

# STARFISH MALAWI ENVIRONMENTAL REVIEW

School: NALUVA	A PRIMARY SCHOOL
o	or the Projection of the seminar of the con-
Date of Review:	67-03-2014

Carried out by:

1	How serious is the problem of rubbish/litter in the school ground	s?
	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?	<u> </u>
	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?	2
	How many are about half full?	
	How many are less than a quarter full?	1
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 🗸
ny fu	orther comments on Litter	
Til e	se school is trying its best usure that proper littering	t to

### **HEALTHY LIVING**

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1	Does the school inclu	ude education on healthier eating and	
	basic food/personal	hygiene practice in the curriculum?	Yes No
2	Does the school have	e drinking water easily available?	Yes No No
3	Does the school offe	r all pupils a minimum of 2 hours physical	
	activity / week within	n and outside the curriculum?	Yes ✓ No
4	Does the school have	e a no smoking policy for staff?	Yes No
	[if yes is this followed	d by all staff, parents and carers?]	Yes No 🗸
5	Are there green plan	ts growing in pots in any classrooms?	Yes No 🗸
	[if Yes, in which class	rooms – if all write ALL]	
6	Do the school toilets	have:	
		Doors with locks	Yes No 🗸
		Toilet Paper	Yes No 🗸
		Water to wash hands	Yes No 🗸
		Paper Towels .	Yes No

Any further comments on healthy living

The school is going to introduce hand washing facilities and proper towers.

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 V No Yes V 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 V No
ny fi	The area is only prot by School rules.	ected
	rules.	

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

• Green playing field / Short Grass:	12 %	Long Grass:	18 %
Conservation or Wildlife area:	15 %	Woodland:	15 %
Tarmac / Path / Roads:	6 %	Seating:	5%
Flower / Vegetable Beds:	3 %	Activity Play:	8 %
Other:	187		

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

Hedges & Trees 30 % Wire or Railing - Open Ground 20 %

v?

3	Does the school recycle garden or fruit/	vegetable was	te in a cor	nposter or wormery
	Always	Occasiona	ally [	
	Rarely	Never		
4	Do you ever hold lessons outside?			Yes No
_	Have nunils looked into the heritage of	the school grou	unds?	Yes V No

Any further comments on School Grounds

The school has enough grounds to plant trees and flowers.

### **GLOBAL PERSPECTIVE**

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1	Do pupils consider how actions taken within the school affect ped	
	and the environment locally and globally?	Yes / No
	If so give examples:	

Local Action	Local Effect	Global Effect
Charebal burning	low rainfall	destruction of ozene layer
deforestation	Soil prosion°	grobal warning
Diergrazing	Land degradation	in adequate ford supply
	U	, , , ,

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 Y

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 No Ves No Ve

Conflict Resolution Yes No

Any further comments on Global Perspective

We are going to sensatise the community on the importance of Conserving the environment.

### **PUPIL PARTICIPATION**

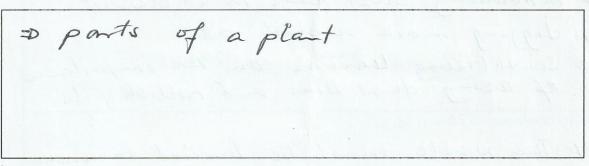
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1 Do any of the issues considered in this environmental review feature in school assemblies?

If so then list those topics covered in the last term:

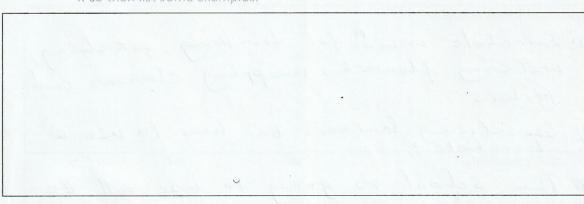
2 Are special environment-related lessons or visits undertaken by classes or groups eg paper making, visits to environmental venues etc?

If so then list those undertaken in the last term:



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:



## 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 \* Sensatising the community on the effects of charcoal burning and wanton enting down of trees since most people use trees and charcoals as their sources of energy > re - afforestation \* Introducing dust bins, in all classes \$ digging more nubbish pits & Sensatising learners on the importance of using dust bins and rubbish pits Waste Minimisation / Recycling \* The waste must be burried to make Compost manure for future use. Supply and Usage of Water & Sorehole used for drinking, washing watering flowers, mopping classes and toilets & Sensatising learners on how to use a borehole. Any other comments 7 The school is going to use all the

Stake holders to implement this

project.

MALMUA PRIMARY SCHOOL

[Enter School Name Here]

# Starfish Malawi Eco-Schools Action Plan

67-03-2014

Action Plan developed by:

Date Action Plan was developed:

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			Floricathre	woodlot	Topic
			Floricative planting flowers	woodlot Plating trees	Action
			More flowers around the campus	520	Target / Measure
The second secon			Fannay to	On-going	Timescale / Deadline
			Teaches leaves	Teaches.	Responsibility
			11-07-2014	03-04-2014	Actual Result Achieved / Date