



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: Simayewa

Date of Review: _____

Carried out by: _____

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?

3

How many are about half full?

2

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?

3

How many are about half full?

2

How many are less than a quarter full?

- 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

There is need to construct
more bins with correct design

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 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

There is ~~need~~^{to} find means of getting doors to the toilets because when learners and teacher are in their various homes the toilets ~~are~~ are for the public. Therefore the community will help the school with the doors.

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 ☐

Catholic commission of justice and peace (C CJP)
Home grown meals
Any further comments on Biodiversity

We have alot of problems with our wood lots because it is well protected when we are around the school but when we are away the area is ~~protected~~ used for grazing livestock of the community around the school.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	20%	Long Grass:	88%
Conservation or Wildlife area:	12.5%	Woodland:	12.5%
Tarmac / Path / Roads:	5%	Seating:	1%
Flower / Vegetable Beds:	1%	Activity Play:	16%
Other:	2%		

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

Hedges & Trees 1% Wire or Railing N/A Open Ground 99%

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 have a vast land only
that we have a problem of livestock.

GLOBAL PERSPECTIVE

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- 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
feeding livestock	• Soil erosion	• Shortage of
around school premises	• Shortage of trees	rain
that unable ^{to} have ^{enough} trees	for wind break	

- 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
conservation of water by	Nearby by school
constructing tank to harvest	
rain water	

- 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

Communities and learners are sensitised on the importance of conserving the environment so that we should have enough rain.

PUPIL PARTICIPATION

7/9

- 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:

litter
healthling, usage of water, and
global perspective.

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

If so then list those undertaken in the last term:

learners were learning through songs
drama and poems and visits other
school to learn how they are conserving
the land around their school.

- 3 Are pupils involved with local waste, re-cycling or conservation projects outside school time or via links with schools abroad etc? yes

If so then list some examples:

learners are involved in conservation
projects outside school time. For example
they are able to plant and look after trees

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 can process waste papers to make fuel for cooking.

Litter

Constructing well designed bins that can keep litter during windy conditions and keep the bin surrounding very clean.

Waste Minimisation / Recycling

Using charcoal as pestal makers

Supply and Usage of Water

We are going to provide locally hand~~ed~~ washing facilities which will be used by learners after using the toilets.

Any other comments

We will try as much as possible to conserve the environment by planting trees, constructing bins and protecting the planted trees.

STAR FISH MALAWI ECO-SCHOOLS ACTION PLAN

Date Action plan was developed 12th march 2014

Action plan developed by Simanwa primary

TOPIC	ACTION	TARGET	MEASURES	TIME SCALE / DEADLINE	RESPONSIBILITY	ACTUAL RESULT ACHIEVED / DATE
rubbish pits	digging	Availability of rubbish pits and lilo	of rubbish pits management	17-03-14 to 28 march 2014	teachers and learners	28 march 2014
Vegetable Garden	construction	Availability of vegetables		on going	teachers learners and community	04 march 2014
com postie manure	make manure by using locally available resources	Availability of enough manure for vegetable garden and other crops		on going	teachers learners and community	16 may 2014
Trees	planting trees	Addition of tree and prevention of global warming		17-03-14 to 28 march 2014	teachers learners and community	04 march 2014
Water logged	rinsing logged areas by filling sand	draining areas		17-03-14 to 04-04-14	teachers and learners	04 march 2014
Sanitation	providing hand washing facilities	improving health living		improving 17-03-14 to 28-03-14	teachers and learners	28 march 2014