



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: CHITALA PRIMARY

Date of Review: '1

Carried out by: COORDINATOR, TEACHERS AND PUPILS

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?

—
2

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?

—
5

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

Litter in the school grounds and inside school buildings has improved because of the school rules put in place. Of course there are some areas that needs improvements through setting more litter bins and digging rubbish pits to completely reduce the problem of rubbish.

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] _____
- 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

The school needs more support on healthy living facilities like more toilets with lockable doors, school feeding programmes and sporting activity skills and equipments for healthy living improvement.

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?

Yes No

[if Yes, then list the organisations] **ECO schools
programme (CCTP.)** Yes No

Any further comments on Biodiversity

Biodiversity facilitate good weather through conservation of wildlife eg. tree, crops
-Planting and conserving trees control soil erosion
-it also reduce run off during the rain seasons

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	10%	Long Grass:	5%
Conservation or Wildlife area:	30%	Woodland:	30%
Tarmac / Path / Roads:	7%	Seating:	3%
Flower / Vegetable Beds:	10%	Activity Play:	5%
Other:			

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

Hedges & Trees 50 Wire or Railing 20 Open Ground 30

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 with flowers planted - Learners enjoy lessons conducted outside the classes because of the good of shades provided by the trees planted around

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
careless cutting of trees	eratic ringfill pattern	may cause drought
Burning chacoal	air pollution	spread of diseases
Overstocking	soil erosion	global warming farming, death

- 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
Piggery	housing and feeding
Littering	energy and recycling
Crop rotation	local manure

- 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

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:

Energy
Waste minimisation
water usage

- 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:

Right now there hasn't been any visit to any environmental venues, but related lessons are carried which were embeded in the school curriculum on such 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:

The pupils are involved in a conservation projects such as wood lot. They only learn topics about paper recycling in classes.

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	<ul style="list-style-type: none">- Stop careless cutting down of trees for charcoal burning for cooking- Use waste papers to make cooking logs in eco stoves-
Litter	<ul style="list-style-type: none">- Use waste papers to recycle papers for making teaching and learning resources- Use some waste to make manure to replace chemical fertilizers to save money.- collection of plastic wastes to circulation of air in the soil
Waste Minimisation / Recycling	<ul style="list-style-type: none">- Litter picking to reduce mess on school ground and local areas.- Digging more rubbish pits for proper disposal of waste-
Supply and Usage of Water	<ul style="list-style-type: none">- cleaning the water sources e.g. on boreholes: fencing, sweeping around- sensitising the pupils / communities importance, usage and way of making water safe
Any other comments	<p>would like to implement some of the areas that we failed to be implemented</p>

Starfish Malawi Eco-Schools Action Plan**[Enter School Name Here]**Date Action Plan was developed: September 2013Action Plan developed by: TEACHERS AND LEARNERS

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved
LITTERING	construction of two litter boxes for waste disposal	proper disposal of litter	2012 - on going	Learners Teachers SME	Experienced less poor disposal of waste
CROP ROTATIONS	improving the fertility of the soil throughable crops	improving the fertility of the soil	2013 - to 2014	Learners Teachers SME	reduce pest and disease attack improve soil fertility and structure
COMPOST STANDARDE	The making of compost of manure	reducing costs in crop production/improve soil structure and texture	2013 - 2014	Learners SME Teachers	Crop production under a low cost
PIGGERY	targeting the pigs	fund raising for school and learning resources	2012 and ongoing	Learners SME Teachers	cash after sales serve as money in future for learning community