



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: CHIMWETA SCHOOL

Date of Review: 09-03-14

Carried out by: F. BAKALI

LITTER

Page 2/9

- 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? 3
- 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 normally have litter on fridays when we usually assess learners what they learnt during the week. After assessment, they do general cleaning. Each class has a carton to throw the waste which means through the sensitization of learners litter is not a problem 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 checked="" type="checkbox"/> No <input type="checkbox"/> |
| Toilet Paper | Yes <input checked="" 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

In our curriculum we have topics on how food should be prepared and practicals are done. Physical activities are done in Expressive arts learning area and is a must. Luckily enough smoking is not a problem in our community, most people have known it as harmful. Our toilets are good they are being after by a care taker, ~~the~~ they are well secured but we can't afford to buy toilet papers for the learners except for the teachers. Learners bring them from their homes.

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 ☐

Wild Life Society of Malawi

Any further comments on Biodiversity

The school covers a very big area so we have an area where learners ~~are~~ grow ^{different} vegetables. Another part had been set aside, here we have grown natural trees so that practical lessons on vegetation should be conducted with concrete examples. Moreover the school has got a wild life club which meet on wensdays ~~afternoon~~ to discuss issues pertaining to wild life. The patron and matron are very dedicated such that last term they organised a trip to the National Park called Liwonde where they spent two days with 35 learners. They saw elephants, hyena, buffaloes, hippos, very big natural old trees and numerous animals. The trip was coordinated through national level. Learners enjoyed the trip and have positive mind on wild animals.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:

75%

Conservation or Wildlife area:

50%

Tarmac / Path / Roads:

10%

Flower / Vegetable Beds:

10%

Other:

Long Grass:

Woodland:

Seating:

Activity Play:

10%

80%

20%

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

Hedges & Trees

Wire or Railing

100%

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

The school has many learners compared to the number of classes so there are many learners in one class so sometimes classrooms are very hot so we go outside and hold our lessons under the trees. General cleaning is done once in a week, that is tuesday afternoon, learners get back to do the general cleaning. They slash mop, clear the path and so on.

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
Waste of plastic papers	- chocking the soil	Low crop production thus hunger
Deforestation	- Shortage of firewood. - Shortage of rain	overflooding and hunger.

- 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
Aforestation	Global warming
Irrigation	Self reliance.

- 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

What is done in our schools or communities affects all globally which means we need a collective action to combat such malpractice eg. We need to grow trees to bring good rains and control flooding, we should avoid charcoal burning to avoid global warming which affect the people in polar region through flooding.

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:

Environmental issues are featured in our school assemblies. Some of them are, importance of natural resources and how to conserve them. Effects of litter and to get rid of litter.

- 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:

Learners had a chance to go to one of our National Park where they saw and were taught much on Environmental issues

- 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 looking after our natural planted woodlot.

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 :

It's very encouraging that charcoal burning and cutting ^{down} of trees for firewood is being controlled ~~by~~ but most people have no access to electricity, moreover electricity bills are very high. Schools are learning and disseminating information to the public on the use of stoves which ~~use~~ paper waste.

Litter

We have litter but it is not a worse problem because we have collection boxes in each class moreover we also have pit where they are burnt.

Waste Minimisation / Recycling

We encourage learners to bring old tins to throw the papers but we ~~take~~ don't know how to recycle the waste. Then if chances are there assist ~~us~~ to get the knowledge.

Supply and Usage of Water

The school has piped water but it's costly especially using flush toilets and irrigating our crops then we opted to having pumped water for toilet use.

Any other comments

In most school litter is a problem but if learners were taught how to recycle the papers this issue would have gone then teachers need to be equipped with knowledge. Nowadays, we see plastic papers in our community. The papers are choking our soils but nothing is done, we will see the effect same time hence we need to ~~do~~ act or govt should put in place a mechanism or policy to stop use of plastic bags.

Starfish Malawi Eco-Schools Action Plan

[Enter School Name Here]

Date Action Plan was developed: 07-03-14Action Plan developed by: Eeco Members

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
Care of woodlot	weeding	Woodlot	- Raining season End April	Eeco Teachers	
Sanitation	Paper collection - mopping	School grounds - classrooms	End of Term 2	Working Masters	Well kept class