

CASE STUDY



Name of School:			
School Post Code:	HA6 2RH	Project Completion Date:	
Eco-Coordinator:	Jessica Price	Current Award Level:	
Project Title:	Biodiversity		

Eco-Schools Topic: Please enter "X" in relevant boxes			
Water:	<input type="checkbox"/>	Healthy Living:	<input type="checkbox"/>
Waste:	<input type="checkbox"/>	School Grounds:	<input type="checkbox"/>
Litter:	<input type="checkbox"/>	Biodiversity:	<input checked="" type="checkbox"/>
Energy:	<input type="checkbox"/>	Global Perspective:	<input type="checkbox"/>
Transport:	<input type="checkbox"/>	General:	<input type="checkbox"/>

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Guidance Notes:

- Please type in the boxes below. The boxes will expand automatically with the text when entered.
- You are more than welcome to separate your projects out into different case studies or cover a variety of projects within the one template.

PROJECT BACKGROUND

Why did you decide to undertake this project? (I.e. was it a particular issue in school or part of a larger campaign)

What aims did you have starting out?

This was a shared project between both schools – Holy Trinity and Mkanakhoti. We decided to undertake this project as it covers many global issues that affect both countries.

Aims:

We wanted pupils in both schools to recognise that each country faces the same problems and share ideas how each school might help their immediate location. As this topic covers many areas it would be covered over more than one year and be broken down into different areas. The first part would involve life cycles and bees.

ACTION

How was the project delivered?

Was the project topic integrated into the curriculum? If so, please describe how.

At Holy Trinity the Lifecycle of butterflies and frogs was covered in Foundation stage. We also had a special “Bee Day” where the whole school learnt something about bees, differentiated according to age. Next year (at a more suitable time for bees) a speaker from the local bee keeping society will be bringing a hive to school and talk about the importance of bees and bee keeping.

In Mkanakhoti School life cycles are taught during their science lessons. Visiting staff from Holy Trinity delivered lessons about the importance of bees.

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PUPIL LEADERSHIP

How did you get the pupils involved? How did they have ownership?

Pupils in both schools were asked to think of ways to encourage bees.

Both schools have gardens where pupils are involved in growing various flowers and produce.

Maize and soya beans are grown at Mkanakhoti School. The orphans, assisted by other pupils, tend the garden as they benefit directly from the sale of produce to buy soap.

FUNDING

Did you have to source funding for the project?

No

PROJECT SUPPORT

Did you receive any support from parents, staff or outside agencies in regards to the project?

Yes. Advice from the local bee keeping society.

CHALLENGES

Did you have to overcome any challenges to make the project succeed?

Sharing knowledge between the two schools has proved difficult in the past. We are hoping this will now be easier with the addition of a solar powered laptop charger and new laptop for Mkanakhoti School.

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RESULT

How have the pupils benefitted from the project? (E.g. knowledge gained, skills learnt, an improvement in behaviour, attainment or attendance?)

Have there been any other benefits for the school as a result of the project? (E.g. reduced costs, cleaner school, etc). **Please include any figures and analysis if appropriate.**

Pupils at both schools are more aware of the importance of bees.

At Mkanakhoti there has already been an impact of using compost in their garden. Crops produced on land where compost has been used have been shown to be more robust than on land without compost. The encouragement of bees by allowing wild flowers alongside cultivated land will, hopefully, improve this further.

Photo 1 shows the land at Mkanakhoti School where crops are planted. Photo 2 shows the compost, which is a 2m deep hole in the ground



Photo 3 shows the difference between the crops planted with compost and those without.



IMPACT

How did you measure and monitor the impact of the project?

In time, crops may increase.

THE POD

Have you used any of the educational resources or activities on www.jointhepod.org or taken part in any of their campaigns? (If yes, indicate which activities you have taken part in)

No

OTHER EDUCATIONAL RESOURCES

Have you used any other educational resources or participated in any local or national campaigns or events? (If yes, indicate which activities you have taken part in)

BBC education

LESSONS LEARNED

What advice would you give to schools that want to follow in your footsteps?

Involve the children as much as possible and encourage them to talk to their families about what they have learnt. Choose the time of year when tadpoles, caterpillars and bees are plentiful.

NEXT STEPS

Has this project inspired or driven other Eco-Schools ideas? What is the school working on next?

This will continue to help with the gardens at both schools.

We shall be looking into the possibility of providing bucket irrigation at Mkanakhoti to increase their crops.

We shall continue to look at ways to look after our local environment.

EXTERNAL SUPPORT

Has your school received any Local Authority support with regards to the Eco-Schools Programme?

No



CASE STUDY



Please return your completed case study and any relevant photographs to eco-schools@keepbritaintidy.org

We will endeavour to publish it on the Eco-Schools Case Study page as soon as possible.