



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: MAKANDE PRIMARY SCHOOL

Date of Review: 5th MARCH, 2013

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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?

How many are about half full?

How many are less than a quarter full?

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?

How many are about half full?

How many are less than a quarter full?

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

The school does not have bins. Instead we dig rubbish pits. When these pits are full, we cover their mouth with soil to turn the litter into compost manure.

Our learners are encouraged to use the rubbish pits all the time when disposing litter. We tell them the importance of keeping the school grounds free from litter. The learners know how to make compost manure using filled-up pits.

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? 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 <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Toilet Paper | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Water to wash hands | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Paper Towels | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

Any further comments on healthy living

The school's toilets have no doors. This forces use to clean the toilets now and again. The community around the school especially children uses these toilets out side school time. We are encouraging them to construct their own toilets at their homes.

The school's toilets does not have water to wash. We have improvised the equipment for washing hands after visiting the toilets. learners are taught how to use it.

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 ☐

[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 ☒

[if Yes, then list the organisations]

Yes ☐ No ☐

Any further comments on Biodiversity

The school does not have a wildlife or conservation area. We only teach our learners the national ~~and~~ wild life conservation areas found in Malawi theoretically.

We have a wild life club. Learners are interested in this club.

However Malawi Lake Basin (NGO) assisted our school with the tree seedlings which we planted last year. This organisation also encourages people on Agro-forestry.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass: 43%

Conservation or Wildlife area: _____

Tarmac / Path / Roads: 7%

Flower / Vegetable Beds: 5%

Other: _____

Long Grass: _____

Woodland: 20%

Seating: 5%

Activity Play: 20%

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

Hedges & Trees 5% Wire or Railing — Open Ground 95%

- 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

The school has a football, netball and high and long jump pitches for sporting activities. We would also like to construct a volleyball play field soon to avoid idleness among learners.

GLOBAL PERSPECTIVE

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- 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
Burning of charcoal	soil erosion	Emission of gases
Poor farming habits	soil degradation	inadequate food supply.

- 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
Environmental Conservation	KUTI

- 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

The school is encouraging learners and the community on environmental conservation so as to reduce emission of gases which causes global warming.
We are planning to plant more trees which will help bring good air and control soil erosion.

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:

The topics covered in the last term

- Environmental Conservation.
- Making of organic manure.
- pollution i.e. land, water, soil.
- water cycle.

- 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:

The school did not have any visits to any environmental venues due to distance. We are planning to be visiting nearby local woodlots within the community.

- 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:

The learners are involved in the making of compost manure out the litter disposed in rubbish pits. We are planning to use this manure in our vegetable garden.

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

- The school has the plan of planting more trees. ~~This~~ The school woodlot will have trees to be protected by learners.
- Learners or the Community will be encouraged to do the same at home so that the trees they cut for firewood or charcoal will be replaced.

Litter

- The school will dig rubbish pits. Any litter will be deposited into them.
- This school will also introduce simple bins. These will be improvised using empty cartons. Each class will have a carton as a bin for litter.

Waste Minimisation / Recycling

The school make Compost manure out of litter disposed in rubbish pits. The manure is then applied to our trees or vegetable gardens.

Supply and Usage of Water

The school will buy buckets for keeping water. The learners will be using this water to wash hands after visiting the toilets.

Any other comments

This year we have grown Cotton. We want to sell the crop and start an enterprise. We are planning to buy a sewing machine or raise poultry as our income generating activity of the school. The money (profits) will be used to buy school's necessities.