



## STARFISH MALAWI ENVIRONMENTAL REVIEW

School: THASA

Date of Review: 23/01/13

Carried out by: E. CHUMIA

# 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 ☒ Rarely have

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 ☐ Average.

Correct design? [holding litter in windy conditions]

Yes ☒ No ☐

Clean?

Yes ☐ No ☒ Rarely.

Any further comments on Litter

The school has rubbish pits — Landfills.  
2 are half-full  
2 are quarter full.



## 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 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 checked="" type="checkbox"/> No <input type="checkbox"/> | Only 2 toilets |
| 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

- School has unreliable water source mainly in dry season.
- Has two toilets that have doors and locks.

## 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]

Yes ☐ No ☐

Any further comments on Biodiversity

-We lack facilities to boost a woodlot development  
-Water is a problem particularly in dry season,  
to water trees and flowers  
- Pupils take part in clearing of the woodlots,  
bringing flowers from home and plant some in  
school.



# SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	<u>3/10</u> <i>landform</i>	Long Grass:	<u>-</u>
Conservation or Wildlife area:	<u>-</u>	Woodland:	<u>2/10</u>
Tarmac / Path / Roads:	<u>1/10</u>	Seating:	<u>2/10</u>
Flower / Vegetable Beds:	<u>-</u>	Activity Play:	<u>1/10</u>
Other:	<u>x</u>		

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

Hedges & Trees x Wire or Railing \_\_\_\_\_ Open Ground 5/10 *that's where woodland*

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

# 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
Burning wood / bushfires	Air pollution	Air pollution + Global warming
Careless cutting of trees	Erosion, droughts	Global warming

- 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

- We looked to various global perspectives in Starfish story telling. Examples human rights, what was fair and what was unfair, how telling stories helped solving conflicts.
- By looking into global perspectives, we will be able to take local actions seriously.



## 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:

Our pupils participate in the beautification of the school.  
eg planting of flowers, sweeping, mopping, litter collection  
Tree planting and caring for the trees - woodlot by  
clearing and making fire guards.

- 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:

No

- 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:

Compost making in school not on regular basis.



## 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** Since in villages we use firewood for fuel, there is a need to overcome shortage of trees in our area.

- Paraffin is becoming a problem, some use torches that use less power and a very few use solar lamps.
- Engaging the students and community to start preparing for a better future by planting more trees. Some are locally available.

**Litter** If there can be some kinds of litter that can be recycled eg. leaves and paper, our school will find ways of making good use of that litter

- Learners to be told to be responsible to make their school a litter free environment.

### Waste Minimisation / Recycling

Dealing with causes of waste in school & homes and finding sustainable solutions to the problems of litter, waste as some litter in cities go into rivers producing a lot of smell polluting the atmosphere.

### Supply and Usage of Water

Economically considering water as a more precious gift

- Sensibly using water
- Making sure that only required amounts of water are drawn.
- leading excess-water run-off to school gardens or banana planting on the skateway.



Any other comments

- We are keen to learn from others and achieve the best
- If the community responds well we might have a very positive hope for a better environment. Therefore we are looking on the ways to approach stakeholders that are effective.

Eco-Schools

STARFISH MALAM ENVIRONMENTAL REVIEW

Location

TRISA

Date of Review

23/01/13

Carried out by

E. Chinn