

CASE STUDY

Name of School:	CHILANGA		
School Post Code:		Project Completion Date:	CONTINUITY
Eco-Coordinator:	COLLINGS L.B. CHILEKENI		Current Award Level:
Project Title: SOLAR ENERGY			

Eco-Schools Topic: Please enter "X" in relevant boxes

Water:	<input type="checkbox"/>	Healthy Living:	<input type="checkbox"/>
Waste:	<input checked="" type="checkbox"/>	School Grounds:	<input type="checkbox"/>
Litter:	<input checked="" type="checkbox"/>	Biodiversity:	<input type="checkbox"/>
Energy:	<input checked="" type="checkbox"/>	Global Perspective:	<input type="checkbox"/>
Transport:	<input type="checkbox"/>	General:	<input type="checkbox"/>

Guidance Notes:

- Please type in the boxes below. The boxes will expand automatically with the text when entered.
- You are more than welcome to separate your projects out into different case studies or cover a variety of projects within the one template.

PROJECT BACKGROUND

Why did you decide to undertake this project? (I.e. was it a particular issue in school or part of a larger campaign) • To improve the school passrate through studying.

What aims did you have starting out?

- We aim at improving the passrate standard of learners and generate the income for the school.
- Another aim is to help the OVCs from the school
- To improve communication network by charging phones using the solar energy.

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ACTION

How was the project delivered? This was delivered by C.C.J.P.

Was the project topic integrated into the curriculum? If so, please describe how.

This topic is integrated into the curriculum. For example solar energy is taught in standards 6 which deals with the types of energy, how these help one in every day life.

PUPIL LEADERSHIP

How did you get the pupils involved? How did they have ownership?

Learners are the ones who achieved most in by using solar energy for studying, charging phones. Some income from the project made the school to grow groundnut field which the learners also took part in any activity. Some learners also are involved in the committee to run it.

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FUNDING

Did you have to source funding for the project?

Some sources are being made to help the project through farming, phone charging and community participation. We are still looking for other sources from different organisations to boost the project.

PROJECT SUPPORT

Did you receive any support from parents, staff or outside agencies in regards to the project?

As said area on, parents, staff and well-wishers took most of the roles on the project. CCJP is one of the organisation which donated the project.

CHALLENGES

Did you have to overcome any challenges to make the project succeed?

Challenges are there mainly the community took it as for the school only because it has been installed at school. All in all, sensitisation meetings are being done to support each other.

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RESULT

How have the pupils benefitted from the project? (E.g. knowledge gained, skills learnt, an improvement in behaviour, attainment or attendance?) *Learners benefited a lot by gaining knowledge and ownership of the project.*
 Have there been any other benefits for the school as a result of the project? (E.g. reduced costs, cleaner school, etc). Please include any figures and analysis if appropriate.

The school benefits a lot from the project due to learners have the chance to study evening and learn early in the morning. The cost of candles, paraffin and torches/batteries has been reduced due to solar energy. The school's drop rate has reduced up to 5% by now.

IMPACT

How did you measure and monitor the impact of the project?

The project is benefiting a lot to the school and the community. due to any problem that might arise shall be dealt with accordingly by all parties.

THE POD

Have you used any of the educational resources or activities on www.jointhepod.org or taken part in any of their campaigns? (If yes, indicate which activities you have taken part in)

Not yet.

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OTHER EDUCATIONAL RESOURCES

Have you used any other educational resources or participated in any local or national campaigns or events? (If yes, indicate which activities you have taken part in)

Not yet.

LESSONS LEARNED

What advice would you give to schools that want to follow in your footsteps?

Do many activities through eco-schools projects to advertise yourself so that some organisations, the government and other well wishers to help in. Commitment upon any school project is needed highly to make learners learn successfully. Well much on the projects given already and those to come.

CASE STUDY



NEXT STEPS

Has this project inspired or driven other Eco-Schools ideas? What is the school working on next?

The project has inspired other Eco school ideas like school grounds, Healthy living and water. Water will be the next project to tackle due to it is life. For anything to move or work properly it needs water. This project is being aimed at collecting water during rainy season to sum up that of the borehole so as to use for flowering and watering vegetables for the sustainability of the project on the environment.

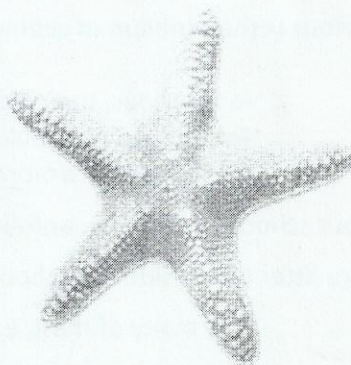
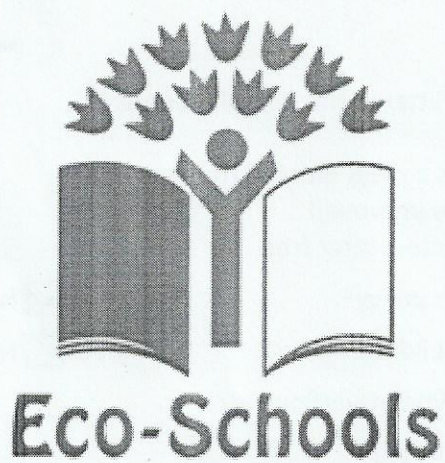
EXTERNAL SUPPORT

Has your school received any Local Authority support with regards to the Eco-Schools Programme?

The support rendered to the school are the ones prescribed before, Local Authority support the school in terms of the security wise at school and give gardens to run some small activities in agriculture.

Please return your completed case study and any relevant photographs to eco-schools@keepbritaintidy.org

We will endeavour to publish it on the Eco-Schools Case Study page as soon as possible.



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: CHILANGA

Date of Review: 26 FEBRUARY 2014

Carried out by: COLLINGS CHILEKENI

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 hasn't any bin which makes the surrounding untidy mainly during rainy season with fresh maize, groundnuts and other fruits ie quarvas.

The management has agreed to put more effort on the policy(s) amended area on.

Improvements shall be there due to eco projects which also deals with the environment.

Healthy Living

- 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

Local toilets are available but they are not enough to cater the number of learners for example 1 toilet = 106 learners. The school has 1 borehole with little buckets used to mop classes and offices. The school committee is trying to add for good school sanitation.

BIODIVERSITY

Biodiversity

- 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

Eco-school is one of the local environmental organisation which help the school with the solar panels. A conservation area is there with the protection from learners, Teachers and the chiefs.

We are looking further to other organisations whom to link with in order to improve the school.

SCHOOL GROUNDS

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

SCHOOL GROUNDS

Green playing field / Short Grass:	<u>60%</u>	Long Grass:	<u>40%</u>
Conservation or Wildlife area:	<u>50%</u>	Woodland:	<u>50%</u>
Tarmac / Path / Roads:	<u>40%</u>	Seating:	<u>20%</u>
Flower / Vegetable Beds:	<u>35%</u>	Activity Play:	<u>40%</u>
Other:			

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

Hedges & Trees 20% 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

The school grounds look beautiful during rainy season as it is greenish. Open grounds with short grass and conservation area with long grass. Due to inadequate water supply most of the flowers are seasonal.

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 ☐

GLOBAL PERSPECTIVE

If so give examples:

Local Action	Local Effect	Global Effect
cutting down of trees	lack of fuel	global warming

- 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
Energy	Solar energy, fuel
Sustainable agriculture	Orchards, school gardens

- 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 Malawian curriculum also teach of the human rights and Ethics, fair trade and conflict resolution which is also on the Eco projects. Incorporation of these helps learners to look on how to resolve the conflicts.

PUPIL PARTICIPATION

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- 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:

- school ground improvement - sanitation
- Nutrition and Health
- Environment

- 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 any visit was done but we looked onto the advantages and disadvantages of litter at school and try to recycle locally.

- 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 are involved in recycling projects outside school time through local recycling activities done by our friends in UK and in Malawi through the new linking officers's experience and pictures used before.

Comments / Notes for Action

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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 is on privilege due to the solar energy it has. Learners enjoy studying due to it. Teachers prepare their work amicably.

Litter

Due to local recycling activity done, it gives them the knowledge on the goodness of keeping the surrounding litter free then recycle.

Waste Minimisation / Recycling

A little knowledge has embedded in learners and the community on the waste minimisation to reduce diseases and making the environment tidy. More sensitisation is needed with much resources.

Supply and Usage of Water

As the school has a borehole and a river besides learners know the importance of water and how to take care of it. Some practical work was done ie flowering plants at school. A link is needed to know/learn globally from other schools in and out.

Any other comments

Shared curriculum is needed so that learners should learn from their curriculum and that of our friends from abroad. Frequent meetings is needed to share the experiences.

Starfish Malawi Eco-Schools Action Plan

[Enter School Name Here]

Date Action Plan was developed: 26 FEBRUARY 2014Action Plan developed by: COLLINGS L.B. CHILEKENI

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
Water	<ul style="list-style-type: none"> - Using water properly and flowering plants crops at school & homes 	All the year round.	frequently	Teachers learners community	<ul style="list-style-type: none"> - Keep water safe - use it for intended purpose
Litter	<ul style="list-style-type: none"> - Picking up litters - sweeping the surroundings 	<ul style="list-style-type: none"> - making the surrounding clean - improving one health 	All school sessions	Teachers learners community stakeholders	Litter recycling
Energy	<ul style="list-style-type: none"> - Lighting from solar panel studies by learners 	learners to use accordingly throughout the years.	Every year	<ul style="list-style-type: none"> - learners - Teachers - community 	<ul style="list-style-type: none"> - improvement of school performance - income generating activity
School grounds	<ul style="list-style-type: none"> - planting flowers and trees on bare grounds - loan demarcations 	<ul style="list-style-type: none"> - for beautification - using the land accordingly. 	All school sessions	<ul style="list-style-type: none"> - Teachers - learners - stakeholders 	<ul style="list-style-type: none"> - Improving the environment of the school.
Healthy living	<ul style="list-style-type: none"> - mopping in classes and toilets - sweeping around the school grounds - slashing / clearing 	<ul style="list-style-type: none"> - for beautification - cleaning control breeding places for mosquito 	All school sessions	<ul style="list-style-type: none"> - Teachers - learners - community 	<ul style="list-style-type: none"> - disease free leading to good life.