



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: MIKUTE

Date of Review: 17/03/14

Carried out by: Gladys Manganda

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 need to provide our school with litter bins since we don't have even a single one, so that we can improve our premises.

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

Any further comments on healthy living

Encouraging learners to take part in healthy living by participating in different activities which will help them to practise hygiene all the time.

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

- 2 Does the school have links with any local or national environmental organisations?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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[if Yes, then list the organisations]

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Any further comments on Biodiversity

ECO School programme through CCJP, is one of the organisations which is providing funds to run school projects to different schools to run projects which enables learners, teachers village heads and the entire community to have trainings on how to promote the projects in their areas.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:

Conservation or Wildlife area:

Tarmac / Path / Roads:

Flower / Vegetable Beds:

Other:

Long Grass:

Woodland:

Seating:

Activity Play:

- 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

This image shows a blank, aged, cream-colored page, likely an endpaper or flyleaf of a book. The paper has a slightly textured appearance with some minor discoloration and small dark spots, possibly due to age or handling. A faint, illegible impression of text from the reverse side is visible through the paper. The left edge of the page shows the binding of the book.

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

- 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

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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:

- Planting of trees and Kapinga
as well as flowers

- 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:

- Exchange visits

- 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:

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

- We need solar energy

Litter

- If you can provide our school with litter bins

Waste Minimisation / Recycling

- If you can assist our learners by providing them training on how to recycle

Supply and Usage of Water

- Taking care of supply and usage of water

Any other comments

- Sensitization is needed so that we can work hand in hand with all the stakeholders

Starfish Malawi Eco-Schools Action Plan

[Enter School Name Here]

Date Action Plan was developed: 19/03/2014MIKUTE L. E. A
SchoolAction Plan developed by: Glady Z. Manganda

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
Sanitation	<ul style="list-style-type: none"> Digging rubbish pits Hand washing facilities 	Improving hygiene for learners and teachers	24 th March to 28 th July 2014	<ul style="list-style-type: none"> Learners PTA Teachers 	
Environmental Protection	<ul style="list-style-type: none"> Planting trees, grass flowers & t.c Constructing fence 	<ul style="list-style-type: none"> Conserving the environment Reaffirming the surrounding 	24 th March to 28 th July 2014	<ul style="list-style-type: none"> Teachers PTA Learners Community 	
Sports	<ul style="list-style-type: none"> Playing football netball, basketball Athletics etc 	<ul style="list-style-type: none"> Physical fitness, relaxation, motivation and socialization 	24 th March to 28 th July 2014	<ul style="list-style-type: none"> Learners motherbody teachers 	
Clubs / Sports	<ul style="list-style-type: none"> Debate, AIDS T.O.R wildlife traditional dances 	<ul style="list-style-type: none"> Creativity Cooperation Preserving culture 	24 th March to 28 th July 2014	<ul style="list-style-type: none"> Learners Teachers Community 	
Exchange visits	<ul style="list-style-type: none"> Field trips Excursions 	<ul style="list-style-type: none"> Learning from others exchanging experience Sharing ideas 	24 th March to 28 th July 2014	<ul style="list-style-type: none"> Learners Teachers PTA Smc 	
Mental Health	<ul style="list-style-type: none"> Sensitizing Civic education Health education 	<ul style="list-style-type: none"> Avoiding mental illness Making friendship with those of mental illness 	24 th March to 28 th March 2014	<ul style="list-style-type: none"> Peer educators Teachers Stakeholders PTA, Smc 	

