



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: MATENJE F.P.

Date of Review: 04TH MARCH 2014

Carried out by: LIPK COORDINATOR

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

☒ NO
☒
☒ YES

- 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?

2

How many are about half full?

3

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

School dug 2 rubbish pits which are two in number where the portable bins get emptied.

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

Any further comments on healthy living

The school established Sanitation Committee which responsible for ensuring cleanliness and healthy promoting activities.

BIODIVERSITY

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]

- ECO-schools
- STARFISH

Yes ☐ No ☐

Any further comments on Biodiversity

The school has the following programmes to ensure the sustainability of environment:-

- Pigeon project,
- Woodlot,
- Orchard
- School Garden which depends on each other

SCHOOL GROUNDS

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

School Grounds

Green playing field / Short Grass:	<u>Yes</u>	Long Grass:	<u>No</u>
Conservation or Wildlife area:	<u>Yes</u>	Woodland:	<u>Yes</u>
Tarmac / Path / Roads:	<u>No</u>	Seating:	<u>Yes</u>
Flower / Vegetable Beds:	<u>Yes</u>	Activity Play:	<u>No</u>
Other:	<u>-</u>		

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

Hedges & Trees ☒ Wire or Railing ☐ Open Ground ☐

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 managed to produce
School paths demarked by
flowers and Hedge.

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 ☐

GLOBAL PERSPECTIVE

If so give examples:

Local Action	Local Effect	Global Effect
Deforestation	low rainfall	Global warming
Overstocking	Soil erosion	Poor Soil fertility
Poor farming method	Soil erosion / siltation	water pollution

- 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 project	Agriculture / wildlife.
- Ground Cover	Agriculture /

- 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

Learners also share their experiences on how to make use the activities in their programmes to develop inter-preneurship skills in their daily lives.

PUPIL PARTICIPATION

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- 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:

- Interpreting of Eco-Codes
- Instructions on how to use the water tank
- Proper use of portable bins

- 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:

- Yes! learners visited Kuti game reserve, learners learn Agriculture lessons by using School gardens, woodlot and Orchard

- 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:

- P learner participate in tree planting activities in their villages.

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

Litter

- The School is able to dump decomposable ~~na~~ litters separately with ~~an~~ decomposable litters

Waste Minimisation / Recycling

- The School is able to produce items like papier mache.

Supply and Usage of Water

- The School Constructed the ~~new~~ Hand Washing facility which is used by learners after visiting the toilets

Any other comments

Learners at School play the major role of carrying out all activities ~~can~~ stated above in their Committees and Clubs.

Starfish Malawi Eco-Schools Action Plan

[Enter School Name Here]

Date Action Plan was developed: 06-01-2014Action Plan developed by: LINK COORDINATION AND ECO-SCHOOLS FOLKPOINT TEACHERS

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
litter	- digging rubbish pits	five	from January to April	learners	
Waste	- Minimising the presence of waste by producing paper mache and composite manure	- 1 pail and two hips of composite manure	January to June	learners - teachers	
water supply	Purchasing water buckets	Eight of them	January to June	teachers and stakeholders	Done