



## STARFISH MALAWI ENVIRONMENTAL REVIEW

School: THAVITE

Date of Review: 13/03/2014

Carried out by: ECO-SCHOOL COMMITTEE



## 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?

0

How many are about half full?

0

How many are less than a quarter full?

0

- 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?

0

How many are less than a quarter full?

0

- 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

-We use empty Sacks for disposing Litter.  
-We have also dug rubbish pits around the school. When these rubbish pits are full, we bury them for the litter to decompose and used as manure for school garden and flower beds



## 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 ☒ No ☐  
Toilet Paper Yes ☐ No ☒  
Water to wash hands Yes ☒ No ☐  
Paper Towels Yes ☐ No ☒

Any further comments on healthy living

- The main source of water is a communal borehole. However, there is increased demand of water during dry season
- Sporting activities are done within and outside the school eg. athletics, football and netball.
- The school has a no smoking policy for staff to minimise air pollution
- There are no paper towels, learners use

leaves in the ECO-San toilets established by the community.

- After a year, the wastes from the toilets are removed and used as manure in the school garden and woodlots. The manure does not smell because of the soil and the ash used by learners when they visit the toilets



## 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 for Justice and Peace (C.C.J.P)

Any further comments on Biodiversity

- We plant trees annually to reduce deforestation.
- Learners disseminate messages about environmental protection through plays, drama and songs during school assemblies.
- Learners are also encouraged to plant trees and rear some animals at their homes.
- Poaching is not allowed around the wildlife conservation area.
- School gardens are used as centres for teaching and learning of some subjects.

## SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass: 20%

Conservation or Wildlife area: 20%

Long Grass: 10%

Woodland: 30% 20%



# SCHOOL GROUNDS

Tarmac / Path / Roads:

42

Flower / Vegetable Beds:

42

Other:

Seating:

22

Activity Play:

802

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

Hedges & Trees 702 Wire or Railing 02 Open Ground 302

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

- Recycling is not done in a composter and we use the decomposed materials from rubbish pits
- Some learners go outside to observe and collect data in the environment ie. school gardens, conservation areas
- Due to shortage of classrooms, some learners learn under the trees

## 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
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deforestation	soil erosion	Global warming
Environmental Pollution	air pollution	climate change
Poor waste management	water pollution	death of aquatic animals

- 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
Energy	Africa - fuel saving stoves/briquettes
Litter	Africa/Europe - Paper recycling
Supply and usage of water	Africa - water harvesting and dams

- 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

- Some parts of the world, solar cookers and composting are encouraged  
- It is important to follow the modern technologies for conserving the environment in order to reduce global warming, desertification and the erratic rains

- In Malawi, global environmental issues are maximised through Agriculture, Science and Technology and Social and Environmental Sciences



## 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:

Water  
Litter  
Waste ~~maximisation~~ Minimisation

- 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:

- We went to a nearby school where we learnt issues related to Environmental protection, farming methods, waste management, making of compost manure from organic matter, water usage

- 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:

- Mainly learners are involved with ~~the~~ conservation projects such as afforestation, wild life conservation, keeping domesticated birds such as; guinea fowls

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

- Fuel Saving stoves
- Briquettes making
- Reduce charcoal burning
- Developing posters and banners for advocacy

Litter

- Making Compost manure
- Sensitisation on litter management
- Digging more rubbish pits
- Establishing litter management clubs.

Waste Minimisation / Recycling

- Making Composit manure
- Sensitisation on waste minimisation
- Establishing waste management clubs.

Supply and Usage of Water

- Sensitisation on proper usage of water
- Carrying out a project on conservation and usage of water.
- Orientation of eco-school clubs.

Any other comments

- Consultative meetings with community leaders will be conducted to instil the spirit of ownership to promote sustainability of the eco projects.

- All teachers will be actively involved to promote commitment to eco-activities.



## Starfish Malawi Eco-Schools Action Plan

[Enter School Name Here]

Date Action Plan was developed: 13/03/14.

114477E

Action Plan developed by: Eco Committee.

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
Energy	- Developing posters and banners for advocacy	- Learners - Community - Teachers	April - June 2014	Eco-school team	- Reduction of deforestation.
Litter	- Digging rubbish pits	- Learners	April - June	Eco-school team	- Availability of rubbish pits
Waste minimisation	- Establishing waste management clubs	- Learners - Community	April - June	Eco-school team	- Improved sanitation
Supply and usage of water	- Carrying out a project on conservation of water	- Learners - Community	<del>April - June</del> Sep. - Dec.	Eco-school team	- Proper usage of water