



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: Msalura CDSS

Date of Review: 13th March, 2014

Carried out by: Mr. Denis Kakolo and Mr. Fatson Longwe

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?

1

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?

3

How many are less than a quarter full?

6

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

Durability of the bins is questionable as we are still using cartons. The bulk of our litter is paper. Soon after students sweep their classrooms and outside the classrooms, they throw it into the rubbish pit. We also encounter plastic papers used for wrapping food. What is interesting is that plastics increase whenever temperatures become very high and many of our students bring cold water in small plastic bags. In fact some of this water is sold within the school by some members of the community.

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

Any further comments on healthy living

Green plants can at times be seen growing especially in the science laboratory for educational purposes. However, there are a great number of them planted around the classrooms

Staff toilets have doors which are lockable. The school has just received a donation of two toilet blocks from UNICEF – one for girls and another for boys. Construction starts within 14 days. These shall be lockable.

Sports afternoon continues. The school has produced seven students in athletics who have qualified for divisional championships which will take place in Kasungu sometime in May this year after winning during zone and district competitions here in Salima.

We usually organize interclass football and netball competitions every year soon after receiving new students from primary school. We had these competitions in September, 2013. At one point, form threes and fours almost had a fight. Each team wanted to win. At that stage, form three students were winning and the senior team was not happy to lose to their juniors. The issue was resolved.

BIODIVERSITY

4/9

- 1 Does the school have a wildlife or conservation area?

Yes ☒ No ☐

[if Yes, is the area protected by fences or school rules or both?]

Yes ☐ No ☒

[if Yes, are the children involved in looking after them?]

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

The conservation area is basically made of trees. However, there are some snakes and big lizards (just slightly smaller than crocodiles). The snakes are venomous and difficult to see because they usually hide during the day. At night they come out of their hiding places. There are incidences when some of them have been killed by our boys when they meet them during night time studies. They normally leave the forest and go to the classrooms possibly for the light.

The school is linked to Parks and Wildlife of Malawi, Wildlife Environmental Society of Malawi (WESM)

Despite some little achievements made by the school on biodiversity, it is still evident that some members of staff lack interest in the concerned field. Only a few of them are tirelessly involved in the issues of biodiversity.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	65%	Long Grass:	0%
Conservation or Wildlife area:	15%	Woodland:	10%
Tarmac / Path / Roads:	0%	Seating:	1%
Flower / Vegetable Beds:	1%	Activity Play:	8%
Other:			

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

Hedges & Trees 1% Wire or Railing 0% 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

The school fails to introduce much of wildlife activities due to inadequate security as most of the area is on open grounds. Buildings at the school are widely spaced. There is therefore an extensive grass area which can at times become bushy during the rainy season. Students slash it so that the grounds can look nice. Prefects do a lot to assist in supervising the exercise.

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
Deforestation	Soil degradation	Global warming
Burning the bush, tyres, plastics etc	Air pollution	Climate change

- 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
Renewable and non-renewable	School compass
Biodiversity	School compass

- 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

Human rights and conflict resolution topics are taught in class. Fair trade is practiced informally without knowing what it really is. However issues such as return of a faulty commodity continue to be a very big challenge.

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:

Yes. Healthy living, litter disposal, biodiversity

- 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:

They intend to visit Cape Maclear next term. This is a place in Mangochi along the shores of Lake Malawi.

- 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

The school uses power from the grid line. However, there is a lot of sunshine here which can easily be tapped as solar energy and be used in times of black-outs. Or disconnections due to non-payment of bills. Most of our students depend largely on this for their studies.

Litter

Most of our litter is vegetative in nature. We have decided to replace the present type of grass with Paspalum grass species which does not grow bushy. We hope to reduce the rigorous grass slashing which keeps us very busy in the rainy season.

For the plastic litter, it is a challenge to put bins outside classrooms because there is no sufficient security.

Waste Minimisation / Recycling

Waste minimization can be achieved through use of water bottles rather than plastic bags from which many drink cold water. Recycling waste such as paper, organic matter etc has not yet started. Students need to learn recycling skills.

Supply and Usage of Water

The school has running water. It is used in the toilets and for general hygiene. Water supply can at times be a challenge when we fail to pay for it. A solution to it can be through water harvesting in the rainy season and or sinking a borehole.

Any other comments

The school compass becomes dry and bare in the dry season. Water harvesting would help maintain the beautiful green scenery of the school because it would be used for watering the grass and keep it green even during the dry season. Perm culture garden which has just started will add beauty to the school. This too needs water in the dry season.

Starfish Malawi Eco-Schools Action Plan

Eco-Schools England -
[Msalura CDSS]

Date Action Plan was developed: 17th March, 2014

Action Plan developed by: Eco-Club Members of Msalura CDSS

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual Result Achieved / Date
Permaculture Garden	Fencing the garden Making guilds Making compost manure	<ul style="list-style-type: none"> Construction of fence, door and rafters for passion fruit Making 5 guilds Making 2 compost heaps 	7 th April, 2014 to 25 th April, 2014	Eco-Club members	Sustainable permaculture garden
Art	<ul style="list-style-type: none"> Making different types of pots Making irrigation bottles out of clay 	<ul style="list-style-type: none"> Making 10 water pots, 5 flower vessels, 5 irrigation bottles and 3 stoves 	28 th April – 10 th May	Eco-club members	Permaculture garden continues to receive water using irrigation bottles
Environment	Making nature trail and tree labelling	<ul style="list-style-type: none"> Making a nature trail Making all tree in the school campus 	15 th May to 18 th May	Eco-club members	Students and the community know the trees in the school and their uses
Environment	Making fire brigades	Making 2 medium size cartons of fire brigades from waste paper	17 th June to 20 June	Eco-club members	Fuel wood conservation