



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: KAPHATENGA

Date of Review: 8th March, 2014

Carried out by: GILBERT P. MWASIYA

THE HEADTEACHER KAPHATENGA F. P SCHOOL
DATE _____
P. O. BOX 121 SALIMA

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? _____

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 use hubbins/bins & this is due to shortage of bins.

We plan to have cartons to be used as bins for easy collection of litter.

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 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 No
Toilet Paper Yes No
Water to wash hands Yes No
Paper Towels Yes No

Any further comments on healthy living

All learners do go to the Rosehole after visiting the toilet, this is in order to wash hands.

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

- 2 Does the school have links with any local or national environmental organisations?
[if Yes, then list the organisations]
- | | |
|---|--|
| Yes <input checked="" type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Any further comments on Biodiversity

The school has a very good woodlot which is being cared by the teachers, learners and the community around. and this wood also acts as a wind breaker to the blocks or classrooms and not only that this woodlot also add the good looking of the school.

SCHOOL GROUNDS

5/9

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

Green playing field / Sand: Grass: 20%
Conservation or Wildlife areas: 20%
Tarmac / Path / Roads: 10%
Flower / Vegetable Beds: 3%
Other: 5%

Long Grass: 20%
Woodland: 15%
Seating: 10%
Activity Play: 1.5%

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

Hedges & Tree 1.5 — Wire or Railing — Open Ground 4.5

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 the grounds:

The school has good play grounds like football, netball and volleyball. These grounds are to the front of the school. ~~near to road~~



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 of paper	Air pollution	Air pollution
Cutting down of trees	deforestation	deforestation

- 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	Topic(s) looked at
Climate and vegetation	- care of vegetation
Conservation of water	- water conservation
Livestock care	- caring of livestock.

- 3 Are the opportunities for considering global environmental issues maximized through the curriculum?

Yes No

Has the school made use of materials from other organizations 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 has a complete illumination of human rights, fair trade, not only that but also conflict resolution.

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
- care of trees
- conservation of water
- caring water
- caring water sources

- 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 topics taken in the last term:

- Studies like :- leaf arrangements
- vertebrates and
invertebrates

- 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 same below:

—

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 The US is practising tree planting as well as opening a vegetable garden as a measure of reducing soil erosion.

Litter

Day in and day out we do collect litter to make our school look clean and beautiful.

Waste Minimisation / Recycling

Most of the papers at this school are being put in the rubbish pit ~~to~~ to make them ready to be burnt. Recycling is done ~~not~~ rarely.

Supply and Usage of Water

The school has a borehole which acts as a source of water at the school. The water from the borehole is being used in many ways like, watering vegetable garden and tree nursery.

Any other comments

learners and teachers should work hard to achieve proper management of litter and other things at the school.

Starfish Malawi Eco-Schools Action Plan

Date Action Plan was developed:

15th May 2013

Action Plan developed by:

HEADTEACHER

[Enter School Name Here]

KAPHATENGA
PRIMARY SCHOOL

P - C - BOX 121 SALIMA

Eco-Schools England - 

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
Litter	Digging at the Land Cubbish pits	Never Litter shovels	February 2013	Teachers -learners	2013 April -teachers
Surgery and usage wastes	Sanitation and washing things on going	Washing things on going	March	Teachers -learners -community	-teachers -learners -community
Waste man nisation	Sanitation at school ground bins classroom bins	school ground bins on going classroom bins	March 2013	Class room and ground should be clean.	class room and ground should be clean.
Energy	Opening vegetation, canes, soil old garden land	March September	September 2013	Teachers -community	31st Sept. -community

THE HEADTEACHER,
KAPHATENGA F. P. SCHOOL

DATE

P. C. ROY 12th SEPTEMBER

