



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: KANTHENA

Date of Review: 22/01/2013

Carried out by: J. Lonje

LITTER

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- 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?

2

How many are about half full?

2

How many are less than a quarter full?

None.

- 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?

Above

How many are about half full?

Above

How many are less than a quarter full?

Above.

- 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 ☒ Rub. P.

Correct design? [holding litter in windy conditions]

Yes ☐ No ☐ " "

Clean?

Yes ☒ No ☐ " "

Any further comments on Litter

- Our school has rubbish pits where litter is disposed.

HEALTHY LIVING

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- 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? *Borehole* 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? Yes ☒ No ☐
[if yes is this followed by all staff, parents and carers?] Yes ☒ No ☒
- 5 Are there green plants growing in pots in any classrooms? Yes ☐ No ☒
[if Yes, in which classrooms – if all write ALL] Flowers outside
- 6 Do the school toilets have:
- | | |
|---------------------|---|
| Doors with locks | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Toilet Paper | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> <i>laines</i> |
| Water to wash hands | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| Paper Towels | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

Any further comments on healthy living

- Our toilets do not have doors
- learners use waste paper for tissues.
- We use local sanitary materials eg. water and some bottles at the toilets.

BIODIVERSITY

4/9

- 1 Does the school have a wildlife or conservation area? Yes ☒ No ☐
[if Yes, is the area protected by fences or school rules or both?] Yes ☒ No ☐ SR
[if Yes, are the children involved in looking after them?] Yes ☒ No ☐
- 2 Does the school have links with any local or national environmental organisations? Yes ☒ No ☐
Alliance 1 provided seedlings.
[if Yes, then list the organisations] Yes ☒ No ☐

Any further comments on Biodiversity

We have a woodlot which is protected by school rules.
Alliance One provided seedlings for our school to plant.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	<u>30%</u>	Long Grass:	<u>N/A</u>
Conservation or Wildlife area:	<u>20%</u>	Woodland:	<u>10%</u>
Tarmac / Path / Roads:	<u>10%</u>	Seating:	<u>10%</u>
Flower / Vegetable Beds:	<u>10% incl Tchr Gardens</u>	Activity Play:	<u>10%</u>
Other:	<u>10%</u>		

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

Hedges & Trees 1/5 Wire or Railing X Open Ground 1/3

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

Always ☐

Occasionally ☐

Rarely ☒

Never

☒ When opening an orchard

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

N/A

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
Deforestation	Less rain	global warming
Brick burning	Carbon emission	Carbon emission.

- 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
Keeping the surrounding clean, healthy living	General hygiene + Sanitation Eating healthy foods.

- 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

We used materials from Starfish Malawi
They looked into stories where issues of human rights, interdependence, sustainability, Conflict resolution were covered.

PUPIL PARTICIPATION

7/9

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

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

Mainly we focus on the issues of general sanitation of oneself as well as the school surrounding.
We also make sure that the pupils are playing their role in taking care of the surrounding by participating

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

If so then list those undertaken in the last term:

No

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

If so then list some examples:

Yes, they are taking part in composting, making use of waste paper.

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 We hope to teach our learners on how best they can use other ways to conserve the environment eg. using mud stoves.

- We hope to talk through issues with parents.

Litter

Our school will be looking forward to a more cleaner environment.

- We will be engaging our learners to be more
- Developing of an anti-litter policy.

Waste Minimisation / Recycling

Dealing with ways the school is littered.

Finding solutions of keeping different types of litter separately

Composting leaves and other food stuff.

Supply and Usage of Water

- Good usage of water

- Making sure that water sources are not mosquito breeding areas

Comments / Notes for Action

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<p>Litter</p> <p>Our school will be looking forward to a more cleaner environment.</p> <ul style="list-style-type: none">• We will be engaging our learners to be more• Developing of an anti-litter policy.
<p>Waste Minimisation / Recycling</p> <p>Dealing with ways the school is littered.</p> <p>Finding solutions of keeping different types of litter separately</p> <p>Composting leaves and other food stuff.</p>
<p>Supply and Usage of Water</p> <ul style="list-style-type: none">- Good usage of water- Making sure that water sources are not mosquito breeding areas

Any other comments

We look forward to changing attitude towards environmental issues for a better school and community.

Eco-Schools

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