



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: THUGULU F. P. SCHOOL

Date of Review: 22-02-2014

Carried out by: EYANCE CHIKACHA
(Formal Teacher)

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

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>

- 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

The bins are clean since the litter around them are collected and dropped inside. When they are full the litter are burnt or buried and a new one is dug. The litter inside the classrooms are swept daily and thrown in the bins outside.

There are also ECO-Codes demanding proper disposal of litter.

HEALTHY LIVING

Page 3/9

- 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? Yes No
[if yes is this followed by all staff, parents and carers?] Yes No
- 5 Are there green plants growing in pots in any classrooms? Yes No
[If Yes, in which classrooms – if all write ALL] _____
- 6 Do the school toilets have:
- | | |
|---------------------|---|
| Doors with locks | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Toilet Paper | Yes <input checked="" type="checkbox"/> No <input 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

Our School participate in the Healthy School program. We have been invited for training with learner by the Healthy Officers on how to take care for our School on the use of toilet and cleanness of the classrooms. Learners also take part on clearing the surround and make sure that washing facilities for the toilet are available.

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 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]

Yes No

C C J P

Any further comments on Biodiversity

In terms of Conservation measures of the School environment, trees and grass are planted to conserve the soil. These areas are protected by School rules and regulations. Learners are involved in protecting these areas by slashing, light hoeing as well as re-afforestation.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	15%	Long Grass:	3%
Conservation or Wildlife area:	25%	Woodland:	10%
Tarmac / Path / Roads:	20%	Seating:	5%
Flower / Vegetable Beds:	10%	Activity Play:	10%
Other:	2%		

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

Hedges & Trees 5% Wire or Railing 0% Open Ground 95%

- 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 areas which are conserved are slashed and star grass is also planted in the school playing fields. The other part of the school is planted with trees to demarcate the boundaries of the school. Classes are held outside the classrooms for the learners to do practical work. e.g. Vegetable or recycle garden.

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
Deforestation	Soil erosion Crops, vegetables and woodlot destruction	Climate change Scarcity of trees Low production of crops
Grazing		
Planting trees and grass	Practical lessons.	Soil erosion Adding skills on farming

- 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

The school received some materials from other organisations eg. WFP provide us watering cans, hoes, Panga knives for agriculture. On the other part of human rights learners consider right to education, worship, play and many other.

PUPIL PARTICIPATION

7/9

- 1 Do any of the issues considered in this environmental review feature in school assemblies?

YES

If so then list those topics covered in the last term:

1. Forestry ie Afforestation/(re-afforestation)/ deforestation
2. Soil conservation
3. Crop production
4. Sanitation (use of rubbish pits, toilets)

- 2 Are special environment-related lessons or visits undertaken by classes or groups eg paper making, visits to environmental venues etc?

YES

If so then list those undertaken in the last term:

- Afforestation
- Manure making
- Soil conservation

- 3 Are pupils involved with local waste, re-cycling or conservation projects outside school time or via links with schools abroad etc?

NO

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

- More trees will be planted every year.
- Caring of the woodlot by making fire breaks, slashing and scaring animals.
- Trees will be used as firewood/fuel for cooking.

Litter Collection of litter around the school helps the surrounding to look pleasant.

Possible action that can be taken with litter which is put in rubbish pits are to be burned and used as a manure in the vegetable garden when they decompose.

Waste Minimisation / Recycling

There is need of further waste minimisation. The waste will be burnt or buried. The buried waste will be used as manure after rotting.

Supply and Usage of Water Our main source of water is a borehole. It is used for domestic purpose and watering vegetables and nursery beds.

Wasted water from the borehole is drained into a pit where nearby banana are planted.

There is a plan in future of making a brick fence around the borehole for safety.

Any other comments

As we have explained more about our School, we are eager to learn more from your school. We would also like to develop a cordial relationship and share more about our countries on Education and any other things that our learners can learn.

[Enter School Name Here]

Starfish Malawi Eco-Schools Action PlanDate Action Plan was developed: 07-02-2014Action Plan developed by: Finance Committee

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
Water	<ul style="list-style-type: none"> • Checking parts of the borehole 	Observing how the borehole works regularly	Twice a year	Teachers	Formulation of borehole Committee 2012
Borehole				Community Teachers Learner	
Drainage	<ul style="list-style-type: none"> • Maintaining/ replacing water drain 	Leaking excess water into pit	At the end of Sept 2014	WASH	
Fencing	<ul style="list-style-type: none"> • Constructing fence around the borehole • Sensitisation campaign of clean water around the borehole. 	Promoting tidy surroundings around the borehole	Sept 2014	Teachers	
(Sink) Washing Place	<ul style="list-style-type: none"> • Constructing washing areas around the borehole 	Observing cleanliness around the borehole	Regularly	Headteacher Deputy Head Teacher	Moving Santa Maria Committee June 2012
Sensitisation	<ul style="list-style-type: none"> • Conducting sensitisation campaign of cleanliness around the borehole. 	Promoting tidy surroundings around the borehole.	At the beginning of term	Headteacher Deputy Head teacher	Tidy surroundings around the borehole reduction of water borehole borehole

Starfish Malawi Eco-Schools Action Plan

[Enter School Name Here]

Eco-Schools England - 

Date Action Plan was developed:

07-02-2014

Action Plan developed by:

EVANCE CHIRACHA

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
Litter	-Collection of Litter -Dressing Rubbish Pits -Litter collection	-Making sure the surrounding is litter free by throwing in Rubbish pits	All the times during school hours	Headteacher Teachers Pupils Respects Rubbish pits dug and cleaned	Front entrance Rubbish pits dug and cleaned.
Eco-Codes	-Fixing eco-codes on walls, trees not thrown away	-Throwing all litter in the pits and cover abit with soil	September 2013	Teachers Students	Rubbish dug up in term time and cleaned.
Sensitisation meeting	-Conducting PTA meeting the community about litter free at the school	-Informing the community about being litter free at the school	Ongoing activity	Headteacher Eco-Codes displayed Teachers	Headteacher Eco-Codes displayed 2012
				Headteacher Teachers	On going activity

DATE ACTION PLAN WAS DEVELOPED BY: 07-02-2014

ACTION PLAN DEVELOPED BY: EVANCE CHIKACHA

Topic	Action	Target/Measure	Time Scale/Deadline	Responsibility	Actual Result Achieved/Date
TOPIC BIODIVERSITY	School demonstration garden	• clearing land • making ridges	• Learners will learn how to clear the land and how to construct ridges.	Ongoing From September 2012	Teacher
School Vegetable Garden	• clearing land • tilling land • Making beds • Sowing Seeds • Insect Catching • Planting Seedlings	• Learners will know how to grow trees. • Importance of biodiversity	• Ongoing From December 1994	Teachers Head Teacher Wild life Club	Teachers Head Teacher Eco-School Committee
Guinea Fowls	• Feeding Guinea Fowl • Making nests • Egg collection	• Learners know how to keep birds project	May 2014	Teachers Head Teacher Eco-School Committee	Ongoing
Manure making	• Collecting materials for manure making manure	• Using manure instead of artificial fertilizers	Ongoing	Teachers Eco-Committee	Teachers good and high yields