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STARFISH MALAWI ENVIRONMENTAL REVIEW

School: SALIMA SECONDARY SCHOOL

Date of Review: 12 MARCH 2014

Carried out by: LINK COORDINATOR

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 ☐

NOT IN ALL

How many of these are Full / Overflowing?

How many are about half full?

How many are less than a quarter full?

ALL MOSTLY EMPTY

- 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?

ALL EMPTIED REGULARLY

- 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 ENCOURAGES STUDENTS
TO KEEP THE SCHOOL GROUNDS LITTER
FREE
EACH WEEK A CLASS IS ASSIGNED TO
PICK LITTER

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

EACH STUDENT IS PROVIDED WITH A
ROLL OF TOILET PAPER EVERY TWO WEEKS
TOILETS FOR STAFF HAVE TOILET PAPER
PLACED INSIDE

Biodiversity

- 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 ☐

WESM - WILDLIFE ENVIRONMENTAL SOCIETY
OF MALAWI

Any further comments on Biodiversity

STUDENTS ARE TAUGHT ISSUES ON
BIODIVERSITY IN BIOLOGY TOPIC:-
ECOSYSTEM AT ALL LEVELS

SCHOOL GROUNDS

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

Green playing field / Short Grass:	<u>30%</u>	Long Grass:	<u>SAME AS CONSERVATION AREA</u>
Conservation or Wildlife area:	<u>20%</u>	Woodland:	<u>1%</u>
Tarmac / Path / Roads:	<u>5%</u>	Seating:	<u>0%</u>
Flower / Vegetable Beds:	<u>3%</u>	Activity Play:	<u>SAME PLAYING FIELDS</u>
Other:	<u> </u>		

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

Hedges & Trees 50% Wire or Railing 50% 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

THERE ARE FOOT PATHS WHICH
PEOPLE USE AT VARIOUS POINTS

GLOBAL PERSPECTIVE

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- 1 Do pupils consider how actions taken within the school affect people

GLOBAL PERSPECTIVE

and the environment locally and globally?

Yes ☒ No ☐

If so give examples:

Local Action	Local Effect	Global Effect
DEFORESTATION	FLOODS, LOW RAINFALL	GLOBAL WARMING
POLLUTION	REDUCED BIODIVERSITY	DEPLETION OF OZONE

- 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

PUPIL PARTICIPATION

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

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

PROPER WASTE DISPOSAL
PLASTIC PAPER MANAGEMENT

- 2 Are special environment-related lessons or visits undertaken by classes or groups eg paper making, visits to environmental venues etc? **NO**

If so then list those undertaken in the last term:

PLANS ARE UNDERWAY TO UNDERTAKE
SUCH VISITS

- 3 Are pupils involved with local waste, re-cycling or conservation projects outside school time or via links with schools abroad etc? **NO**

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

ENCOURAGE THE USE OF SOLAR LAMPS
IN HOSTELS AND AT THE KITCHEN INSTEAD
OF CANDLES WHERE ELECTRICITY FAILS

Litter

USE LITTER TO MAKE COMPOST MANURE
AND FIRE BRICKS
CONTINUATION OF SENSITIZATION ON PROPER
LITTER DISPOSAL

Waste Minimisation / Recycling

RECYCLING PAPER TO MAKE AND/OR
PRODUCE SOME TEACHING AIDS

Supply and Usage of Water

REDUCTION OF WASTAGE OF WATER BY
SENSITISING STUDENTS TO ALWAYS TURN TAPS
OFF AFTER USE AND NEED TO REPORT ANY
LEAKAGES IMMEDIATELY

Any other comments

Starfish Malawi Eco-Schools Action Plan

[Enter School Name Here]
SALIMU S.S. SchoolDate Action Plan was developed: FEBRUARY 2014Action Plan developed by: LINK COORDINATOR

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
TREE PLANTING	PLANTING TREES	50 FRUIT TREES	BY END OF 2014/15 SEASON	YOUTH LEADERSHIP CLUB	
SPORTS	INTERCLASS COMPETITIONS	3 - ONE EACH TERM	2014/15 ACADEMIC YEAR	PEER MENTORS SPORTSMANSTERS	
PEER MENTORING	PICKLING LITTER SLASHING GARDENS CLEANING GARDENS	CLASSROOMS/HOUSES SCHOOL GROUNDS	2014/15 ACADEMIC YEAR	YOUTH LEADERSHIP MOVEMENT CLUB	