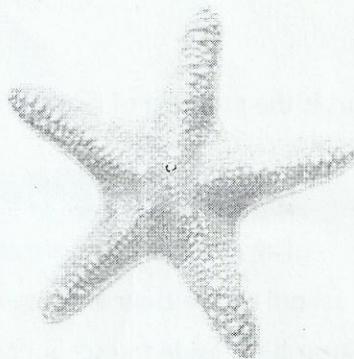
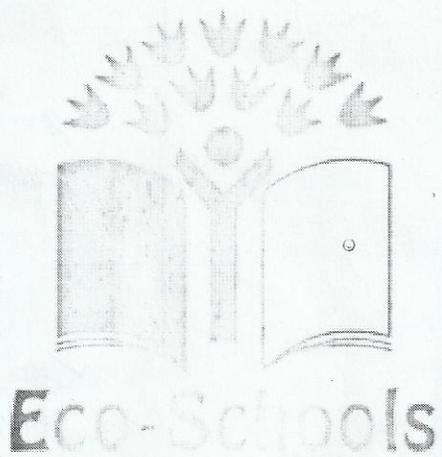


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STARFISH MALAWI ENVIRONMENTAL REVIEW

School: MCHOKA L.E.A.

Date of Review: 10th MARCH, 2014

Carried out by: H/T, TEACHER, PTA & SMC.

LITTER

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?

Rubbish pits

Yes No

How many of these are Full / Overflowing?

—

How many are about half full?

4

How many are less than a quarter full?

2

6 Are there any areas in the school grounds that are littered where there are no bins?

Rubbish pits

Yes No

7 Are the bins generally:

Rubbish pits

Big enough?

Yes No

Correct design? [holding litter in windy conditions]

Yes No

Clean?

Yes No

Any further comments on Litter

Decomposable litter is buried in the soil to become manure. These include plant leaves, maize cobs, grass, banana peels etc. But for plastic papers are just burnt when the pit is almost full. Broken glasses are thrown in the pit latrines.

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

Any further comments on Healthy Living

When one visits the toilet ordinary papers are used to cleanse oneself. We have improvised hand washing facilities points where hands are washed after helping oneself in the toilet.

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]

Wildlife
Environmental Society of Malawi
(WESM)

Yes No

Any further comments on Biodiversity

With the project we are embarking on we shall have big woodlots and conservation area for wild animals.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	<u>10%</u>	Long Grass:	<u>5%</u>
Conservation or Wildlife area:	<u>10%</u>	Woodland:	<u>10%</u>
Tarmac / Path / Roads:	<u>2%</u>	Seating:	<u>3%</u>
Flower / Vegetable Beds:	<u>5%</u>	Activity Play:	<u>15%</u>
Other:	<u>40%</u>		

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

Hedge & 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

The school has about eight hectares of land. Most of the land has school infrastructure i.e. classrooms, teachers' houses, toilets and play grounds. Learners and the supervision of school monitors and teachers make sure that the grounds are always kept clean and tidy.

GLOBAL PERSPECTIVE

- 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
Deforestation	unreliable rainfall	Famine
Poor methods of farming	Low crop yields	Migration
Setting bush fire	No wild animals	No tourism

- 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

Environmental issues which learners learn at school are practised or applied in everyday life.

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:

- Environmental conservation
- Litter and waste

- 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:

None was undertaken.

- 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:

• Learners exchange views with our link school in England, UK how they treat litter and waste in their respective schools.

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

Use of eco stoves (mbaula) instead of open fire, which has high firewood consumption.

Litter

Litter must always be dropped in the rubbish pits or portable bins.
There should be litter bins in all classrooms.

Waste Minimisation / Recycling

Compost manure should be used instead of chemical fertilizer which is more expensive and hazardous to life.

Supply and Usage of Water

Water must be treated and handled with care in order to prevent water borne diseases.

Any other comments

Starfish Malawi Eco-Schools Action Plan

[Enter School Name Here]

METOKA LEA SCHOOL

Date Action Plan was developed: 10TH MARCH, 2014

Action Plan developed by: H/T TEACHERS, PTA & SMC.

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
<u>Litter</u>	<u>Picking litter Digging more rubbish Burying rubbish</u>	<u>Learners, parents</u>	<u>On going - July 2014</u>	<u>Learners - Teachers - Headteacher - Parents</u>	<u>Clean environment - Compost manure</u>
<u>Health & Living</u>	<u>Physical exercises Conducting morning hand washing facilities - Banners by sanding</u>	<u>Learners, teachers community</u>	<u>On going - July 2014</u>	<u>Learners - Teachers - SMC - PTA</u>	<u>Disease free environment</u>
<u>Biodiversity</u>	<u>Pile bricks around useful plants - Wildlife club - meetings</u>	<u>Learners</u>	<u>3rd June 2014 - 25 July 2014</u>	<u>Headteacher - Teachers - SMC - PTA</u>	<u>Good poles from useful - Availability of small wild animals</u>
<u>School grounds</u>	<u>Reduce planting - vegetable garden - woodpile</u>	<u>Learners</u>	<u>Rainy season - Growing season - January 2014</u>	<u>Headteacher - Teachers - PTA - SMC</u>	<u>Availability of - Available - vegetable law.</u>
<u>Global Perspective</u>	<u>Planting trees</u>	<u>Learners</u>	<u>January 2014</u>	<u>Headteacher - Teachers - Village heads.</u>	<u>Re stable non-fall - poles for construction useful</u>
<u>Energy</u>	<u>Construction of local stoves</u>	<u>Learners and parents</u>	<u>26 July 2014</u>	<u>Headteacher - Learners - Parents - from Starfish office</u>	<u>Control of - Re source person degre station</u>

