



Eco-Schools

STARFISH MALAWI ENVIRONMENTAL REVIEW

School: _____

VAZALA

Date of Review: _____

23/01/2013

Carried out by: _____

MEMBERS OF STAFF

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?

3
2

R.P.
Rubbish Pits

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 school uses rubbish pits
& recycle leaves to compost.

We are going to look into rubbish pits that can hold
litter in windy conditions.

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 ☐ BH Nearby
- 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 ☒ f/outside.
Flowers outside classes
- 6 Do the school toilets have:

Doors with locks	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> Only 1 has no
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

- Only one of the toilets has no locks.
- Learners use waste paper for toilet tissues
- We teach on healthier eating. We have a school garden which we hope to begin a self funded feeding programme in the months of Jan, Feb which most learners come to school on empty stomachs.
- No one is allowed to smoke in school as school is in session.

BIODIVERSITY

4/9

- 1 Does the school have a wildlife or conservation area?

Yes ☒ No ☐ WL

[if Yes, is the area protected by fences or school rules or both?]

Yes ☒ No ☐ SR

[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 ☐ TILC

[if Yes, then list the organisations]

Yes ☐ No ☐

Any further comments on Biodiversity

- We have a woodlot which is protected by school rules.
- Total land care has been helping us with tree seedlings to sustain the environment.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass: Very big Long Grass: N/A
 Conservation or Wildlife area: 3 woodlots Sacred Woodland
 Tarmac / Path / Roads: Very little Seating:
 Flower / Vegetable Beds: 1/2 acre Activity Play: 100m x 75m
 Other:

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

Hedges & Trees 1/4 Wire or Railing X Open Ground 1/2 acre

- 3 Does the school recycle garden or fruit/vegetable waste in a composter or wormery?

Always ☒ Occasionally ☒
 Rarely ☐ Never ☐

Compost leaves

- 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

We compost leaves adding dung this compost has been used to plant the trees we received.

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
Cutting down trees	Erratic rain	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

At the moment most of our communities face the problems of insufficient firewood. Therefore learners learn how to improve the environment.
Total land care, Starfish & other organisations have been raising topics that can help communities to fight environmental degradation issues by curriculum sharing.

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 trees
- Taking flowers from home to school
- Caring of the surrounding.

- 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:

- Attending of seminars by teachers ^{Total Land Care} TILC & teach in school.

- 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:

- Yes.
- Use of waste paper to toilet tissues instead of using leaves.
 - Making of compost out of litter we have.
 - Not to burn pigeon peas stems but use them for firewood
 - Teaching the learners how to reduce litter in schools and homes.

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

- Planting trees,
- Not using a lot of firewood.
- Usage of stoves that use less firewood.

Litter

- Continuous teaching on the litter free school
- Establishing a clear anti-litter policy to be known by learners

Waste Minimisation / Recycling

- Explore new ways of reducing wastes
This include learning from other schools around the world how they overcome such issues.

Supply and Usage of Water

- Putting water into good usage
- Making sure that learners' and teachers toilets have water throughout.

Any other comments

- We are eager to learn new ideas that will enhance a better learning environment for all learners and teachers
- We are looking forward to engaging the community as it plays a vital role in society in making sure that environmental issues are covered.

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