



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: NIKANAKHOTI F.P. SCHOOL

Date of Review: 24th SEPTEMBER 2012

Carried out by: ALL 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?

7

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?

Many

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 LITTER WHICH WE COLLECTS ARE BEING RECYCLED INTO MANURE. THEREAFTER APPLIED INTO THE GARDEN FOR THE IMPROVEMENT OF SOIL FERTILITY.

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"/> |
| 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

WE DO HAVE A BOLE HOLE AS OUR WATER FACILITY BUT ITS NOT SUFFICIENT SINCE THE SERVED POPULATION IS VERY HUGE.

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

AT OUR SCHOOL WE DO CONSERVE FOREST /
WOODLOT WHEREBY THIS RESERVE IS PROTECTED
BY THE SCHOOL RULES AND CHILDREN TAKES
PART IN LOOKING AFTER THEM BY CLEARING
THE BOUNDARIES AS WELL AS EMPHASIZING
THE RULE OF NOT CUTTING DOWN TREES
CARELESSLY. THE ORGANISATIONS WHICH WE
DEAL WITH ARE LIKE "TOTAL LAND CARE" AND
"DEPARTMENT OF FORESTRY ON SEEDS."

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	<u>50%</u>	Long Grass:	<u>50%</u>
Conservation or Wildlife area:	<u>50%</u>	Woodland:	<u>—</u>
Tarmac / Path / Roads:	<u>10%</u>	Seating:	<u>90%</u>
Flower / Vegetable Beds:	<u>10%</u>	Activity Play:	<u>90%</u>
Other:	<u> </u>		

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

Hedges & Trees 40% Wire or Railing — Open Ground 60%

- 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

WE DO HAVE SHORT GRASSES AND TREES BUT
IN MOST CASES THEY DRY FAST DUE TO THE
EXCESS HEAT FROM THE SUN. IMPROVEMENTS
METHODOLOGIES ARE BEING WORKED ON THIS.

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	PROBLEMS WITH THE RAINFALL CYCLE & SOIL EROSION	GLOBAL WARMING ISSUES

- 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
SUSTAINABLE ENVIRONMENT	GEOGRAPHY, PSHE, FARMING

- 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 ARE REALLY SLAPPED WITH THE GLOBAL PROBLEMS DUE TO THE CUTTING DOWN OF TREES CARELESSLY PRACTICE BUT AS OF NOW WE ARE TRYING TO BRING BACK THE ENVIRONMENT TO NORMAL SO AS TO NORMALISE THE ISSUES CONCERNING THE ENVIRONMENT.

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:

- CLEAN ENVIRONMENT
- WOODLOT / FOREST MANAGEMENT
- PERSONAL HYGIENE

- 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:

- EXCURSIONS TO FOREST NURSERIES

- 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:

- MANURE MAKING
- FOREST / WOODLOT CONSERVATION
- PAPIER MACHE

Comments / Notes for Action

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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

WE ARE LOOKING FORWARD TO FIND MEANS & WAYS OF HAVING GOOD ALTERNATIVES TO ENERGY FROM FIREWOOD AND CHARCOAL SO AS TO SAVE THE LIVES OF MANY.

Litter

WE ARE FIGHTING FOR THE BEST PRACTICES LEADING TO A FREE LITTER SCHOOL ENVIRONMENT OF WHICH WE WILL EXPAND AND INITIATE A LITTER FREE COMMUNITY IN ALL VILLAGES AROUND OUR SCHOOL - NUKANAKHOTI,

Waste Minimisation / Recycling

SINCE WE DON'T HAVE COMPOSITING MACHINES WE DO COMPOSITE OUR LITTER IN RUBBISH PITS AND USE THEM AS FARM YARD MANURE.

Supply and Usage of Water

SINCE WE DO HAVE INADEQUATE WATER FACILITY WE DO FACE SOME PROBLEMS WITH WATER SUPPLY AND USAGE AS WELL.

Any other comments