



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: KAJENDERE

Date of Review: 27th MARCH 2013

Carried out by: SAMSON BANDA AND JORDAN MUNTHALI
INCLUDING ALL TEACHERS, LEARNERS
AND THE MEMBERS OF COMMUNITY

LITTER

Page 2/9

1 How serious is the problem of rubbish/litter in the school grounds?

- Very serious, the place is a mess most of the time
- Not too bad but could be improved
- The grounds are more or less litter free

☒

2 Does your school have a clear anti-litter policy?

Yes ☐ No ☒

3 Are there litter bins inside the school buildings?

Yes ☒ No ☐

How many of these are Full / Overflowing?

NONE

How many are about half full?

SIX

How many are less than a quarter full?

TWO

4 Are there any areas inside the school buildings that are littered where there are no litter bins?

Yes ☒ No ☐

5 Are there enough litter bins in the school grounds?

Yes ☐ No ☒

How many of these are Full / Overflowing?

NONE

How many are about half full?

NONE

How many are less than a quarter full?

ONE

6 Are there any areas in the school grounds that are littered where there are no bins?

Yes ☒ No ☐

7 Are the bins generally:

Big enough?

Yes ☒ No ☐

Correct design? [holding litter in windy conditions]

Yes ☒ No ☐

Clean?

Yes ☒ No ☐

Any further comments on Litter

Our school has many woven baskets which are used as litter bins. They are big enough that a class takes time to fill them. We have rubbish pits outside the classes. There are five of them. However, some learners do not use these pits during play time, break time and outside school time i.e. afternoon.

HEALTHY LIVING

Page 3/9

- 1 Does the school include education on healthier eating and basic food/personal hygiene practice in the curriculum? Yes ☒ No ☐
- 2 Does the school have drinking water easily available? Yes ☒ No ☐
- 3 Does the school offer all pupils a minimum of 2 hours physical activity / week within and outside the curriculum? Yes ☒ No ☐
- 4 Does the school have a no smoking policy for staff?
(if yes is this followed by all staff, parents and carers?) Yes ☒ No ☐
Yes ☒ No ☐
- 5 Are there green plants growing in pots in any classrooms?
(if Yes, in which classrooms -- if all write ALL) Yes ☐ No ☒
- 6 Do the school toilets have:
 - Doors with locks Yes ☐ No ☒
 - Toilet Paper Yes ☒ No ☐
 - Water to wash hands Yes ☒ No ☐
 - Paper Towels Yes ☐ No ☒

Learners learn Life Skills (subject) which has topics on personal hygiene, Primary Science which have topics such as nutrition and Express Arts which have topics like Artistic performance and personal and general space awareness. Sport games are done as extra curriculum. We use thatched pit latrines which sometimes leak during Rainy season.

BIODIVERSITY

4/9

- 1 Does the school have a wildlife or conservation area?

(If yes, is the area protected by fences or school rules or both?)

(If yes, are the children involved in looking after them?)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

- 2 Does the school have links with any local or national environmental organisations?

(If Yes, then list the organisations)

Plan International

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Any further comments on Biodiversity

We have an orchard and a woodlot for the school. Seedlings were provided by Plan International (Makini). There are insects such as grasshoppers and butterflies and chameleons found in the woodlot.

SCHOOL GROUNDS

5/9

1 What proportion [percentage] of the school grounds are:

Green playing field / Short Grass:	15%	Long Grass:	2%
Conservation or Wildlife area:	5%	Woodland:	10%
Tarmac / Path / Roads:	10%	Seating:	8%
Flower / Vegetable Beds:	5%	Activity Play:	25%
Other:	20%		

2 What proportion [percentage] of the school boundaries are:

Hedges & Trees 40% Wire or Railing 0% Open Ground 60%

3 Does the school recycle garden or fruit/vegetable waste in a composter or wormery?

Always ☐

Occasionally ☒

Rarely ☐

Never ☐

4 Do you ever hold lessons outside?

Yes ☒ No ☐

5 Have pupils looked into the heritage of the school grounds?

Yes ☒ No ☐

Any further comments on School Grounds

Our school have enough grounds which can be used for other purposes. We hold lessons outside the classes sometimes as a field trip (excursion) as a method of teaching. Learners take part in caring and protecting school grounds.

GLOBAL PERSPECTIVE

6/9

- 1 Do pupils consider how actions taken within the school affect people and the environment locally and globally?

Yes ☒ No ☐

If so, give examples:

Local Action	Local Effect	Global Effect
• Planting trees / Hedge / flowers	• Provide shade, wind break, habitat and scenery.	• Rain formation • Provide oxygen
• Littering	• Spread of diseases • Pollution	• Acid rain • Pollution
• Truicepassing	• Soil erosion • Siltation	• Floodings

- 2 Of the Eco-Schools topics that you may have looked at in the past, have you explored how these issues might be approached in other parts of the world?

Yes ☒ No ☐

If so, please give examples:

Eco-Schools Topic	Location(s) looked at
• Litter and waste management	• School
• Reusing resources	• School and Community

- 3 Are the opportunities for considering global environmental issues maximized through the curriculum?

Yes ☒ No ☐

Has the school made use of materials from other organisations to help with this topic?

Yes ☒ No ☐

- 4 Have the pupils considered other issues, such as:

Human rights and Ethics

Yes ☒ No ☐

Fair Trade

Yes ☐ No ☒

Conflict Resolution

Yes ☒ No ☐

Any further comments on Global Perspective

Our curriculum has some environmental management topics like forest management, Agroforestry, water management and irrigation for learners to understand positive and negative effects of good and bad practices of managing the environment respectively.

PUPIL PARTICIPATION

7/9

- 1 Do any of the issues considered in this environmental review feature in school assemblies?

Yes

If so then list those topics covered in the last term:

- Litter and waste management
- Orchard and woodlot management
- Personal hygiene and sanitation
- Tracepassing
- Reafforestation

- 2 Are special environment-related lessons or visits undertaken by classes or groups eg paper making, visits to environmental venues etc?

Yes

If so then list those undertaken in the last term:

- Irrigation and water management
- Tracepassing and lawn demarcation

- 3 Are pupils involved with local waste, re-cycling or conservation projects outside school time or via links with schools abroad etc?

Yes

If so then list some examples:

- Decomposing litter and waste
- Sharing lessons on local waste and re-cycling. This was done with our link school.

Comments / Notes for Action

8/9

On completion of the Environmental Review, fill in the following boxes with any comments relating to each topic and list possible actions that could be taken.

Some of these actions can then be used in your Action Plan.

- Energy
- Introduction of eco stoves
 - Reafforestation

- Litter
- Reusing resources
 - Collecting litter for recycling

- Waste Minimisation / Recycling
- Collecting waste
 - Decomposing waste to make manure

- Supply and Usage of Water
- Reusing water
 - Irrigation
 - watering plants and flowers

Any other comments

• There is much need for us to look at eco-school topics such as soil management, eco-stoves, eco-toilets and ever green environment.