



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: MAKANDE

Date of Review: 12/02/2014 (Done 5/3/2013)

Carried out by: JACOB CHITISO

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?

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

There is a pipeline plan to prepare anti-litter policy where by among other things mobile litter bins made from Palm leave shall be place in each class in the corner. rubbish pits shall be dug and making sure that they are properly utilised and lesson on good litter management shall be conducted at the assembly every Monday

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

To improve healthier eating and basic food / Personal Practice in the curriculum extra class shall be conducted regularly at least twice a month. Plastic Poles are also to be bought using school income generating activities to provide water access to wash hands after children visiting the toilet and bring ^{drinking} water close to the class room.

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 ☐

Any further comments on Biodiversity

With the support from local leaders to provide a location within the school area. The school is planning to have a wildlife or conservation area in few years to come. The school shall implement this after linked with any local or national environmental organisation.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	<u>25%</u>	Long Grass:	<u>05%</u>
Conservation or Wildlife area:	<u>5%</u>	Woodland:	<u>25%</u>
Tarmac / Path / Roads:	<u>3%</u>	Seating:	<u>05%</u>
Flower / Vegetable Beds:	<u>2%</u>	Activity Play:	<u>10%</u>
Other:	<u>25%</u>		

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

Hedges & Trees 1% Wire or Railing 0% Open Ground 99%

3 Does the school recycle garden or fruit/vegetable waste in a composter or wormery?

Always ☐

Occasionally ☐

Barely ☐

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

Despite having 25% playing field the school is lacking necessary resource to utilise the playing field properly such as, balls. The school has also a plan to involve experts to teach use proper management of recycling fruit/vegetable waste in a composter or wormery. Outside lessons will be encouraged.

GLOBAL PERSPECTIVE

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- 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
Cutting down of trees	deforestation	global warming

- 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

Most of the actions taken such as planting trees have not been done successfully due to shortage of planting materials/seeds and little capacity of learners to manage properly the trees. The extra class on environmental management is a viable solution

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:

Every Mondays, at school assemblies 5 minutes is given to litter, healthy living and global perspective are articulated at assemblies such as:

1. good litter management
2. good eating habits
3. tree planting and its management.

- 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:

1. rubbish ^{pit} digging
2. nature making
3. &c

- 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:

pupils involved in conservation projects outside school time but not via links with schools abroad such as

1. Planting trees
2. forestry management eg weeding, pruning

Comments / Notes for Action

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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

1. Schools need to have power supply to facilitate other learning lessons such as ~~the~~ video viewing or other environmental programmes.
2. Students need to be exposed to various renewable sources of energy in extra lessons or other activities.

Litter

1. Provision of strong plastic/metal bins will greatly improve the situation as many of them will be stimulated to use ~~them~~.

Waste Minimisation / Recycling

Special training to teachers on recycling waste can be only the viable solution to minimise waste through recycling because teacher will be teaching with vast information.

Supply and Usage of Water

Lack of plastic pails have avoided proper usage of water at Makande school, most of learners don't wash hands after visiting the toilet. The policy without resources becomes a mere literature.

Any other comments

Provision of experts from various department such as agriculture, health, energy etc. to facilitate the activities in school in conjunction with teachers will bring a great change.

Starfish Malawi Eco-Schools Action Plan

[Enter School Name Here]

Date Action Plan was developed: 18/03/2014Action Plan developed by: MUKANDE SCH

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
LITTER	• Digging rubbish pit	• To reduce / minimise poor waste disposal	3 day	MR CHITISECO MR MULELA MR DZINTHEKA	
Biodiversity	• Planting & managing trees	• To reduce the effects deforestation	January - December	MR CHITISECO	
Health living	• Conducting extra lesson & health checking	• To increase the awareness in children the health living practice	3 times per term	MUS MUKUPU MR KASAKA	
School grounds	• Performance of school grounds / classes	• To appreciate cultural diversity existing in various communities	3 times per term	MR BANDA	
Global Perspective	• Education visit	• To explore their knowledge on issues affecting countries and steps taken by some institutions	2 times per year	MR CHITISECO MR KASAKA	
Pupil Participation	• Participation of school grounds for vegetables	• To develop the spirit of participation amongst the students	May - Nov	MR CHITISECO MR KASAKA MR KATENGA	