



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: MALOWA C.D.S-S

Date of Review: 06/05/13

Carried out by: SG. IKAOMBA

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

☐
☒
☐

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?

10

How many are about half full?

3

How many are less than a quarter full?

2

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 students need to be encouraged to keep the the school surroundings clean all the time. and use the litter bins properly.

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?
[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"/> |
| 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

The students should promote healthier eating and keep their bodies physically fit.

The surrounding kept clean.

The students are given an opportunity to participate in sporting activities football, volleyball and netball.

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?

[If Yes, then list the organisations]

Yes ☐ No ☒

Yes ☐ No ☐

Any further comments on Biodiversity

There is a need for the school to introduced to environment organization
The school is in the process of finding a land for the conservation of wild life.
The school has a woodlot.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass: 21 ~~66~~ %
 Conservation or Wildlife area: 0 %
 Tarmac / Path / Roads: 0 %
 Flower / Vegetable Beds: 4 %
 Other: _____

Long Grass: 6 %
 Woodland: 60 %
 Seating: 5 %
 Activity Play: 4 %

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

Hedges & Trees _____ Wire or Railing _____ Open Ground 100 %

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

There is a need to make improvement in the conservation and wildlife

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
keeping the surround ing clean	Prevent infections	Health people and disease free world.

- 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 students discussed the issue about sustainable development and the importance

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:

- The environment.
- Nutrition
- Conflict Resolution.
- Human rights

- 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:

- Visited Kuti Community Wildlife ranch

- 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:

- The student learn how to make manure using the wastes and fallen plant leaves and grass.

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

The students must learn how to use the trees for cooking. They need to know how to protect the trees. Avoiding careless cutting down of trees.

Litter

The litter has to be put in bins. This will help to keep the surrounding pleasant for living.

Waste Minimisation / Recycling

The student have to be taught about recycle, this will help to minimise the wasting of resources.

Supply and Usage of Water

The student have to use the water properly this will assist them to use for long.

Any other comments