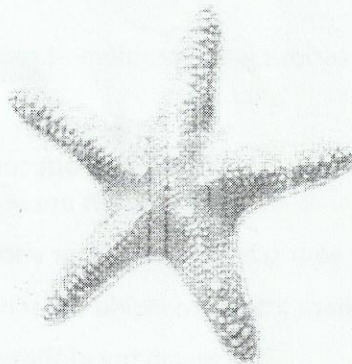
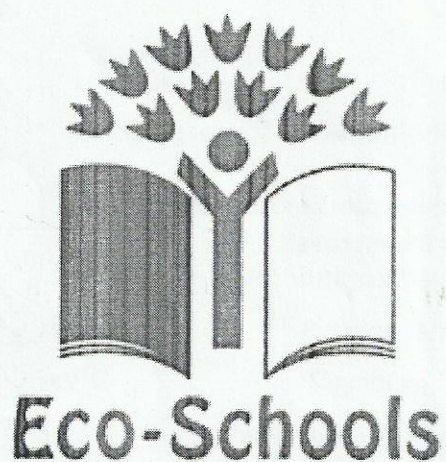


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STARFISH MALAWI ENVIRONMENTAL REVIEW

School: CHIGOMBE PRIMARY

Date of Review: MARCH 2014

Carried out by: THE GREEN TEAM.

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? NONE

How many are about half full? 1

How many are less than a quarter full? 4
- 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? 3

How many are about half full? 1

How many are less than a quarter full? 1
- 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

Anti-Litter policy is now followed by both Teachers and Learners as such the school grounds are litter free.

Since we received the litter bins from our partner, the school has improved inside and outside classes because learners are throwing litter in litter bins.

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

Learners are now improved in physical fitness by doing sporting activities ^{using} on Tuesdays and Thursdays every week.

On Healthier hygiene, learners are now used to washing hands after visiting the toilet although we don't have water source at school. They use water from the borehole near the school, of Mr Masina.

BIODIVERSITY

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]

WESM
RED-CROSS

Yes ☒ No ☐

Any further comments on Biodiversity

The Green Team established a tree nursery to have a woodlot and to create a school boundary.

The Green Team has planted about 1000 trees

On 4th May, 2013 the Green Team visited Kuli - Game Reserve.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	<u>50%</u>	Long Grass:	<u>15%</u>
Conservation or Wildlife area:	<u>15%</u>	Woodland:	<u>5%</u>
Tarmac / Path / Roads:	<u>10%</u>	Seating:	<u>✓</u>
Flower / Vegetable Beds:	<u>5%</u>	Activity Play:	<u>✓</u>
Other:	<u>✓</u>		

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

Hedges & Trees _____ Wire or Railing _____ Open Ground 100%

- 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

During dry season, Green Team planted vegetables and compost manure was applied.

Around the school boundaries trees now planted.

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
collecting litter	clean Surrounding	Better Health
Planting trees	Beautification	Purification of Air
Cutting down ^{of} trees	land degradation	Desertification

- 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 School Surrounding is now litter free and clean. The Environment is green compared to the past.
Learners respect others rights and Ethics.

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:

- . Cleaning the School Surrounding.
- . Using the toilet properly.
- . Eating balanced diet.
- . Personal 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:

- . visited Kūī - Community game park

- 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:

Not locally, but we have started a new link / partnership with Colliers Green primary School in U.K with Eco-teams - both pupils and wider community.

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.

<p>Energy</p> <p>N/A</p>
<p>Litter</p> <ul style="list-style-type: none">- Learners collect litter every day and class monitors are responsible for emptying bins
<p>Waste Minimisation / Recycling</p> <ul style="list-style-type: none">• Green team is responsible for oversee the waste minimisation• Plan to train Green team to recycle waste especially papers
<p>Supply and Usage of Water</p>
<p>Any other comments</p> <ul style="list-style-type: none">• Plan to identify a donor to help sink a bore hole• Use Compost and recycle waste to help create attractive conservation area and vegetable garden.

Starfish Malawi Eco-Schools Action Plan

[Enter School Name Here]

Date Action Plan was developed: 07.03.2014Action Plan developed by: GREEN TEAM

TOPIC	ACTION	Target/measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
LITTER	Collecting litter	• To minimise waste	On going	ALL TEACHERS LEARNERS GREEN TEAM	
TREE		• To demarcate the school boundary and beauty by school surroundings	• During rain season every year	ALL TEACHERS LEARNERS GREEN TEAM	
PLANTING	Planting trees	• To explore and appreciate global diversity of the art	3 times a year	JOSEPH TABITHA STB 7 learners	
CULTURAL	• Share differences in music, dances and art	• To maintain and develop our partnership, friendship & education	3 times a year	JOSEPH TABITHA	
ARTS	News letters, Email, letters	• To appreciate natural resources	3 times a year	JOSEPH TABITHA GREEN TEAM	
COMMUNICATION					
EDUCATIONAL VISIT	• To visit Lilongwe Sanctuary				