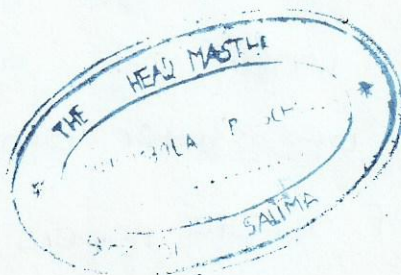


STARFISH MALAWI ENVIRONMENTAL REVIEW

School: CHIKOMBOLA

Date of Review: February 2014

Carried out by: Evelyn Goponi



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 has litter problem, but it can be improved by

1. Purchasing of litter bins
2. recycling of waste papers, making briquettes.

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

Healthy living issues are mainly covered in curriculum as we teach and demonstrate in lessons relevant lessons.

- our toilets have no doors since they were built, community people use our toilets leaving them unclean.
- learners only wash their hands after toilet use
- learners use their initiative for toilet papers e.g. use of wast papers

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 ☒ No ☐

Yes ☐ No ☐

Yes ☐ No ☐

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

[if Yes, then list the organisations]

Yes ☐ No ☒

Yes ☐ No ☐

Any further comments on Biodiversity

- We have a small woodlot
- since we don't have a huge piece of land it is protected by rules,
- learners clear the bushes.
- We have link with Starfish only, who have been encouraging schools to venture into environmental issues
- Apart from starfish, the community is involved in some of our activities as planting trees.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	<u>Null</u>	Long Grass:	<u>40%</u>
Conservation or Wildlife area:	<u>Null</u>	Woodland:	<u>2% Null</u>
Tarmac / Path / Roads:	<u>5%</u>	Seating:	<u>Null</u>
Flower / Vegetable Beds:	<u>2%</u>	Activity Play:	<u>Null</u>
Other:	<u></u>		

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

Hedges & Trees 10% Wire or Railing Null Open Ground 40%

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 little place for school grounds, however the school use a playing field which belong to community

- lessons like expressive arts has some topics which normally conducted out doors

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
Cutting down trees	Lack of rain	global warming
Planting trees	avoid soil erosion	reduces global warming
un proper litter disposal	air pollution	

- 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	planting trees and
	sustainability

- 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

Learners are taught the effects of destroying environment that it affects the community, the country and global. For sustainability community is involved.

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:

yes, most of issues are considered in school assemblies, such as woodlot management, taring of school grounds, classes, sanitation

- 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:

Our school was collecting papers for making briquettes

- 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:

learners were involved, mainly in

- collecting waste papers
- making composite manure using wastes such as leaves
- recycling of papers making briquettes

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

- Re planting trees
- Advising community on cooking methods to use less firewood

Litter

- sensitise learners to make chikombola litter free
- school to use litter bins
- separating types of litter for easy recycling
- usage of litter bags in areas to collect litter

Waste Minimisation / Recycling

- learn from other schools on recycling plastic litter
- Reuse of leaves by recycling them to manure
- reuse of papers in form of briquettes

Supply and Usage of Water

- Sensitise learners the importance of fair usage of water.

Any other comments

Working together, learners, community and members of staff to achieve our goals

SPORTS ACTION PLAN

ACTIVITY	OBJECTIVE	TARGET	VENUE	TIME FRAME	RESPONSIBLE OFFICER	RESOURCES
Playing football and netball	<ul style="list-style-type: none"> Socializing the community and the school 	<ul style="list-style-type: none"> Teachers Learners The community 	<ul style="list-style-type: none"> Chikombola school ground 	19/07/2013	Teachers	<ul style="list-style-type: none"> Balls jersey
Playing cricket	<ul style="list-style-type: none"> Making the learners be familiar with the cricket skills they were length 	<ul style="list-style-type: none"> Learner 	<ul style="list-style-type: none"> Chikombola school ground 	11/12/2013	J. Chifunda	<ul style="list-style-type: none"> Cricket kit
Athletics (zenal lever)	<ul style="list-style-type: none"> Introducing cricket to other schools 	<ul style="list-style-type: none"> Learners 	<ul style="list-style-type: none"> Salima community ground 	10/12/2-14	J. Chifunda	<ul style="list-style-type: none"> Cricket kit
Playing cricket	<ul style="list-style-type: none"> Getting the learners fit 	<ul style="list-style-type: none"> Learners 	<ul style="list-style-type: none"> Chikombola school ground 	16/06/2014	Teachers	<ul style="list-style-type: none"> Strings Bottles Empty Bags
Playing cricket	<ul style="list-style-type: none"> Getting the learners fit 	<ul style="list-style-type: none"> Learners 	<ul style="list-style-type: none"> Chikombola school ground 	18/07/2014	Teachers	<ul style="list-style-type: none"> Cricket kit