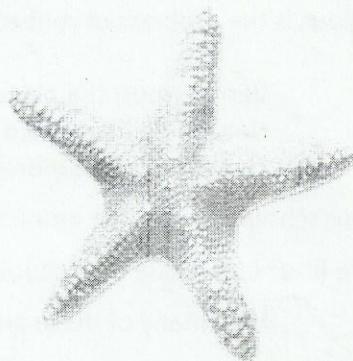
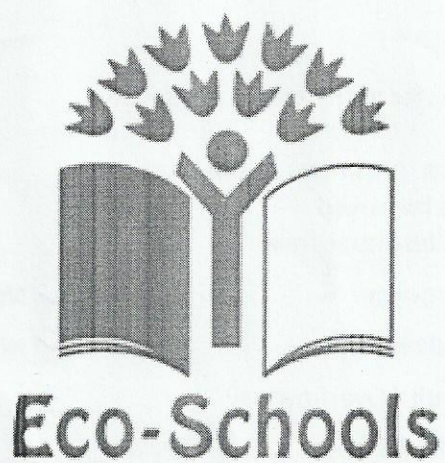


U



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: KATIKUM

Date of Review: 17-01-04

Carried out by: TEACHERS AND CHILDREN

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?

none

How many are about half full?

none

How many are less than a quarter full?

two

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 Bins that are used are the Rubbish Pits. The children always collect litter and dispose there in them. They do this always before the start of the morning lessons.

The introduction of Eco school projects has helped have one more.

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 ☐
Followed by staff 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 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 has a bore which provides water for drinking. In the curriculum food and healthy living topics are included

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]

CCJP organisation

Yes ☐ No ☐

Any further comments on Biodiversity

We have got a School woodlot which acts as a wildlife conservation area which children always take care of it by marking fire breaks

The CCJP is a national environmental organisation which links our on Eco school projects

SCHOOL GROUNDS

5/9

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

SCHOOL GROUNDS

If so give examples:

Local Action	Local Effect	Global Effect
Planting trees	Sustaining environment for the future citizen	Understanding on how global sustainability can be improved
	without causing damage to environment	

- 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
Litter	within the school grounds
	via links with
	partner school

- 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

Exploration on these topics have been approached by sending and receiving of photos and E-mails through media from one school to the other.

Green playing field / Short Grass: _____ Long Grass: _____
 Conservation or Wildlife area: _____ Woodland: _____
 Tarmac / Path / Roads: ☒ _____ Seating: _____
 Flower / Vegetable Beds: _____ Activity Play: _____
 Other: _____

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

Recycling is done mostly when children are at school and this ceases when children have gone for holiday.
 Outclass lessons are conducted mostly when there is an experience of high temperatures in the classrooms.

GLOBAL PERSPECTIVE

6/9

1 Do pupils consider how actions taken within the school affect people and the environment locally and globally?

Yes ☒ No ☐

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:

- ① Sanitation
- ② Food and Nutrition
- ③ 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:

- Not at all

- 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:

- ① Manure production from dung of pigs
- ② Compost manure from grass and dry leaves.

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

- Using ~~animal~~ animal dung (biomas)

Litter

- Paper recycling and management
- Creating enough outside and inside bins for litter collection.

Waste Minimisation / Recycling

Implementation of the making of paper mache from paper waste

Supply and Usage of Water

Avoiding unnecessary usage of water
i.e. keeping borehole closed at times when it is not used.

Any other comments

Starfish Malawi Eco-Schools Action Plan

[Enter School Name Here]

Date Action Plan was developed: 17/01/14

Action Plan developed by: Teachers and Students

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
INADEQUATE KNOWLEDGE AND SKILLS IN WASH METHODS AND DISEASE PREVENTION	CONDUCTING CPA MEETINGS	To equip teachers with knowledge and skills how WASH methods can be used when teaching	ALL TEACHERS	06-01-14 to 04-04-14	CPA meeting was conducted and WASH methods shared.
LACK OF SCHOOL HAND WASHING FACILITIES	CONSTRUCTING PIA SMC MEETINGS TO PROMOTE PERSONAL HYGIENE	To promote Personal Hygiene	Head teacher SMC / PTA	13/01/2014 to 17/01/2014	Shed hand washing facilities now available
INADEQUATE RUBBISH PITS AND BIN	DISCUSSING AND MAKING ADDITIONAL RUBBISH PIT AND BIN	Digging and making additional. To promote Personal hygiene, keep school clean.	ALL TEACHERS AND LEARNERS	17/01/2014 to 24/01/2014	Rubbish pits and dustbins put properly along
LACK OF KNOWLEDGE AND SKILLS IN THE ENVIRONMENTAL AND SCHOOL AND COMMUNITY CAN BE SUSTAINED	INTRODUCING WASH METHODS IN CLASSES	To equip learners with knowledge and skills so that they replicate to the community	Head teacher Community members Village Head	06/01/2014 to 04/04/14	Pearson and selling held in