope, schedule, and cost; achievement of measurable youth, institutional, and restoration outcomes; equitable participation and protection from harm; satisfaction and ownership among governing stakeholders; and the continuation of priority benefits after grant closure. This multidimensional definition of success protects the project from becoming an output-counting exercise.

Investment case: This is a youth-development and landscape-restoration program in one integrated platform: it builds capable environmental leaders while creating measurable ecological assets that communities can maintain.

Core Value Proposition

- Locally led: students, teachers, community volunteers, landholders, and county actors shape site-level plans and stewardship arrangements.
- Evidence driven: baseline, geospatial records, output reconciliation, survival measurement, and adaptive management connect spending to results.
- Ecologically responsible: native or locally appropriate species, site-species matching, assisted natural regeneration, and maintenance are prioritized over planting counts alone.
- Inclusive and safe: gender equality, disability inclusion, child safeguarding, consent-based storytelling, safe fieldwork, and accessible feedback channels are integrated into delivery.
- Designed to last: permanent clubs, trained teachers, functional nurseries, school action plans, and community caretaker agreements provide a continuation pathway.

1. Strategic Context and Problem Analysis

1.1 The Development and Climate Context

Liberia contains one of West Africa's most important remaining forest systems, but its natural capital is under pressure from land conversion, unsustainable resource use, infrastructure expansion, urbanization, and climate change. The World Bank's Liberia Country Climate and Development Report

warns that climate change could substantially reduce economic growth and deepen poverty without timely adaptation, while identifying sustainable land management, human development, climate readiness, and resilient infrastructure as priority action areas. Liberia's NDC framework similarly emphasizes forests, ecosystem restoration, urban green corridors, adaptation, and transparent monitoring.

The program's three counties present complementary needs. Montserrado, including Monrovia, faces intense urban pressures, flooding, waste, and loss of green space. Margibi combines urban expansion, agriculture, transport corridors, and degraded community landscapes. Nimba holds ecologically significant landscapes while experiencing agricultural, mining, and land-use pressures. Final schools and sites will be selected through transparent criteria and field verification rather than assumed need alone.

The strategic relevance of the intervention rests on the convergence of national climate priorities and localized delivery gaps. Liberia's climate policy architecture recognizes forests, land restoration, urban green corridors, adaptation, and transparent monitoring as essential to national resilience. Youth Climate Guardians Liberia contributes at the implementation interface where national ambition must be translated into school-level capability, community ownership, technically credible restoration, and evidence that governing institutions and financiers can use.

The intervention will not claim to resolve structural deforestation or climate vulnerability through a single grant. Its comparative advantage is to create replicable community-level delivery capacity: trained youth leaders, functioning school institutions, local nursery infrastructure, verified restoration sites, and practical coordination among education, environmental, forestry, county, and community stakeholders. These assets strengthen the enabling environment for wider climate action and future investment.

1.2 The Youth Opportunity Gap

Young people are not merely beneficiaries of climate action; they are current stakeholders and future custodians of Liberia's natural assets. However, environmental education produces stronger practical value when students have trained mentors, safe opportunities to apply knowledge, tools, community support, and visible feedback on results. Many schools lack the organized clubs, materials, nurseries, and partnerships needed to turn climate learning into sustained action.

Youth Climate Guardians Liberia will close this implementation gap. It will create a structured pathway from learning to leadership, and from leadership to measurable school and community outcomes. The approach intentionally links youth participation to adult duty-bearers: teachers safeguard and mentor students; technical partners guide restoration; landholders approve sites; and communities maintain assets during school holidays and after project closure.

The project's youth-engagement model is deliberately developmental rather than transactional. Students will not be mobilized only as labor for planting events. They will participate in problem identification, action planning, club governance, communication, nursery observation, site monitoring, reflection, and presentation of results. This progression strengthens agency, civic responsibility, teamwork, and practical environmental competencies while preserving adult accountability for safety, technical decisions, and fiduciary management.

1.3 Root Causes and Program Response

Underlying constraint	Observed consequence	Program response
Limited practical climate-learning platforms	Knowledge may not translate into sustained behavior or community action	Permanent school clubs, trained teacher mentors, action plans, and student-led projects
Insufficient local supply of suitable planting material	Planting is delayed, costly, or dependent on inappropriate species	15 decentralized nurseries, species planning, quality controls, and trained nursery teams
Short-term planting without maintenance	High mortality and weak ecological outcomes	Site agreements, watering and protection plans, caretakers, replacement stock, and survival monitoring
Weak coordination among schools, communities, and authorities	Duplicated effort, unclear ownership, and poor sustainability	County coordination, MOUs, technical review, community committees, and defined handover responsibilities
Low visibility of credible results	Donors and communities cannot distinguish activity from impact	Unique records, georeferenced sites, disaggregated data, photo consent, outcome monitoring, and transparent reporting

1.4 Rationale for the Integrated Model

Tree planting alone is not a complete restoration strategy, and climate education alone does not restore land. The program therefore combines five mutually reinforcing functions: youth capability, planting-material supply, site-based restoration, community mobilization, and monitoring with maintenance. The integrated model reduces the risk that seedlings are planted without ownership, that clubs are created without meaningful work, or that reported outputs cannot be verified.

From a systems perspective, each component addresses a critical dependency in the benefits chain. Training develops capability; clubs provide an institutional vehicle for repeated action; nurseries improve the timing, quality, and traceability of planting material; site planning and community stewardship protect ecological investments; and monitoring generates the feedback required for adaptive management. Weakness in any one dependency can erode the entire value proposition, which is why component performance will be reviewed collectively rather than in operational silos.

The design also improves additionality and value for money. Donor financing will create capabilities and assets that are unlikely to emerge at the required scale through isolated volunteer events, while the school–community platform leverages teacher time, community knowledge, local stewardship, public coordination, and future fundraising. The resulting model is intended to be technically credible, locally manageable, and sufficiently standardized for responsible replication.

1.5 Needs Assessment Evidence and Design Implications

Earth Rangers supplemented the desk-based problem analysis with field observation and community consultation evidence assembled in August 2026. The assessment materials document engagement with local leaders, community members, youth representatives, and forest-management actors, together with direct observation of an operating tree nursery. The evidence is qualitative and site specific; it does not constitute a statistically representative survey of all three target counties. Its value is to test the project logic, identify existing assets and delivery constraints, and inform the detailed baseline and site-verification work that will follow financing.



Figure 1. Community stakeholders participating in the needs-assessment process. Community members, local leaders, and Earth Rangers representatives assembled following a community forest engagement and sustainable-management consultation in Tehn Town on 21 August 2026. The image demonstrates an existing entry point for participatory planning and locally accountable stewardship; it does not, by itself, represent universal community consent or final site approval.

The consultation evidence supports the project’s decision to make community ownership a formal workstream rather than an informal expectation. The presence of community authorities, elders, youth representatives, forest-management actors, and Earth Rangers personnel indicates that the program can convene the range of stakeholders required to discuss forest use, site protection, maintenance obligations, and local accountability. During inception, this engagement will be converted into documented stakeholder analysis, site-specific consent, community restoration committees, caretaker assignments, grievance channels, and signed maintenance agreements.



Meeting Attendance Sheet
Community Forest Engagement and sustainable management

Activity: Community Forest Engagement Date: August 21, 2026 Location: Tahn Town

Name	Position	Number	Date	Signature
Josephus P. Obalah	Administrative Officer		08/21/26	
Princess M. Donmo	CFF		08/21/26	
David G. Johnson	CLDMC chair		08/21/26	
Sirleaf L.D Gonda	CFMB Gola town		08/21/26	
Tah Zobon	ELDER / Manna clan		08/21/26	
Sakai Barbue	CLDMC Secretary		08/21/26	
Junior Aahn	Community member		08/21/26	
Jallah A. Kamara	Youth of the Town		08/21/2026	
Boima Queor	Elder / Manna clan		08/21/2026	
Aletha Y. Ben	Charity lady / Educator		08/21/2026	
Dando Follay	Elder of the town		08/21/2026	
Vorney Tahn	Youth of Town		08/21/2026	

Name	Position	Number	Date	Signature
James T. Fombe	CFMB		08/21/26	
J. Elitah Musa	Town chief Tahn		08/21/26	
Aaron B. Vincent	Elder		Aug. 21, 2026	
Sonii Hums				
Amos T. Larmie	Clan Chief		Aug 21, 2026	
Richard H. H.	Counselor		08/21/2026	

Figure 2. Documented community consultation record. Cropped header from the 21 August 2026 Tahn Town attendance record for community forest engagement and sustainable management. Personal phone numbers and signatures are intentionally excluded from the public-facing plan; the complete source record will be retained securely for due-diligence verification, subject to consent and data-protection controls.

The attendance documentation strengthens the audit trail by demonstrating that stakeholder engagement was recorded rather than inferred from photographs alone. It also exposes an important management requirement: consultation records contain personal data and must be governed through informed consent, restricted access, retention schedules, and controlled disclosure. For sponsor reporting, Earth Rangers will publish aggregated participation information and non-identifying narratives while preserving complete source documents in the protected project file.

Key assessment findings translated into project requirements

- Existing nursery capacity is a viable foundation, but production must be standardized through site assessment, species planning, batch records, water and shade management, quality thresholds, inventory reconciliation, and hardening protocols.
- Community stakeholders are available for engagement, but interest must be converted into explicit decision rights, site consent, caretaker responsibilities, fire and grazing controls, and accessible grievance arrangements.
- The observed diversity and variable development stages of nursery stock reinforce the need for species verification, quality grading, realistic seasonal production plans, and separate accounting for viable seedlings, dispatched seedlings, planted trees, replacements, mortality, and closing stock.
- The assessment confirms the feasibility of linking local nursery practice with youth learning, while also demonstrating that trained adult supervision and technical quality assurance are essential before students participate in propagation, fieldwork, or monitoring.
- The evidence supports the proposed decentralized school–community nursery model, but final nursery and restoration sites remain subject to the project’s formal readiness gates, environmental and social safeguards, tenure checks, and technical approval.

Evidence-to-design conclusion: The needs assessment does not justify immediate scale-up without controls; it demonstrates both a credible local foundation and the precise capacity, governance, quality, and safeguarding investments that donor financing must address.

2. Goal, Objectives, and Theory of Change

2.1 Program Goal

Goal: Young people in Montserrado, Margibi, and Nimba lead inclusive, evidence-based environmental action that restores degraded landscapes, strengthens biodiversity, and improves community climate resilience.

2.2 Specific Objectives

1. Establish and institutionalize 30 inclusive Youth Climate Guardian Clubs in participating high schools by December 2027.
2. Build the practical climate, biodiversity, leadership, safeguarding, and project-management competencies of 1,500 students and 60 teacher mentors.
3. Develop 15 functional school/community nurseries that produce 200,000 viable, ecologically appropriate seedlings for planting, replacement, distribution, and continuity.
4. Place 100 hectares of verified degraded land under restoration management and plant 120,000 trees using site-specific plans, with at least 80% survival for trees reaching the 12-month measurement point.
5. Mobilize 600 community volunteers and reach at least 20,000 people through 50 student-supported awareness and action campaigns.
6. Generate credible, disaggregated, georeferenced evidence and use quarterly learning cycles to improve implementation, accountability, and sustainability.

The objectives form the project's benefits hierarchy. Objectives 1 and 2 create institutional and human capability; Objectives 3 and 4 create ecological delivery capacity and measurable restoration assets; Objective 5 expands community ownership and behavioral influence; and Objective 6 provides the assurance and learning system necessary to protect quality. Collectively, they define the project's outcome baseline and will be subject to formal change control.

2.3 Theory of Change

If high-school students especially girls and underserved youth receive practical climate education, trusted adult mentorship, inclusive leadership opportunities, and the resources to act; if schools and communities establish a reliable supply of suitable seedlings and agree on who owns and maintains restoration sites; and if planting is paired with protection, monitoring, replacement, and learning, then young people will lead sustained environmental action and degraded landscapes will begin to recover. This is because capability, ownership, ecological suitability, and accountability are addressed together rather than as separate activities.

The causal pathway recognizes that outputs are necessary but insufficient. Establishing a club does not automatically create leadership; training does not automatically change behavior; producing seedlings does not automatically restore land; and planting does not automatically generate survival or biodiversity benefits. Intermediate outcomes club functionality, knowledge application, inclusive leadership, maintenance compliance, caretaker performance, and adaptive site management will therefore be monitored as leading indicators of longer-term benefit realization.

The theory of change will be revisited during inception and quarterly learning reviews. The team will test whether assumptions remain valid, whether activities are reaching intended participants, whether implementation fidelity is adequate, and whether contextual changes require adaptation. Any material modification to the causal pathway, targets, or benefits profile will be documented through the integrated change-control process.

Inputs	Activities	Outputs	Near-term outcomes	Long-term contribution
Funding; staff; partnerships; training materials; tools; nursery inputs; data systems	Organize clubs; train youth and teachers; establish nurseries; assess sites; plant and maintain trees; run campaigns; monitor and learn	30 clubs; 1,560 people trained; 15 nurseries; 200,000 seedlings; 120,000 trees planted; 50 campaigns; verified records	Improved knowledge and agency; functional youth institutions; stronger community stewardship; higher seedling survival; 100 ha under restoration	A generation of environmental leaders; healthier landscapes and biodiversity; stronger local climate resilience; continued school- and community-led conservation

2.4 Critical Assumptions

- Schools formally authorize clubs and assign teacher mentors with adequate time.
- Landholders and authorities approve sites and protect planted areas from conversion, fire, grazing, and competing use.
- Seed and planting material of suitable native or locally appropriate species can be sourced legally and ethically.
- Rainfall and field access permit seasonal planting; adaptive scheduling can respond to weather variability.
- Students can participate safely and voluntarily with required school and caregiver permissions.
- Communities remain engaged in maintenance during school holidays and beyond project closure.

Assumptions will be maintained in a live RAID log covering risks, assumptions, issues, and dependencies. Each entry will have an owner, rating, response, target date, and escalation threshold. When an assumption becomes invalid, it will be converted into an issue or risk and addressed through corrective action, schedule reforecasting, contingency, or controlled scope adjustment.

3. Target Population, Geography, and Selection

3.1 Primary Participants

The program will directly engage 1,500 high-school students, 60 teacher mentors, and approximately 600 community volunteers across 30 schools. Students will join voluntarily through a transparent school-level process. At least 50% of student participants will be female. Earth Rangers will work with schools to include students from low-income households, marginalized communities, and students with disabilities, using reasonable accommodation and safe participation plans.

Participant targeting will be governed by an inclusion and stakeholder-engagement protocol. Enrollment will document eligibility, consent, demographic disaggregation, accessibility needs, and participation status using the minimum personal data necessary. Retention, completion, leadership participation, access to technical roles, and benefits will be monitored not only initial enrollment so that nominal representation does not mask unequal experience or influence.

3.2 Secondary Beneficiaries

Parents, school administrators, community members, local organizations, nursery workers, landholders, and county authorities will benefit from environmental education, community assets, restored public or communal landscapes, and stronger local collaboration. The program expects to reach at least 20,000 people through campaigns, events, radio, community dialogues, and practical action days. Reach figures will distinguish estimated media audiences from verified in-person participation.

Secondary beneficiaries are also critical stakeholders in the operating model. Their roles include authorizing school participation, validating local priorities, contributing indigenous and practical knowledge, protecting sites, maintaining assets, resolving conflicts, and sustaining activities after closure. Engagement will therefore be planned according to stakeholder influence, interest, impact, and information needs rather than treated as one-way awareness raising.

3.3 County and School Allocation

County	Indicative schools	Indicative clubs	Selection emphasis
Montserrado	12	12	Urban/peri-urban heat and flooding, loss of green space, school/community sites, and Monrovia outreach
Margibi	8	8	Degraded school/community landscapes, urban expansion, agricultural interfaces, and accessible demonstration sites
Nimba	10	10	Degraded landscapes and watersheds, biodiversity value, agricultural/mining pressures, and community restoration potential
Total	30	30	Final allocation may shift modestly after baseline verification while the overall target remains fixed

3.4 Transparent Selection Criteria

- Documented environmental need and restoration opportunity.
- Written commitment from school leadership to host a permanent club and appoint two teacher mentors where feasible.
- Safe and accessible space for club meetings, demonstrations, or nursery activities.
- Availability of a verified planting site or a viable partnership with a community landholder.
- Willingness to sign an MOU covering safeguarding, asset use, data, maintenance, and sustainability.
- Capacity to support equitable participation, including girls and students with disabilities.
- No unresolved land dispute or foreseeable conversion risk at proposed planting sites.

Selection will be documented through a scored due-diligence tool, supported by field verification and conflict-of-interest declarations. A cross-functional panel will review recommendations, record the rationale for inclusion or exclusion, and maintain an auditable decision trail. Where demand exceeds available places, a reserve list will be created. Selection decisions may be revisited if a school or site fails a readiness gate or no longer meets safeguarding, tenure, accessibility, or sustainability requirements.

3.5 Site and Species Safeguards

No planting will begin until Earth Rangers and relevant stakeholders complete a site screening that records tenure or use rights, ecological condition, current land use, community consent, risks, maintenance responsibilities, and the appropriate restoration method. Native species will be prioritized. Non-native species will be considered only where a technical review demonstrates low ecological risk and a clear site-specific purpose. Planting in wetlands, riparian zones, protected areas, or sensitive habitats will require guidance and authorization from the appropriate technical authority.

Each approved site will have a restoration dossier containing a unique identifier, mapped boundary, baseline photographs, tenure and consent evidence, environmental and social screening, restoration prescription, species list, bill of quantities, work method, maintenance schedule, responsible caretakers, monitoring design, and closure or handover conditions. This dossier will serve as the authoritative configuration record against which field implementation and outcome claims are verified.

4. Program Components and Delivery Model

Component 1: Climate Education, Clubs, and Youth Leadership

Earth Rangers will establish 30 Youth Climate Guardian Clubs as permanent, school-recognized extracurricular structures. Each club will adopt a constitution, elect inclusive student leadership, maintain membership and meeting records, prepare an annual environmental action plan, and implement at least one student-led micro-project. Two teacher mentors per school will be targeted to reduce dependency on a single adult champion.

Component delivery will be organized as a structured capability-development pathway: mobilization and orientation; baseline competency assessment; foundational learning; supervised practical application; student-led action; reflective learning; and recognition of achievement. Teacher mentors will receive a parallel facilitation package covering inclusive pedagogy, safeguarding, club governance, coaching, recordkeeping, and continuity planning. Training quality will be assessed through observation, participant feedback, competency evidence, and subsequent application not facilitator delivery alone.

Core curriculum

- Climate change, local risks, adaptation, and mitigation.
- Liberian ecosystems, biodiversity, forests, wetlands, watersheds, and urban ecology.
- Restoration principles, nursery practice, site–species matching, planting, and maintenance.
- Waste prevention, safe clean-up, circular practices, and environmental health.
- Leadership, teamwork, communication, project design, budgeting, and community mobilization.
- Gender equality, disability inclusion, child safeguarding, field safety, and ethical storytelling.
- Citizen science, simple data collection, GPS-enabled site records, and learning from results.

Quality standard

Training will use participatory methods, demonstrations, locally relevant examples, and pre/post assessments. Completion will require attendance and a practical exercise, not attendance alone. Materials will be reusable by teacher mentors after project closure.

Component 2: Nursery Development and Planting-Material Quality

Fifteen decentralized nurseries will be established through paired school–community arrangements. Nursery selection will consider water availability, security, accessibility, ownership, drainage, and management capacity. Nursery teams will receive practical training in seed sourcing, germination, potting, watering, pest management, hardening, inventory control, and safe tool use.

Each nursery will be treated as a controlled production workstream with a seasonal production plan, capacity assumptions, species portfolio, input schedule, labor allocation, quality checkpoints, target dispatch dates, and contingency stock. Nursery managers will use batch-level traceability so

management can reconcile seed source, germination, viable stock, mortality, dispatch, planting destination, replacement use, and closing inventory. Monthly exception reporting will identify water constraints, disease, delayed germination, abnormal mortality, theft, or production shortfalls.

Production and accountability

- Seed and propagation material will be documented by species, source, date, batch, and nursery.
- A seedling will count as produced only when it meets an agreed viability and quality threshold.
- Nursery inventories will record germination, mortality, distribution, planting, replacement, and closing stock.
- Of 200,000 viable seedlings targeted, 120,000 will be planted during the project; the balance will support mortality replacement, agreed community distribution, and post-project continuity.
- Nursery operating plans will identify post-grant leadership, water and input needs, income or cost-recovery options, and safeguards against commercialization that excludes schools or communities.



Figure 3. Existing nursery stock observed during the needs assessment. The assessment documented a substantial concentration of container-grown seedlings under a locally constructed shaded nursery. The visible range of plant forms and growth stages indicates practical propagation experience and an immediately relevant learning environment. At the same time, visual evidence alone cannot verify species identity, seed origin, age, viability, health status, or planting suitability; these variables will be controlled through the project's batch-level nursery register and technical quality protocol.

For sponsors, this finding reduces greenfield implementation risk: the program is not attempting to introduce nursery practice into a context with no visible local foundation. The proposed investment will professionalize and expand an existing capability by improving nursery design, water and shade management, seed-source documentation, species verification, safe work practices, inventory control, and linkage between nursery production and approved restoration sites.



Figure 4. Variation in seedling size and development stage. A closer nursery view shows seedlings at visibly different sizes and stages of development. This reinforces the project requirement to grade stock against species-appropriate acceptance criteria, plan dispatch by planting window, harden seedlings before field transfer, and avoid counting all containers as viable planting material.

The image directly informs the results-measurement architecture. A seedling will be reported as ‘produced’ only after meeting the defined viability and quality standard; stock that is immature, unhealthy, unverified, or otherwise unsuitable will remain in work-in-progress inventory or be recorded as mortality. This discipline protects donor reporting from overstating deliverables and allows nursery managers to identify production bottlenecks early.



Figure 5. Hands-on review of nursery stock during the assessment. Two adult participants inspect container-grown seedlings within the nursery area. The scene illustrates the practical, labor-intensive nature of nursery

management and the availability of local participants who can contribute knowledge and stewardship. Individual identities are not published; any external use remains subject to documented consent.

This observation supports a paired school–community operating model in which trained adults retain responsibility for technical supervision, safeguarding, tools, watering, security, and production continuity, while students participate through age-appropriate learning, observation, inventory exercises, environmental leadership, and supervised practical tasks. The model is designed to combine youth agency with clear adult duty of care rather than transfer operational risk to students.

Component 3: Ecosystem Restoration and Tree Stewardship

Restoration will be planned at landscape and site level. Depending on ecological need, the response may combine tree planting, assisted natural regeneration, enrichment planting, riparian buffers, erosion control, and protection of naturally regenerating vegetation. Planting campaigns will be timed to local rainfall conditions and supported by site preparation, transport, tools, protective measures, maintenance schedules, and designated caretakers.

The component will apply a restoration hierarchy: first avoid damage to existing ecosystems; then protect natural regeneration; then address the limiting factors preventing recovery; and plant only where planting adds clear ecological and community value. Species diversity, functional traits, local knowledge, future climate suitability, survival prospects, and legitimate community use will inform the technical design. The project will not equate the number of seedlings distributed with restoration success.

The restoration protocol

1. Screen and approve the site, tenure, community consent, and environmental and social risks.
2. Establish baseline condition, map boundaries, define hectares, and select the restoration approach.
3. Develop a species mix and planting design with technical input and community knowledge.
4. Prepare the site without harmful burning or unnecessary clearing.
5. Plant during an appropriate rainfall window and record species, quantities, participants, and coordinates.
6. Assign watering, weeding, mulching, fire, grazing, and protection responsibilities.
7. Assess survival, document causes of mortality, replace selectively, and adapt site management.

Component 4: Community Awareness and Environmental Action

Clubs will translate learning into public action through community dialogues, environmental fairs, school competitions, radio discussions, clean-up activities, Climate Action Days, World Environment Day events, and restoration festivals. Messaging will focus on achievable behaviors and collective responsibility. Campaign content will be reviewed for technical accuracy, child safety, dignity, and consent.

Each campaign will have a defined audience, behavioral or engagement objective, key message, delivery channel, responsible lead, inclusion consideration, risk assessment, budget, reach method, and post-event learning record. Earth Rangers will prioritize two-way formats that allow communities to question, contribute, and influence implementation. Communications will be coordinated with technical and safeguarding staff to prevent misinformation, political capture, inappropriate promises, or exploitation of children’s identities.

Component 5: Monitoring, Learning, and Public Accountability

Earth Rangers will maintain an integrated program register linking schools, participants, training, nurseries, seedling batches, planting sites, campaigns, expenditures, risks, feedback, and results. County teams will conduct routine verification; the central MEL function will conduct data-quality checks and quarterly learning reviews. Findings will inform replacement planting, training refreshers, site protection, resource allocation, and public reporting.

This component will operate as the project’s performance-management and decision-support function. A results-based management system will connect the theory of change, logical framework, indicator reference sheets, annual work plan, budget, risk register, procurement plan, stakeholder plan, and reporting calendar. Management dashboards will provide timely evidence on delivery status, outcome trajectory, cost efficiency, quality, equity, safeguarding, and sustainability readiness.

Learning will be institutionalized through after-action reviews, quarterly pause-and-reflect sessions, implementation-fidelity assessments, outcome harvesting, and documented management responses. Evidence will be used to decide whether to continue, correct, redesign, stop, or scale an activity. Sponsors and governing stakeholders will receive an honest account of both achievements and implementation constraints.

5. Implementation Strategy and Work Plan

5.0 Project Management and Delivery Methodology

Implementation will be governed through an integrated project-management framework aligned with the principles of stewardship, value delivery, stakeholder engagement, systems thinking, quality, risk management, tailoring, adaptability, and change control. The Project Manager will maintain an Integrated Project Management Plan that consolidates the subsidiary plans for scope, schedule, cost, quality, resources, procurement, communications, stakeholders, risk, safeguards, monitoring, data, and sustainability.

The scope baseline consists of the approved objectives, component descriptions, results framework, geographic boundaries, target groups, deliverables, acceptance criteria, exclusions, budget categories, and implementation period contained in this document. A hierarchical Work Breakdown Structure will decompose the scope into manageable work packages for mobilization, school engagement, training, nursery development, restoration, campaigns, MEL, governance, and close-out. Each work package will have an owner, deliverables, acceptance criteria, dependencies, resources, cost allocation, schedule, and evidence requirements.

The master schedule will be developed from the Work Breakdown Structure, using milestone planning, dependency mapping, seasonal constraints, procurement lead times, school calendars, and resource availability. A rolling-wave approach will elaborate near-term activities in detail while retaining higher-level planning for later work that depends on baseline or seasonal evidence. The schedule baseline will be approved at inception and maintained through controlled updates and forecast-to-complete reviews.

Project control will operate through a monthly management cycle and quarterly governance cycle. Monthly reviews will examine scope completion, milestone status, budget-versus-actual expenditure,

commitments, procurement, staffing, quality findings, risks, issues, safeguards, data completeness, and forecasted results. Quarterly reviews will focus on strategic alignment, benefits realization, material variances, corrective and preventive action, change requests, partnership performance, and readiness to progress through the next stage gate.

Integrated change control: No material change to the funding envelope, target counties, implementation period, beneficiary commitments, key results, safeguarding standards, or ecological integrity requirements will be made informally. Change requests will document the rationale, options, impact on scope–schedule–cost–quality–risk–benefits, recommendation, approval authority, and communication plan.

5.1 Phased Delivery

Phase / period	Priority activities	Milestones
1. Mobilize and validate Sep–Oct 2026	Recruit core team; consult EPA, FDA, Ministry of Education, counties, schools, and communities; select schools/sites; sign MOUs; baseline; safeguarding and procurement setup	30 schools provisionally selected; 3 county inception meetings; baseline and site-screening tools approved; implementation agreements in place
2. Organize and build capability Nov–Dec 2026	Establish clubs; orient teacher mentors; elect youth leaders; train on safeguarding and foundational climate leadership; develop club action plans	30 clubs formed; 1,500 students enrolled; 60 teachers oriented; 30 draft action plans
3. Train and establish nurseries Jan–Mar 2027	Complete core curriculum; select nursery sites; procure inputs; construct 15 nurseries; train nursery teams; begin seed collection and propagation	Training cycle completed; 15 nurseries operational; first verified seedling batches recorded
4. Prepare restoration sites Apr–May 2027	Finalize site assessments, tenure/consent, mapping, species plans, maintenance agreements, and community mobilization; launch student micro-projects	100 hectares mapped and approved in tranches; 30 micro-projects initiated; caretakers assigned
5. Plant and mobilize May–Jul 2027	Rainy-season planting; environmental campaigns; field supervision; nursery continuity; site protection and maintenance	First major planting completed; planting records reconciled; at least 30 campaigns delivered
6. Maintain, learn, and replace Aug–Oct 2027	Survival checks by planting cohort; selective replacement; advanced youth leadership; radio and school events; data-quality review; sustainability planning	Corrective actions completed; remaining campaigns delivered; school and nursery sustainability plans drafted

Phase / period	Priority activities	Milestones
7. Consolidate and hand over Nov–Dec 2027	Final project-period planting/maintenance; outcome review; audit preparation; club institutionalization; asset and responsibility handover; final learning and donor report	30 clubs institutionalized; 15 nursery plans adopted; final evaluation and dissemination completed; post-project monitoring schedule agreed

5.2 Detailed Activity Schedule

Activity	2026 Q3	2026 Q4	2027 Q1	2027 Q2	2027 Q3	2027 Q4
Inception, stakeholder coordination, school/site selection	●	●				
Baseline, safeguards, MOUs, and technical protocols	●	●				
Club formation and teacher/student training		●	●	●	●	
Nursery establishment and seedling production		●	●	●	●	●
Site screening, mapping, and restoration plans		●	●	●		
Planting and assisted natural regeneration				●	●	●
Maintenance, survival checks, and replacement				●	●	●
Campaigns and student-led micro-projects		●	●	●	●	●
Routine monitoring, feedback, and learning	●	●	●	●	●	●
Evaluation, sustainability, handover, and reporting					●	●

Legend: ● = planned implementation period. Exact planting dates will be adjusted to rainfall, site readiness, and technical advice.

The activity schedule is an executive-level roadmap rather than a substitute for the detailed implementation schedule. During inception, each phase will be decomposed into work packages, sequenced dependencies, resource assignments, procurement actions, decision dates, reporting deadlines, and county-level milestones. The Project Manager will maintain a consolidated schedule and a six-week look-ahead to identify slippage early and protect critical seasonal windows.

5.3 Implementation Readiness Gates

Gate	Minimum evidence before proceeding
School activation	Signed MOU; named teacher mentors; voluntary membership; safeguarding focal point; approved club constitution and action-plan process
Nursery activation	Site approval; water and security assessment; management team; species and seed-source plan; inventory tools; safe operating procedure
Restoration-site activation	Landholder/community consent; no unresolved dispute; mapped boundary; baseline; species/restoration plan; environmental and social screening; maintenance agreement
Planting completion	Reconciled dispatch and planting quantities; georeferenced record; species mix; participant and safety record; caretaker assignment; dated photographs with consent
Outcome claim	Indicator definition met; source record available; quality check completed; limitations disclosed

Stage-gate decisions will be evidence based and documented as proceed, proceed with conditions, hold for corrective action, or stop/reconfigure. Conditional approval will specify the outstanding requirement, accountable owner, due date, and residual risk. This governance mechanism prevents expenditure pressure or public-event deadlines from overriding technical, fiduciary, environmental, or safeguarding readiness.

5.4 Quality Management and Acceptance

Quality will be planned into the work rather than inspected only at completion. A Quality Management Plan will define standards, specifications, review responsibilities, inspection points, tolerances, nonconformance procedures, and acceptance authorities for training, clubs, nurseries, planting material, restoration sites, data, communications, procurement, and reports. Quality assurance will test whether processes are appropriate and consistently applied; quality control will verify whether specific deliverables meet their acceptance criteria.

- Training deliverables will be accepted when approved materials, qualified facilitation, safe participation, attendance, assessment, participant feedback, and completion evidence meet the defined standard.
- Nurseries will be accepted when infrastructure, water, security, management, inventory, species, safety, and viable-production criteria are independently verified.

- Restoration work will be accepted only after site approval, planting reconciliation, geospatial evidence, species and quantity verification, caretaker assignment, and maintenance readiness.
- Reports will be accepted when data have passed completeness, accuracy, consistency, timeliness, integrity, and traceability checks and material limitations are disclosed.
- Nonconforming deliverables will be logged, analyzed for root cause, corrected, reverified, and formally closed.

5.5 Procurement, Logistics, and Contract Management

Procurement will be guided by economy, fairness, competition, transparency, proportionality, environmental responsibility, and fitness for purpose. An approved procurement plan will identify specifications, sourcing methods, lead times, evaluation criteria, approval thresholds, responsible personnel, delivery points, inspection requirements, contract-management arrangements, and conflict-of-interest controls. Procurement will be initiated early for time-sensitive nursery, training, transport, safety, and planting inputs.

Supplier and contractor performance will be managed against documented deliverables, service levels, timelines, quality requirements, safeguarding obligations, and payment milestones. Goods will be inspected and recorded before acceptance; assets will be tagged and assigned; consumables will be reconciled; and contract variations will follow the same integrated change-control discipline as program changes. Logistics planning will consolidate deliveries where efficient while protecting species quality, seedling viability, and field safety.

6. Results Framework and Measurement Plan

6.0 Results-Based Management Approach

The project will apply results-based management to ensure that activities and expenditure remain explicitly connected to intended change. Management attention will move beyond whether activities occurred to whether outputs were delivered to standard, whether participants used new capabilities, whether institutions functioned, whether sites were maintained, and whether ecological assets showed credible progress. The results architecture distinguishes outputs within direct management control, outcomes influenced by multiple actors, and longer-term impacts to which the project contributes.

Baseline values, annual and endline targets, assumptions, disaggregation, measurement methods, and data limitations will be documented in indicator reference sheets. Where a baseline is genuinely unknown, it will be established during inception rather than represented as zero. The MEL plan will identify the evaluation questions, methods, sample requirements, ethics, responsibilities, reporting products, and decision points needed to assess relevance, coherence, effectiveness, efficiency, emerging impact, equity, and sustainability.

6.1 Results Framework

Level	Result statement	Indicator / target	Means of verification	Frequency	Responsibility
Impact contribution	Young people lead sustained environmental action and degraded landscapes begin ecological recovery	Contribution assessed through endline synthesis, survival and site-condition evidence, and qualitative outcome harvesting	Baseline and endline / post-project follow-up where funded	Executive Director / MEL Lead	
Outcome 1	Youth demonstrate stronger climate knowledge, leadership, and agency	≥70% of assessed students improve knowledge score; ≥75% report confidence to lead an environmental action	Pre/post tools, sampled follow-up, focus groups	Each training cycle; endline	Training Lead / MEL
Outcome 2	School clubs function as durable youth institutions	30 clubs meet functionality standard and are formally adopted by schools	Club scorecard, minutes, action plans, school confirmation	Quarterly	County Coordinators
Outcome 3	Restoration sites are maintained and trees survive	100 ha under restoration management; ≥80% survival for eligible 12-month cohorts	GIS/site register, field plots or census, maintenance records	At planting; 3, 6, and 12 months where cohort age permits	Restoration Lead / MEL
Output 1	Students and teachers trained	1,500 students; 60 teachers; ≥50% female student participation	Unique attendance, completion, demographic register	Per session / quarterly	Training Officers
Output 2	Nurseries established and seedlings produced	15 functional nurseries; 200,000 viable seedlings	Nursery scorecard and batch inventory	Monthly	Nursery Officers
Output 3	Trees planted	120,000 trees planted at verified sites	Dispatch, planting, species, GPS, and verification records	Per event / quarterly	Field Officers
Output 4	Communities engaged	600 volunteers; 50 campaigns; 20,000 people reached	Unique volunteer list; event records; media logs separated from in-person reach	Per event / quarterly	Communications / County Teams

Level	Result statement	Indicator / target	Means of verification	Frequency	Responsibility
Output 5	Youth-led action plans and projects implemented	30 school action plans; 30 micro-projects completed	Approved plans, completion evidence, student reflection	Biannual	Teacher Mentors / County Teams

6.2 Indicator Definitions That Protect Credibility

- **Trained:** a unique participant who meets the defined attendance threshold and completes the required practical or knowledge assessment; repeat attendance is not counted as a new person.
- **Functional club:** a club with recognized leadership, teacher mentorship, a current action plan, documented meetings, safe participation, and evidence of at least one completed activity during the assessment period.
- **Viable seedling produced:** a seedling meeting the agreed species-specific quality and hardening standard, recorded in a nursery batch inventory.
- **Tree planted:** one verified seedling placed at an approved georeferenced restoration site and reconciled against nursery dispatch records; replacement trees are tracked separately.
- **Hectare under restoration management:** a mapped and non-duplicated area with an approved restoration and maintenance plan, not simply the spacing-derived area of planting.
- **Survival rate:** living trees divided by trees assessed in the original planting cohort at the stated age; replacement trees are not used to inflate original-cohort survival.
- **Person reached:** an individual participating in a documented in-person event or a separately reported estimated media audience; these two categories will never be added without disclosure.

Indicator protocols will include rules for duplicate prevention, cohort identification, denominator management, missing data, late reporting, outliers, corrections, and version control. Any revision to a definition or target will be documented with the effective date and impact on trend comparability. This protects sponsors from apparently positive performance generated by changing the measurement rule during implementation.

6.3 Data Quality, Learning, and Reporting

The MEL Lead will maintain an indicator reference sheet defining numerator, denominator, disaggregation, source, frequency, and quality checks. Monthly completeness checks and quarterly verification will test duplicate participants, inventory reconciliation, GPS validity, date consistency, and supporting evidence. Ten percent of reported events and a risk-based sample of sites will receive secondary verification. Data issues will be logged, corrected transparently, and discussed during quarterly pause-and-reflect meetings.

Earth Rangers will issue concise quarterly progress reports, a midpoint learning brief, and a final report. Reporting will combine quantitative progress, expenditure, implementation challenges, corrective actions, safeguarding and feedback trends, photographs with consent, and short stories of change that portray young people and communities with dignity and agency.

A Data Quality Assurance Plan will assign accountability across collection, review, approval, storage, analysis, and publication. Quality will be assessed against accuracy, completeness, timeliness,

consistency, precision, integrity, confidentiality, and traceability. Source documents will be retained according to an approved retention schedule; access will be role based; personal data will be minimized; and published datasets or dashboards will be aggregated to prevent inappropriate identification.

6.4 Evaluation and Benefits Realization

Evaluation will be utilization focused: questions and methods will be selected because the findings are needed for governance, adaptation, accountability, or scale decisions. The midpoint review will examine implementation fidelity, early outcomes, inclusion, risk, and the validity of the theory of change. The final evaluation will assess the OECD-DAC criteria in proportion to available evidence and will distinguish contribution from attribution.

A Benefits Realization Plan will identify each priority benefit, beneficiary, enabling output, owner, measure, baseline, target, realization timeframe, dependency, disbenefit, and post-project custodian. Benefits such as functioning clubs, teacher capability, nursery continuity, youth agency, site stewardship, and tree survival extend beyond the production of deliverables. Governing stakeholders will therefore review benefit readiness during implementation and transfer ownership at close-out.

7. Governance, Partnerships, and Staffing

7.0 Governance Principles

Governance will provide clear decision rights, effective oversight, timely escalation, and separation between strategic direction and operational management. It will be guided by accountability, transparency, participation, subsidiarity, conflict-of-interest management, stewardship of donor resources, and evidence-informed decision making. Terms of reference will define membership, quorum, delegated authority, meeting cadence, records, and escalation for each governance body.

7.1 Governance Structure

Level	Primary role	Core accountability
Earth Rangers Board / governing body	Oversight and fiduciary assurance	Approve policy, review performance and risk, safeguard mission and integrity
Executive Director	Executive sponsor	Overall accountability, partner relations, escalation, and donor commitments
Project Steering Committee	Strategic coordination	Quarterly review with education, environment, forestry, county, school, and community representation
Project Management Unit	Day-to-day delivery	Work planning, budget control, procurement, coordination, reporting, and quality assurance
County teams	Field implementation	School support, site verification, training, monitoring, community engagement, and issue resolution

Level	Primary role	Core accountability
School clubs and teacher mentors	Youth action and safeguarding	Club governance, safe participation, action plans, records, and school-level sustainability
Community restoration committees	Site stewardship	Consent, local knowledge, maintenance, fire/grazing protection, and grievance referral

7.2 Indicative Staffing

- Project Manager: delivery leadership, partner coordination, schedule, and performance.
- Finance and Administration Officer: controls, cash management, documentation, audit readiness, and compliance.
- Monitoring, Evaluation, and Learning Officer: framework, data system, quality assurance, learning, and reporting.
- Restoration/Nursery Technical Lead: ecological standards, species/site planning, nursery quality, and restoration verification.
- Three County Coordinators and field support personnel: school and community implementation, coaching, monitoring, and logistics.
- Safeguarding focal point: prevention, training, confidential reporting, referrals, and case-governance compliance.
- Communications support: ethical storytelling, radio and public engagement, donor updates, and consent management.

A Responsibility Assignment Matrix will clarify who is Responsible, Accountable, Consulted, and Informed for major deliverables and decisions. Individual terms of reference will define outputs, performance standards, reporting lines, delegated authority, safeguarding obligations, and handover requirements. Workforce planning will identify capacity gaps, recruitment lead times, surge requirements, staff well-being risks, and succession arrangements.

7.3 Partnership Strategy

Earth Rangers will seek structured collaboration with the Ministry of Education, Environmental Protection Agency, Forestry Development Authority, county and local authorities, schools, community-based organizations, academic or technical institutions, and responsible private-sector partners. Proposed roles will be confirmed through written agreements rather than assumed.

Stakeholder management will follow a systematic cycle of identification, analysis, prioritization, engagement planning, implementation, monitoring, and adjustment. A stakeholder register will record interests, influence, potential impact, expectations, concerns, engagement method, information needs, relationship owner, and current engagement level. High-influence or high-impact stakeholders will receive tailored engagement, while affected groups with less formal power will be provided accessible channels to influence decisions.

Partner group	Proposed contribution	Earth Rangers commitment
Education authorities and schools	School selection, teacher mentors, club recognition, curriculum fit, safeguarding coordination	Training, club systems, materials, supervision, data protection, and transparent reporting
EPA / FDA / technical bodies	Policy alignment, species and site guidance, permits/technical review where required	Early consultation, adherence to safeguards, share non-sensitive results and learning
County and community authorities	Local coordination, legitimacy, site stewardship, dispute prevention, mobilization	Inclusive consultation, feedback channels, clear responsibilities, and respectful engagement
Civil society / academia	Specialist training, research, biodiversity and MEL support	Defined scope, ethical data practice, attribution, and quality assurance
Private sector	In-kind inputs, transport, tools, media, or matched support	Conflict-of-interest review, environmental integrity, no inappropriate branding or influence over children

Partnership agreements will specify purpose, deliverables, resources, data responsibilities, safeguarding, branding, intellectual property, dispute resolution, reporting, duration, and exit. Partner performance will be reviewed against agreed commitments, and material nonperformance or integrity concerns will be escalated through governance. No sponsor-facing statement will describe an unconfirmed partnership as secured.

8. Gender Equality, Disability Inclusion, and Safeguarding

8.0 Cross-Cutting Protection and Equity Standard

Protection, equity, and inclusion are mandatory quality requirements across the project life cycle, not stand-alone activities. Design, budgeting, procurement, staffing, site selection, scheduling, communications, monitoring, and governance will be examined for differential barriers, risks, and benefits. The project will apply the principle of do no harm and will adapt participation arrangements when evidence shows that an apparently neutral process produces exclusion or disproportionate risk.

8.1 Gender and Social Inclusion

At least 50% of student participants will be girls. Equality will extend beyond enrollment: club leadership, speaking roles, technical training, access to tools, field participation, and micro-project resources will be monitored. Activity timing and locations will consider safety, caregiving, transport, school schedules, and menstrual health needs. Gender and inclusion barriers identified through feedback will trigger corrective action.

Schools will identify reasonable accommodations for students with disabilities. Depending on need and resources, these may include accessible venues, adapted roles, peer support, large-print or audio

materials, additional orientation, transport support, or alternative participation in data, communications, nursery, and leadership activities.

An inclusion action plan will translate these commitments into responsibilities, budget provisions, indicators, accessibility checks, and corrective actions. The project will analyze participation, completion, leadership, technical roles, access to micro-project support, satisfaction, and outcomes by relevant groups. Qualitative feedback will explore whether students experience respect, voice, safety, and meaningful influence.

8.2 Child Safeguarding

- A written safeguarding code of conduct will apply to staff, volunteers, contractors, partners, and visitors.
- Relevant personnel will be screened in accordance with applicable law and organizational policy and trained before contact with children.
- Fieldwork will use risk assessments, supervision ratios, attendance controls, transport rules, first aid, emergency contacts, and weather protocols.
- Children will not undertake hazardous tasks or use tools without age-appropriate training, protective equipment, and supervision.
- Confidential reporting and referral pathways will be communicated in child-friendly language; retaliation is prohibited.
- Safeguarding incidents will be managed on a need-to-know basis by trained personnel, with survivor-centered action and mandatory reporting as applicable.

The safeguarding focal point will maintain a confidential risk and referral system that is operationally separate from public program records. Management reporting will present anonymized trends, response timeliness, preventive action, and unresolved systemic risks without compromising privacy. Partners and suppliers whose work brings them into contact with children will be contractually bound by equivalent standards.

8.3 Ethical Storytelling and Data Protection

Photographs and stories will be collected only with informed, documented consent or assent and caregiver authorization where required. Participants may decline without losing access to program benefits. Content will portray young people and communities as capable partners, avoid unnecessary identifying or sensitive information, and never stage distress. Earth Rangers will maintain consent records, access controls, retention periods, and a process for withdrawal where feasible.

8.4 Accountability to Communities

Channel	Use	Service standard
Named school/community focal points	Questions, suggestions, and routine issues	Acknowledge promptly and log material issues
Confidential phone / messaging channel	Sensitive concerns, including safeguarding and misconduct	Restricted access; immediate triage based on risk

Channel	Use	Service standard
Suggestion box or written form	Anonymous or low-barrier feedback	Reviewed on a defined schedule with documented response
Community review meetings	Progress, site performance, decisions, and learning	At least twice during implementation at each active landscape cluster
Appeal/escalation route	Unresolved complaints or perceived conflict of interest	Independent escalation beyond the person or team implicated

A feedback and complaints mechanism will define intake, registration, categorization, acknowledgment, referral, investigation, response, appeal, closure, confidentiality, and learning. Service standards will vary according to severity; safeguarding, fraud, retaliation, or immediate safety concerns will be escalated urgently. Aggregated feedback will be reviewed during management and steering meetings to identify patterns and improve implementation.

9. Environmental and Social Risk Management

9.0 Integrated Risk and Issue Management

Risk management will be continuous, forward looking, and integrated with planning and decision making. The project will define risk appetite and escalation thresholds for safeguarding, fiduciary integrity, environmental harm, reputation, delivery, partnerships, data, and sustainability. Risks will be assessed according to likelihood, impact, proximity, velocity, and controllability, with particular attention to low-probability but critical consequences.

The RAID log will distinguish uncertain events from active issues, planning assumptions, and external dependencies. Risks will have preventive and contingent responses; issues will have containment, root-cause correction, and resolution actions. Risk owners will be accountable for monitoring triggers and response effectiveness, while action owners will deliver specific mitigations. Residual and emerging risk will be reported transparently to governance bodies and sponsors.

9.1 Risk Register

Risk	Likelihood / impact	Mitigation and contingency	Owner
Seedling mortality from drought or irregular rainfall	High / High	Match planting to rainfall; harden seedlings; mulch; water plans; phased planting; replacement stock; mortality analysis	Restoration Lead
Inappropriate species or poor site–species match	Medium / High	Technical species lists; native preference; site assessment; mixed species; prohibit invasive/high-risk choices	Technical Lead / EPA-FDA liaison
Fire, grazing, vandalism, or land conversion	High / High	Site agreements; firebreaks where appropriate; community caretakers; protection; signage; avoid insecure/disputed sites	County Coordinator

Risk	Likelihood / impact	Mitigation and contingency	Owner
Land tenure dispute or inadequate consent	Medium / High	Document rights and consent; community validation; grievance channel; exclude unresolved sites	Project Manager
Low school participation or leadership turnover	Medium / Medium	Two teacher mentors; school MOU; succession process; peer leadership; refresher support	Training Lead
Gender or disability exclusion	Medium / High	Participation and leadership targets; accessible design; disaggregated monitoring; barrier reviews and corrective actions	Inclusion/Safeguarding Focal
Child safety incident during field activities	Low / Critical	Safeguarding policy; risk assessment; supervision; PPE; first aid; transport and emergency protocols; reporting pathway	Safeguarding Focal
Inflated, duplicate, or weakly supported results	Medium / High	Indicator definitions; unique IDs; inventory reconciliation; GPS; verification sample; audit trail; correction log	MEL Lead
Procurement delay or price volatility	Medium / Medium	Procurement plan; early market assessment; competitive sourcing; framework agreements; approved contingency controls	Finance/Admin
Fraud, misuse, or conflict of interest	Low / High	Segregation of duties; approval thresholds; vendor due diligence; asset register; whistleblowing; external audit	Executive Director / Board
Community fatigue or weak post-project maintenance	Medium / High	Co-design; clear benefit and roles; realistic workload; caretaker agreements; sustainability plans; handover verification	Project Manager

9.2 Environmental Integrity Principles

- Avoid harm before seeking restoration gains.
- Protect existing natural regeneration and mature vegetation.
- Do not convert natural ecosystems into plantations.
- Use diverse, site-appropriate species and credible seed sources.
- Respect land and resource rights and obtain free, prior, and informed community agreement appropriate to the context.
- Measure survival and site condition not planting counts alone.
- Manage nursery waste, plastic, water, chemicals, tools, and transport responsibly.
- Pause or redesign activities when monitoring reveals unacceptable risk or poor ecological performance.

Environmental and social screening will be completed before commitment of site-specific resources and repeated when material conditions change. Where screening identifies potentially significant impact, specialized assessment and authorization will be obtained or the activity will be relocated or

redesigned. Incidents and near misses will be reported, investigated, and used to strengthen preventive controls.

10. Sustainability and Exit Strategy

10.0 Sustainability and Transition Framework

Sustainability will be managed as a design requirement and benefits-realization condition from inception, not as a workshop held at project closure. The project will assess institutional, technical, ecological, financial, social, partnership, and policy dimensions of sustainability and will define the minimum conditions that must be transferred to business-as-usual owners. Sustainability risks and readiness will be reviewed quarterly.

The transition strategy will identify which services, assets, records, responsibilities, partnerships, and monitoring obligations must continue; who will own them; what capability and resources are required; and when operational acceptance will occur. Handover will be evidenced through signed acceptance, asset reconciliation, updated contact and responsibility records, training, unresolved-action logs, and agreed post-project follow-up.

10.1 Institutional Sustainability

Each participating school will formally recognize its club, appoint teacher mentors, approve a constitution, and incorporate an environmental action plan into extracurricular programming. Leadership succession will be built into club rules so graduating students transfer responsibilities to incoming members. Teacher materials and refresher support will enable continued learning without dependence on external facilitators.

Club institutionalization will be verified through a sustainability scorecard covering school authorization, leadership succession, mentor continuity, meeting arrangements, records, safeguarding, annual planning, access to tools, community linkages, and a realistic operating-resource strategy. Clubs that do not meet the threshold will receive a time-bound remediation plan before handover.

10.2 Ecological Sustainability

Sustainability begins before planting. Sites will be selected for tenure security, ecological suitability, and realistic maintenance. Community and school caretaker agreements will define watering, weeding, protection, and reporting. Natural regeneration and mixed restoration methods will reduce dependence on continuous replanting. The project will maintain replacement stock and a post-project monitoring calendar for sites that have not yet reached a 12-month survival assessment by December 2027.

Ecological handover will include mapped site boundaries, species and cohort records, current survival and condition, maintenance history, active threats, responsible caretakers, required seasonal actions, and the next monitoring date. Where mortality or site degradation indicates that the original prescription is not viable, the project will prioritize corrective ecological management over repeated planting for numerical compliance.

10.3 Financial and Operational Sustainability

Each nursery will prepare a simple operating plan covering governance, water, inputs, inventory, use of seedlings, and transparent cost recovery where appropriate. Modest seedling sales or service partnerships may support nursery inputs, but core school and community restoration commitments will remain protected. Any revenue mechanism will use written controls and will not privatize donor-funded assets or exclude vulnerable groups.

Operational sustainability plans will identify recurrent costs, minimum staffing or volunteer effort, replacement inputs, local resource commitments, maintenance calendars, and realistic funding sources. Cost-recovery assumptions will be tested rather than presented as guaranteed revenue. Any income generated from donor-financed assets will be recorded, governed transparently, and reinvested in the agreed charitable purpose.

10.4 Partnership and Policy Sustainability

Earth Rangers will share non-sensitive results, maps, lessons, and tested materials with relevant education, environmental, forestry, and county stakeholders. The project will seek integration with school environmental programming and county-level restoration priorities. Partnerships will be used to sustain technical support, visibility, and future resource mobilization.

Policy engagement will remain nonpartisan and evidence based. The program will translate implementation learning into concise technical products for governing stakeholders, highlighting practical enablers, constraints, costs, inclusion considerations, and recommendations. Institutional uptake will be tracked as an emerging benefit but will not be claimed without documented action by the relevant authority.

10.5 Exit Readiness Checklist

- 30 clubs meet the functionality standard and have school recognition.
- Each club has an active action plan, leadership succession procedure, and teacher mentors.
- Each nursery has trained managers, a verified inventory, an operating plan, and assigned assets.
- Each restoration site has a named caretaker group, maintenance plan, risk status, and next monitoring date.
- Outstanding safeguarding, grievance, procurement, asset, and data issues are resolved or formally transferred.
- Schools and communities receive clear records of responsibilities and non-sensitive results.
- A final learning workshop documents adaptations, failures, successes, and priorities for scale.

10.6 Responsible Scale-Up

Earth Rangers will not expand solely because early output counts are high. Scale-up will depend on club functionality, nursery performance, survival results, safeguarding quality, community ownership, unit costs, and partner capacity. The 30-school model will generate a tested operating package that can be adapted to additional counties through future financing.

A scale-readiness assessment will examine evidence of effectiveness, implementation fidelity, demand, affordability, workforce and partner capacity, contextual transferability, safeguarding, ecological carrying capacity, and the risk of diluting quality. Scale options may include replication, integration

into existing systems, partnership delivery, or phased geographic expansion. Each option will require a business case and an updated benefits, risk, resource, and governance assessment.

11. Budget and Value for Money

11.0 Financial Management and Investment Logic

The US\$600,000 budget is the cost baseline for delivering the approved scope and intended benefits. Financial management will integrate budgeting, work planning, procurement, cash forecasting, commitment accounting, expenditure control, variance analysis, forecasting at completion, asset management, audit, and donor reporting. Budget ownership will be assigned to accountable managers, while authorization and payment duties will remain appropriately segregated.

The investment logic recognizes that the lowest purchase price is not necessarily the best value. Specifications and sourcing decisions will consider quality, durability, safety, environmental impact, maintenance, transport, lifecycle cost, supplier reliability, and the cost of failure. Resources will be concentrated on the critical capabilities and field conditions required to convert planting inputs into survival, youth participation into leadership, and time-bound activities into sustainable institutions.

11.1 Detailed Budget Summary

No.	Budget category	Purpose	Amount	Share
1	Personnel & Project Management	Core management, finance, MEL, technical and county implementation staff; benefits and supervision	\$150,000	25.0%
2	Climate Education & Capacity Building	Curriculum and materials; student, teacher, youth-leadership and technical training; facilitation	\$60,000	10.0%
3	School Climate Guardian Clubs	30 club toolkits, learning resources, meetings, and controlled micro-grants for student action	\$35,000	5.8%
4	Tree Nursery Development	15 nursery structures, water systems, tools, trays, media/compost, fencing, and propagation inputs	\$70,000	11.7%
5	Tree Seedlings & Restoration Activities	Seed sourcing, production support, site preparation, transport, planting, protection, maintenance, and replacement	\$90,000	15.0%
6	Community Awareness & Campaigns	Radio, school and community events, campaigns, competitions, materials, and outreach	\$30,000	5.0%
7	Monitoring, Evaluation & Learning	Baseline, data system, GIS, field verification, survival measurement, evaluation, reporting, and learning	\$45,000	7.5%

No.	Budget category	Purpose	Amount	Share
8	Transportation & Field Operations	Vehicle hire, fuel, field travel, and logistics across three counties	\$45,000	7.5%
9	Office Operations & Communications	Communications, internet, printing, supplies, utilities, and banking/operational charges	\$20,000	3.3%
10	Safety, Risk Management & Contingency	PPE, first aid, insurance where applicable, emergency measures, and controlled contingency	\$15,000	2.5%
11	Administration & Audit	External audit, compliance, procurement, legal, governance, and administrative oversight	\$20,000	3.3%
12	Sustainability & Close-out	Handover, sustainability workshops, dissemination, lessons, records closure, and partnership planning	\$20,000	3.3%
	TOTAL		\$600,000	100.0%

11.2 Budget Management

The budget will be managed through an approved annual and quarterly work plan, procurement plan, cash forecast, authorization matrix, and budget-versus-actual review. Competitive procurement, segregation of duties, documented receipt of goods and services, asset registers, bank reconciliation, and external audit will support fiduciary control. Budget revisions will require defined approval and will preserve the program's core outputs and safeguarding obligations.

Monthly financial reports will reconcile the general ledger with project records and compare actual expenditure, outstanding commitments, and forecast-to-complete values against the cost baseline. Material variances will be analyzed for timing, price, quantity, scope, productivity, exchange-rate, or control causes. Management responses may include rephrasing, procurement adjustment, efficiency measures, contingency use, or a formal change request. Underspending will not be treated as success if it reflects delayed or incomplete delivery.

Fraud and corruption risks will be addressed through delegated authority limits, competitive sourcing, vendor due diligence, conflict-of-interest declarations, segregation of duties, supporting documentation, bank controls, inventory verification, whistleblowing channels, and independent audit. Suspected misconduct will be protected from interference and escalated according to policy and applicable law.

11.3 Value-for-Money Framework

Dimension	Management question	Practical measure
Economy	Are inputs purchased at an appropriate quality and price?	Competitive quotations, market checks, aggregated procurement, specification review, and lifecycle cost
Efficiency	Are resources converted into outputs with minimal avoidable loss?	Cost per functioning club, participant completing training, viable seedling, verified tree planted, and hectare under management
Effectiveness	Do outputs produce the intended outcomes?	Knowledge improvement, club functionality, maintenance compliance, survival, and site-condition change
Equity	Who benefits and who may be excluded?	Sex, age, county, school, disability and vulnerability disaggregation; leadership and resource-access review
Sustainability	Will benefits and assets continue after financing?	Club institutionalization, teacher capacity, nursery operating plans, caretaker agreements, and post-project monitoring

Value-for-money analysis will be interpreted alongside quality and context. Unit costs will support learning and comparison but will not be used to incentivize unsafe participation, inappropriate species, inflated reach, reduced maintenance, or exclusion of higher-cost vulnerable groups. Quarterly reviews will examine whether the resource mix remains the most economical and effective pathway to equitable, sustainable results.

Budget interpretation: The funding goal is a program envelope. All public donation illustrations are examples of pooled impact, not promises that a single contribution independently finances an entire school activity.

12. Communications, Donor Engagement, and Storytelling

12.0 Strategic Communications Framework

Communications will support accountability, stakeholder alignment, behavior change, resource mobilization, institutional legitimacy, and learning. A Communications and Engagement Plan will define audiences, objectives, messages, channels, frequency, spokespersons, approval workflows, language and accessibility needs, safeguarding requirements, issue-response protocols, and performance measures. Communications will be synchronized with the stakeholder register and reporting calendar.

12.1 Narrative Approach

Earth Rangers will communicate transformation through a balanced combination of verified data, dated photographs, participant voice, and honest reflection. Stories will show what young people and

communities are doing, learning, and changing—not portray them as passive recipients. Reports will distinguish plans, completed activities, early outcomes, and longer-term contributions.

The narrative architecture will connect individual experience to the wider results chain without using a single story as proof of population-level impact. A story may illustrate how change occurs, while quantitative and qualitative evidence establishes the extent, consistency, and limitations of that change. Donor updates will therefore combine human experience, implementation data, expenditure information, technical context, risk, adaptation, and the next decision or milestone.

12.2 Content Standards

- Every photograph or story will have clear context: date or period, location, activity, purpose, and result or learning.
- Consent and safeguarding records will be completed before publication.
- Captions will identify the action and significance without revealing unnecessary personal information.
- Claims will be traceable to program records and will disclose limitations.
- Failures, mortality, delays, and adaptations will be reported constructively rather than omitted.
- Donor communication will avoid exaggerated carbon, biodiversity, livelihood, or community-wide impact claims that the project has not measured.

All public content will pass a defined review workflow covering technical accuracy, results verification, branding, consent, child safeguarding, privacy, partner attribution, political neutrality, and donor conditions. High-risk content will require additional review by safeguarding or executive leadership. A communications register will preserve the approved version, publication date, channel, audience, consent reference, and responsible approver.

12.3 Fundraising-Page Copy Aligned to the Worksheet

Field	Recommended submission language
Project title	Train 1,500 Youth Climate Guardians in Liberia
Summary	Earth Rangers will equip 1,500 high-school students in Montserrado, Margibi, and Nimba Counties to lead practical climate action. Through 30 school clubs, 60 teacher mentors, 15 nurseries, native-tree planting, and community campaigns, young people will restore degraded land, strengthen biodiversity, and build lasting environmental stewardship.
Challenge	Deforestation, land degradation, biodiversity loss, unmanaged urban growth, and climate shocks threaten Liberian communities and natural resources. Many schools lack structured climate education, trained mentors, and practical opportunities for students to protect local ecosystems. Without sustained maintenance and community ownership, one-time planting efforts also risk low survival and limited impact.

Field	Recommended submission language
Solution	The project will establish 30 Youth Climate Guardian Clubs, train students and teachers, develop 15 school/community nurseries, and restore 100 hectares using native trees and assisted natural regeneration. Students will lead environmental action plans and campaigns, while communities and technical partners support site selection, maintenance, protection, and transparent survival monitoring.
Long-term impact	By institutionalizing clubs, training teacher mentors, sustaining community nurseries, and assigning local caretakers, the project will create a durable platform for youth-led conservation. Young people will continue applying climate knowledge and leading action, while restored sites improve landscape condition, biodiversity value, and resilience over time.

12.4 Revised Donation Illustrations

Gift	Illustrative pooled impact
US\$10	Contributes native seed, potting media, labels, or basic nursery consumables for youth-supported seedling production.
US\$25	Helps provide locally appropriate seedlings, protective materials, and early maintenance for a student-supported restoration plot.
US\$50	Helps equip and train Youth Climate Guardian students with learning materials, safe field tools, and practical club activities.
US\$100	Helps a school club carry out a supervised environmental action day, including mobilization, basic materials, safety, and follow-up care.
US\$250	Helps equip a youth club with shared learning resources, recordkeeping materials, protective equipment, and basic field tools.
US\$500	Contributes to training students and teacher mentors in climate leadership, nursery management, safeguarding, and monitoring.
US\$1,000	Supports nursery inputs, technical supervision, inventory controls, and quality assurance for viable native seedlings.
US\$5,000	Contributes to an integrated school-community delivery package covering club activation, training, nursery work, restoration, and monitoring.

Donation examples illustrate how pooled funds contribute to program delivery. Actual costs vary by county, species, site conditions, transport, weather, and procurement.

12.5 Sample Dated Photo Captions

Photo type	Model caption
Training	November 2026, Margibi County - Students and teacher mentors complete a practical session on climate risks, native species, and safe restoration planning before developing their school environmental action plan.
Nursery	March 2027, Nimba County - Youth Climate Guardians and community nursery volunteers inspect seedling batches and update the nursery register, linking every viable seedling to its species, source, and intended use.
Planting	June 2027, Montserrado County - Students plant locally appropriate trees at an approved school-community site after landholder consent, site mapping, and assignment of maintenance responsibilities.
Monitoring	October 2027, Margibi County - A student monitoring team and field officer assess survival and record causes of mortality so that replacement and site-protection decisions are based on evidence.

In the final submission, model captions must be replaced or supplemented with captions that correspond to actual approved photographs. Each caption should state what is happening, where and when it occurred, who is participating in a non-identifying manner, why the activity matters, and what result or learning can be substantiated. Prospective activities must never be presented as completed work.

13. Management Commitments and Application Readiness

13.0 Sponsor and Governing-Stakeholder Assurance

Earth Rangers will operate the program under a transparent assurance model that combines management control, governance oversight, community accountability, technical verification, and independent financial review. Assurance will be proportionate to risk and focused on the claims and resources most material to sponsors: participant safety, fiduciary integrity, ecological quality, delivery performance, result credibility, partner conduct, and sustainability.

A compliance obligations register will consolidate grant conditions, statutory requirements, organizational policies, permits, partnership commitments, reporting deadlines, audit requirements, and record-retention rules. Each obligation will have an owner, due date, evidence source, status, and escalation pathway. The register will be reviewed monthly and at each governance meeting.

13.1 Commitments to GlobalGiving and Donors

- Use funds only for approved charitable purposes and maintain complete supporting records.
- Report progress accurately, including setbacks, material changes, and corrective action.
- Maintain safeguarding, anti-fraud, conflict-of-interest, whistleblowing, procurement, finance, and data-protection controls.
- Provide dated, written program materials and contextualized photographs rather than unsupported images.

- Seek approval for material changes to scope, geography, duration, or core targets as required.
- Respond promptly to reasonable due-diligence, monitoring, audit, and verification requests.

These commitments will be cascaded into staff terms of reference, partner agreements, supplier clauses, operating procedures, and management dashboards. Compliance will therefore be embedded in day-to-day delivery rather than dependent on final-report preparation.

13.2 Pre-Submission Quality Checklist

Review item	Evidence expected	Status at submission
Narrative alignment	Storytelling Worksheet, this plan, project-page text, budget, and application fields use the same title, geography, period, goal, and targets	To be cross-checked
Program materials	This dated 2026–2027 plan is uploaded as a written program document	Ready
Budget	Categories total US\$600,000; figures match all application fields	Ready, subject to final organizational approval
Governance and policies	Registration, governing documents, safeguarding, finance, conflict-of-interest, and other due-diligence materials are current	Organization to confirm
Partnership claims	Only confirmed agreements are described as commitments; proposed collaboration is labeled accordingly	Organization to confirm
Images and captions	High-resolution, dignified images have dates, locations, context, consent, and accurate captions	Organization to attach
Contact information	Authorized representative and official contact details are current	Organization to confirm
Final approval	Board or authorized management approval documented	Organization to confirm

Before resubmission, an authorized cross-functional review should verify internal consistency across the online application, Storytelling Worksheet, program plan, budget, governance documents, financial statements, registrations, policies, references, images, captions, and contact information. All unresolved placeholders should be assigned to a named owner and closed before final authorization.

13.3 Immediate Start-Up Priorities Following Funding

1. Confirm grant conditions, authorized budget, governance, and reporting calendar.
2. Recruit or assign core staff and complete safeguarding and fiduciary onboarding.
3. Convene national and county inception meetings and validate partnership roles.

4. Apply school and site-selection criteria; complete baseline and safeguards screening.
5. Sign school, community, and site agreements before procuring site-specific inputs.
6. Launch club formation, teacher orientation, and the first learning cycle.
7. Activate the monitoring system and publish a concise inception update.

These priorities will be consolidated in a 90-day mobilization plan with decision dates, owners, dependencies, resource requirements, acceptance criteria, and sponsor communications. The mobilization phase will conclude with an inception report confirming the validated baseline, final school and site pipeline, detailed schedule, procurement plan, risk profile, stakeholder plan, safeguarding arrangements, MEL system, and any recommended controlled changes.

Management assurance: Earth Rangers will treat this plan as a performance commitment. Targets may be adaptively sequenced in response to field evidence, but changes will be documented, justified, approved, and reported.

Annex A. Indicator Reference Summary

ID	Indicator	Operational definition	Target	Primary source
A1	Participating school	School with signed MOU and active implementation record	30	School/MOU register
A2	Functional club	Meets governance, mentor, meeting, action-plan, activity, and safeguarding criteria	30	Quarterly club scorecard
A3	Student trained	Unique enrolled student meeting completion and assessment rule	1,500	Training database
A4	Teacher mentor trained	Unique teacher completing mentor curriculum	60	Training database
A5	Female participation	Female students divided by all enrolled students	≥50%	Participant register
A6	Community volunteer	Unique adult/community participant contributing documented time to delivery	600	Volunteer register
A7	Functional nursery	Nursery meets infrastructure, management, inventory, water, quality, and safety standard	15	Nursery scorecard
A8	Viable seedling produced	Seedling meeting recorded species-specific quality and hardening threshold	200,000	Batch inventory
A9	Tree planted	Verified seedling planted at approved georeferenced site; replacements separate	120,000	Planting/GIS register

ID	Indicator	Operational definition	Target	Primary source
A10	Hectares under restoration	Mapped non-duplicated area with approved method and maintenance plan	100 ha	GIS and site plan
A11	Tree survival	Living original-cohort trees / assessed original-cohort trees at stated age	≥80% at 12 months for eligible cohorts	Survival survey
A12	Campaign	Distinct documented public awareness or action event meeting minimum quality standard	50	Event record
A13	People reached	Verified in-person participants; media estimates reported separately	20,000	Attendance/ media logs
A14	School action plan	Approved time-bound plan with activities, roles, resources, and monitoring	30	Plan repository
A15	Youth micro-project	Student-designed activity completed with outputs and reflection documented	30	Micro-grant/project file

Annex B. Quarterly Reporting Dashboard

Domain	Quarterly measures	Management use
Delivery	Activities completed, milestones, delays, procurement status, budget variance	Schedule and resource correction
Participation and equity	Unique students/teachers/volunteers, sex, county, school, disability where ethical	Detect exclusion and rebalance access
Club quality	Functionality score, meetings, action plans, leadership, mentor support	Target coaching and succession support
Nursery performance	Batches, viable stock, mortality, dispatch, closing stock, cost and constraints	Adjust production, species, water, and inputs
Restoration	Sites, hectares, planted quantities, species, maintenance, survival by cohort and age	Prioritize protection, replacement, and adaptive methods
Safeguarding and feedback	Training, concerns by category, response timeliness, unresolved risks—without exposing identities	Strengthen prevention and accountable response

Domain	Quarterly measures	Management use
Learning and stories	What worked, what failed, adaptations, consented stories and dated photos	Improve practice and communicate honestly

Annex C. Reference Framework

The program design is informed by the following authoritative policy and technical sources. These references support the strategic rationale; all organization-specific targets and delivery commitments remain Earth Rangers' responsibility.

- International Organization for Standardization. (2020). ISO 21502:2020, Project, programme and portfolio management Guidance on project management.
- International Organization for Standardization. (2021). ISO 21500:2021, Project, programme and portfolio management - Context and concepts.
- Project Management Institute. (2021). The Standard for Project Management and PMBOK Guide, Seventh Edition: project management principles and performance domains.
- Project Management Institute. (2024). The Standard for Program Management, Fifth Edition.
- Organisation for Economic Co-operation and Development. (2019/2021). Better Criteria for Better Evaluation and Applying Evaluation Criteria Thoughtfully.
- United Nations Children's Fund. (2017). Results-Based Management Handbook: Working Together for Children.
- Republic of Liberia. (2025). Liberia's 2035 Nationally Determined Contribution (NDC 3.0). United Nations Framework Convention on Climate Change.
- Republic of Liberia. (2021). Liberia's Revised Nationally Determined Contribution. United Nations Framework Convention on Climate Change.
- Republic of Liberia. (2022). Liberia's First Adaptation Communication. United Nations Framework Convention on Climate Change.
- World Bank. (2024). Liberia Country Climate and Development Report. Washington, DC: World Bank.
- World Bank. (2023). Liberia Forest and Climate Resilience Forum: Background materials.
- Food and Agriculture Organization of the United Nations. Forest and landscape restoration resources and principles.
- GlobalGiving. Nonprofit Application Documents and Due Diligence guidance.

Annex D. Planning Notes and Boundaries

- This is a prospective implementation plan, not a claim that planned activities or results have already occurred.
- The September 2026 - December 2027 period supersedes conflicting dates in supporting drafts for purposes of this application.
- Targets in this plan are the authoritative application baseline: 30 clubs; 1,500 students; 60 teachers; 15 nurseries; 200,000 viable seedlings produced; 120,000 trees planted; 100 hectares under restoration management; and at least 80% 12-month survival for eligible cohorts.
- Partnerships described as proposed require confirmation and written agreement.
- Final school allocations and sites may change after baseline and safeguards screening, without changing the overall three-county focus or approved total targets.
- Trees planted late in 2027 will not be old enough for a 12-month survival result by project close; they will remain on a documented post-project monitoring schedule.
- Carbon sequestration will not be claimed or monetized without an approved methodology, baseline, safeguards, monitoring period, and independent verification.

Annex E. Approval and Authorization

The signatures below confirm that the program plan has been reviewed within the organization, that the stated commitments are authorized subject to confirmed financing and partnership agreements, and that accountable leadership accepts responsibility for governance, safeguarding, fiduciary integrity, performance management, and transparent reporting.

Formal Authorization

Prepared by	Reviewed by	Approved by	Date
Name / Title	Name / Title	Authorized Representative	