



## STARFISH MALAWI ENVIRONMENTAL REVIEW

School: Kaphintium C.D.S.S

Date of Review: \_\_\_\_\_

Carried out by: \_\_\_\_\_



# 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?

2

How many are about half full?

1

How many are less than a quarter full?

4

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?

0

How many are about half full?

2

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

- around the school more litter are there only during shading trees time.  
- in classroom mostly is soil dust from their shoes  
- for #6 some of the students throw the groundnut shells through the window that is from one and a brook.  
- The teachers are busy, for the student to have a habit of using litter bins by producing anti-litter policy.



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

- For number 4. the government policy so every teacher knows this.  
- Most of the times physical activities were enough when there is a competition though we have two day a week.  
- It is difficult for most of the learners to drink water from the buckets since they use only one cup.  
- Students ~~use~~ always use their dressing to dry up their hands after visiting and washing hands.



## 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?

Yes ☒ No ☐

[if Yes, then list the organisations]

Yes ☐ No ☐

Any further comments on Biodiversity

Kufi game Ranch in Salima.  
Chitala Research Station, in Chitala/SA

# SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	<u>7</u>	Long Grass:	<u>23.33</u>
Conservation or Wildlife area:	<u>5</u>	Woodland:	<u>45</u>
Tarmac / Path / Roads:	<u>2</u>	Seating:	<u>15.67</u>
Flower / Vegetable Beds:	<u>1</u>	Activity Play:	<u>1</u>
Other:	<u>0</u>		

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

Hedges & Trees ☒ Wire or Railing ☐ Open Ground ☒

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

- The school covered with natural trees.  
 - for the boundaries partly treed and other is at an open air.  
 - Some parts were introduced to be treated by adding manure and plant flowers the are promising.



## 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	Drought	Global warming
		extinct or animals
Burning of fossil fuel	acidic rain	destroy the ozone layer

- 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
Population and environment	people responsibilities towards environmental resources
Socio-economic development	reduce reuse recycle
natural resources	Afforestation and re-afforestation

- 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

- Work on afforestation and re-afforestation mostly just abit due to termites.  
 - ~~Let~~ Some learners do not apply at home when this are taught in schools. So no change is home.  
 - eco-schools helped a lot because people learnt how to improve their 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:

- Global warming.
- HIV / AIDS
- Eco System

- 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:

- weather station at Chitala

- 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:

NO



## 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

Litter

Separation of bio degradable<sup>de</sup>  
from non bio degradable and  
use the bio degradable as #  
Manure.

Waste Minimisation / Recycling


Supply and Usage of Water

Any other comments



# Starfish Malawi Eco-Schools Action Plan

[Enter School Name Here]

Eco-Schools England - 

Date Action Plan was developed by:

10/03/2014

Action Plan developed by:

KAPHTHREINTIKA CASS

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
LITTER	SEPARATING LITTER	HALF TONNE	OCTOBER	STUDENT	