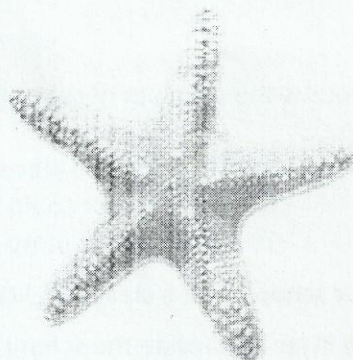


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STARFISH MALAWI ENVIRONMENTAL REVIEW

School: CHIKOWA L.E.A

Date of Review: 7th MARCH 2014

Carried out by: SCHOOL STAFF

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

We don't have litter bins at our
School

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 <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 checked="" type="checkbox"/> No <input type="checkbox"/> |
| Paper Towels | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

Any further comments on healthy living

Health environment is essential to our lives, we are really trying our best to sensitize our learners on how they can keep themselves healthy by following personal hygiene practice, ^{eating} balanced food.

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]

W.F.P

Yes ☒ No ☐

Yes ☐ No ☐

Any further comments on Biodiversity

Due to lack of financial support
we only use rules to protect
our conservation area.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	<u>20%</u>	Long Grass:	<u>0%</u>
Conservation or Wildlife area:	<u>10%</u>	Woodland:	<u>10%</u>
Tarmac / Path / Roads:	<u>path 20%</u>	Seating:	<u>0%</u>
Flower / Vegetable Beds:	<u>20%</u>	Activity Play:	<u>20%</u>
Other:			

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

Hedges & Trees _____ Wire or Railing _____ Open Ground ☒

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 a good number of Paths, Flower beds grass lawns, playing fields but we are planning to have more than those mentioned.

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
burning fuels	air pollution	damaging ozone layer
careless cutting down of trees	lack of timber for construction and fire wood	drought due to poor rains.

- 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

- 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 environment should be well protected to avoid the dangers that may come due to depletion of the environment e.g. pollution, drought and famine.

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:

- Tree Planting .
- Water Conservation
- Good hygiene

- 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:

- Yes we have environment related lessons e.g environmental protection lesson, Sanitation lesson, & hygiene
- last term we did not have any visit to environmental venues and paper making.

- 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:

NO

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 : Planting of trees, since trees are one of the sources of heat energy eg firewood.

Litter Litter are the waste which make the environment untidy therefore they need to be well disposed in appropriate places eg rubbish pits dustbins etc.


Waste Minimisation / Recycling : Teachers and learners must be trained on how to recycle the waste product eg papers in order to minimise the wastes that could make the environment untidy

Supply and Usage of Water : They should have a good source of water eg boreholes & taps and learners should use the water drawn appropriately.

Any other comments : The Government or N.G.Os should provide training to teachers and learners on how they can recycle the waste products in order to make the environment clean.

Starfish Malawi Eco-Schools Action Plan

[Enter School Name Here]
CHIKOBA SCHOOLS

Eco-Schools England - 

Date Action Plan was developed: 10th March 2014

Action Plan developed by: Star Fish Secretaries

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
Litter	• School Council to take charge of litter picking	• The school grounds are partially littered and learners take more responsibility for own action	20th March 2014	Sanitation officers	
Healthy living	• Sensitising learners about cleanliness and importance of eating well balanced diet	• Children learn the value of healthy living in class as it is included in the curriculum	ongoing	Teachers	
Biodiversity	• Planting more trees	• introducing tree planting day at school level	ongoing	All class teachers	
Energy	• Encouraging learners to use burning charcoal to save fuel	• children learn the importance of using charcoal to save fuel	ongoing	All class teachers	
Supply and usage of water	• Increase awareness of careful use of water	• Children learn the value of clean water and waste less	March 2014	Sanitation officers	
Waste minimisation recycling	• Encourage teachers to use back to back printing and sharing of worksheets	• Reduction in photocopying / printing	ongoing	All class teachers	