



FROM THE

HEAD OF SCHOOL

9TH JANUARY 2026

Welcome to a new term at BSL! We trust that all members of the BSL community have had an excellent break during the festive season.

Our students have already started their learning this term with great purpose and intent, including our Year 11 and Year 13 students commencing their mock examinations. We wish them every success with their endeavours.

As we look to the term ahead, there will be many highlights to come. These are expected to include STEAM Week, Careers Week, Literacy Week, the Duke of Edinburgh's International Award adventurous journeys, a residential trip for Years 6 & 7, the Community Art Fair, the Secondary Drama Production, the 'March Madness' sporting event – and much more!

Meanwhile, we will like to take a moment to celebrate some of the learning highlights from Term 1. We trust you will enjoy reading our special Term 1 Highlights Newsletter.

Thank you again for your support of BSL.

With best wishes,

Tom Vignoles
Head of School
The British School of Lomé



PRIMARY

NEWSLETTER

9TH JANUARY 2026

Welcome to our Primary School highlights for Term 1



From early civilizations and survival, to sustainability and road safety, we had a really investigative term.



NURSERY AND CRECHE

Term 1 has been a joyful and busy time in Creche and Nursery, filled with exploration, play, and learning. Our youngest learners have settled beautifully into their routines and have already shown great progress in their social and developmental skills.

- **Settling in and friendships:** Children quickly adapted to the classroom environment, building confidence and forming new friendships. Daily circle times helped them feel secure and connected.
- **Creative play:** From painting and playdough to imaginative role play, the children expressed themselves with enthusiasm. These activities encouraged fine motor skills and creativity.
- **Early communication:** Storytelling, songs, and rhymes were a big part of our days. Children enjoyed listening, repeating sounds, and beginning to use new words confidently.
- **Exploring the world around us:** Outdoor play was a highlight, with children discovering nature, practicing coordination, and enjoying group games.
- **Celebrations and special moments:** We marked cultural events and birthdays together, helping children learn about community and sharing joy.

It has been wonderful to see the children's curiosity and independence grow. Their laughter and energy have filled our classrooms, and we are proud of the strong foundations they are building for future learning.



RECEPTION

PAINTING, CRAFTS & SHOW AND TELL

The children enjoyed a variety of hands-on activities including painting, crafts, and show and tell sessions. These experiences helped build creativity, confidence, and communication skills.



CANCER AWARENESS DAY

We proudly took part in Cancer Awareness Day, learning the importance of kindness, care, and helping others. It was lovely to see the children come together in support of a meaningful cause.



WRITING THEIR NAMES

One of our biggest achievements last term was seeing the students proudly write their own names. This milestone reflects their growing confidence, fine motor skills, and early writing development.

READING

Our Mystery Readers! A huge thank you to Mr. Lawrence, Mrs. Raphaela, and Ms. Rahma for being our wonderful Mystery Readers! We really appreciate you taking the time to share your love of reading with our Reception class. We encourage more parents to do the same this term.



INTERNATIONAL DAY

Reception students confidently performed a Scottish dance during our International Day celebrations. They were proud to showcase their learning and represent a culture in front of the school community.



YEAR 1

TERM 1 HIGHLIGHTS

Term 1 was an exciting and enriching start for our Year 1 learners. The children enjoyed visiting the Year 2 Habitats exhibition, taking part in a range of engaging classroom activities, and explored their creativity during a visit to the Secondary Art studio. These experiences supported curiosity, confidence, and a love of learning.



Our visit to the BSL Art Studio in Secondary



YEAR 2

CLASSROOM VISITS

What a spectacular Term 1 for our Year 2 students, who have shown incredible curiosity while investigating living things and how they adapt to diverse environments! The classroom was transformed into a gallery of world habitats as students took immense pride in designing their habitat dioramas; from frozen Arctics, to thriving rainforests, and much more. Students welcomed other classes to present and share their understanding of different habitats around the world.

Year 2 pupils also reflected on how choices humans make impact environments through the "Freddy the Fish" experiment. Students saw firsthand the devastating effects of pollution as our poor sponge fish encountered "contaminants and toxins" in his river, making his habitat not so safe and comfortable. To celebrate our learning, we took a sensory trip to the Arctic by creating our own snow - provoking fun, excitement and scientific wonder!



YEAR 3

SCIENCE IN ACTION – PLANT GROWTH INVESTIGATION

During Term 1, as part of our science learning, Year 3 students took part in a hands-on investigation exploring plants and how they grow. We focused on understanding what plants need to survive, including water, sunlight, soil, and suitable environmental conditions.

To carry out our experiment, we planted four different types of seeds: eggplant, cucumber, green beans, and African eggplant. To ensure a fair test, all seeds were planted in the same size pots using the same amount of soil. The plants were kept in the same location in the classroom and were given equal amounts of sunlight and water each day.

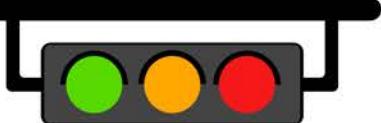
Our goal was to find out which plant would thrive best in the conditions of our classroom. Over a four-week period, students carefully cared for and observed their plants on a daily basis. They recorded changes, measured growth, and shared observations with their classmates.



Throughout the investigation, students noticed that while some plants grew quickly and remained healthy, others struggled or did not survive. This led to thoughtful discussions about the many factors that can affect plant growth, such as seed type, temperature, and environmental conditions, even when care remains the same.

This project helped students develop important scientific skills, including observing, predicting, and drawing conclusions based on evidence. We hope the plants are continuing to thrive in your homes and that students can continue applying what they have learned about caring for living things.





SAFETY SOCKS LEAD THE WAY: A DAY OF ROAD SAFETY DISCOVERY!

It was a busy and productive day for our Year 2 and Year 3 students as they took part in a special Road Safety Week workshop. The event was a wonderful blend of creativity, peer-to-peer teaching, and practical life skills.

The day began with a special assembly led by our Year 3 Safety Socks. Students had been busy creating their own colourful sock puppet characters, which they used to perform an informative assembly for their peers. Through their performances, the Safety Socks taught the "Golden Rules" of crossing the road: Stop, Look, Listen, and Think. It was fantastic to see the Year 3 students take on a leadership role, confidently using their puppets to explain important safety concepts in a way that was both memorable and fun.

In the afternoon, learning moved outdoors as Year 2 and Year 3 students came together for a series of hands-on activities. The playground was transformed into a mini road network, allowing children to put their knowledge into practice in a safe, controlled environment.

Key activities included:

The Traffic Light Challenge: Students reinforced their understanding of traffic signals and practised what to do when they see red, amber, and green.

Mastering 'Give Way': Children learned the importance of patience, awareness, and good manners on the road, practising how and when to give way to others.

Total Awareness: Whether walking or riding bikes, students practised being environmentally aware—spotting potential hazards and listening carefully for approaching traffic.



YEAR 4

YEAR 4 - HIGHLIGHTS

One of the standout moments of Term 1 in Year 4 was our exciting trip to the local Post Office in La Caisse, part of our topic *How We Communicate*. Although the Post Office is small, it welcomed us all, and the students thoroughly enjoyed the experience.

During the visit, the children learned the traditional process of sending a letter. They carefully wrote an address on their envelopes, selected and stuck on a stamp, and even used an ink stamp to mark their letters. The highlight came when they posted their letters into the post box themselves, a simple but memorable act.

Before leaving, the students expressed their thanks to the Post Office staff, waved goodbye, and walked back to school together. This hands-on activity gave them a fascinating insight into a form of communication that is less common in today's age of electronic mail. It was both educational and enjoyable, and the students came away with a deeper appreciation of how people used to stay connected.



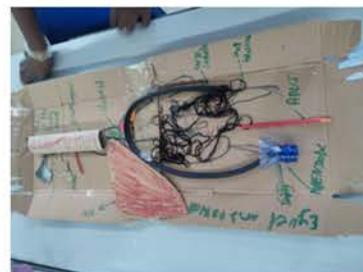
YEAR 5

A STRONG AND SUCCESSFUL START FOR YEAR 5

Year 5 students started the year with the inquiry unit, Survival and Civilisations, where they explored how people throughout history and across the world have survived, adapted, and built communities. Students took part in group research tasks, created posters about early civilisations, and shared their ideas through class discussions and presentations. These activities helped them develop teamwork skills while deepening their understanding of how humans meet their needs.

As part of the science component of the unit, students learned about different digestive systems and how animals are adapted to eat various types of food.

They also investigated germinating seeds to explore the importance of flowering plants in human civilisations.



The end of the unit culminated in a Civilisation Expo

In **English**, they focused on Stories from **Different Cultures**. Students read folktales and traditional stories from around the world, compared characters and settings, and wrote a scene from the story "How Maui Slowed the Sun" from the perspective of a secondary character.

Mathematics lessons centred on building strong foundations through the **Mastering Number** programme. Students used hands-on materials such as number lines, counters, and place-value charts to explore large numbers, decimal and negative numbers. They worked in pairs to solve real-life word problems and took part in maths activities that helped build confidence with calculation strategies



YEAR 6

DESIGNING SUSTAINABLE CITIES

During the second half of Term 1, Year 6 students explored the question. *How can we design safer, greener cities in Togo?*



They learned about electricity and magnetism, including how parallel circuits improve safety and efficiency, and investigated how electricity is supplied locally.

A visit to KYA Energy deepened their understanding of sustainable and renewable solar energy solutions.



Students examined climate change and global warming, investigated the carbon emission linking this learning to the Human Journey and its impact on human health, particularly infectious diseases, which is a global issue. Through debates and design challenges, students created imaginative eco-friendly "Future Togo City" projects, applying sustainability concepts to real-world and global issues.

In Mathematics, students used positive and negative integers to explore global temperature differences and complex number operations. We are thrilled to see the outcome extend beyond the learning.



Year 6 students are now the junior sustainability ambassadors, actively promoting energy conservation, recycling, and responsible use of resources at school and at home.





SECONDARY NEWSLETTER

9TH JANUARY 2025

Welcome to our Secondary School highlights for Term 1



From work experience and experimental learning, to original voices and data protection, we really have had an interesting and diverse term!



ENGLISH

ENGLISH DEPARTMENT SPOTLIGHT – LET'S READ, IMAGINE, AND CREATE

As part of the English Department Assembly themed “**Let’s Read, Imagine, and Create,**” students were invited to explore how literature can inspire powerful original voices. During the assembly, one student shared a spoken-word poem inspired by *Roll of Thunder, Hear My Cry*, capturing the novel’s central themes of land, identity, family, and resilience. The poem reflects how reading can extend beyond the page, encouraging imagination, empathy, and creative expression.

We are proud to share this poem with our school community as a celebration of student voice and the transformative power of literature.

ROOTS OF THUNDER

Stanza 1 – Land

This land is ours, not just to farm,
It holds our stories, roots, and charm.
Papa says, “We paid the price.”
With sweat and struggle, not with gold.
They want it back, but we still stand firm,
Our pride is planted in this land.

Stanza 2 – Racism

They say we’re less, they say we lie,
They look away when Black folks cry.
They build their power, block our voice,
Then blame us when there’s no real choice.
But like Langston said, “I, too, am strong,”
And we’ve been waiting far too long.

Stanza 3 – Family Pride

The Logans never walk alone,
Our hearts are brick, our backs are stone.
Mama’s words, and Papa’s care,
Stacey’s strength and Cassie’s steady stare.
We lift each other, fight the fear,
Hold our name and keep it near.

Stanza 4 – Revenge

Revenge doesn’t need to burn or shout,
It’s standing tall when hope runs out.
It’s keeping land they said we’d lose,
This land is ours, and now they know.
We don’t forget. We rise, we grow,
And that’s the storm they’ll never know.



ROOTS OF THUNDER

By Marven Houeiss (Year 8)
This poem was originally performed
during the English Department
Assembly.



LANGUAGES



TERM1 HIGHLIGHTS FROM MFL DPT (LANGUAGES CORNER!) FROM: MME ELIANE AMEGNIZIN AND THE MFL TEAM

Enhancing Students' Knowledge in French from Primary to Secondary through DELF Certification (at BSL from 2024-2025)

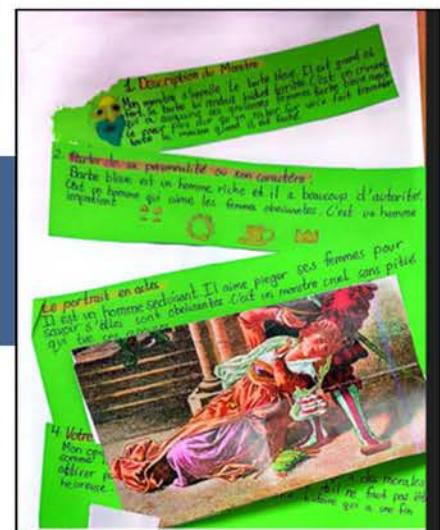
One of the key MFL focuses of Term 1 (2025–2026) was enhancing students' knowledge of French from primary to secondary level through the development of the DELF French certification introduced last academic year. DELF provided a clear, internationally recognised framework that supported continuity and progression in language learning. By aligning our BSL classroom teaching with DELF descriptors, students develop balanced skills in listening, speaking, reading, and writing from an early stage. From KS2 upwards, this approach has built confidence and familiarity with basic structures and vocabulary, while preparing learners for more complex language use at secondary level. As students progress, DELF-style activities encourage autonomy, accuracy, and real-life communication, helping them to understand the purpose of learning French beyond the classroom. This well-recognised French certification also motivated students by providing achievable goals and tangible recognition of their efforts. Overall, DELF acted as a bridge between primary and secondary French, ensuring consistency, progression, and higher levels of linguistic competence.



Learning in Action!

Learning in action was clearly demonstrated as Year 7 students boosted their creativity through exploring stories from different countries, including France. This activity strengthened their understanding of French texts while developing their writing skills, encouraging imagination, cultural awareness, and confidence in using the French language in meaningful contexts.

Students' work!



BARBE BLEUE

Engraving by Gustave
Doré – 19th century



LANGUAGES



POINTS FORTS DU TRIMESTRE 1 – DÉPARTEMENT MFL (LE COIN DES LANGUES !) DE : MME ELIANE AMEGNIZIN ET SON ÉQUIPE DE LANGUES VIVANTES (MFL)

Renforcer les connaissances des élèves en français du primaire au secondaire grâce à la certification DELF à BSL (depuis 2024-2025)

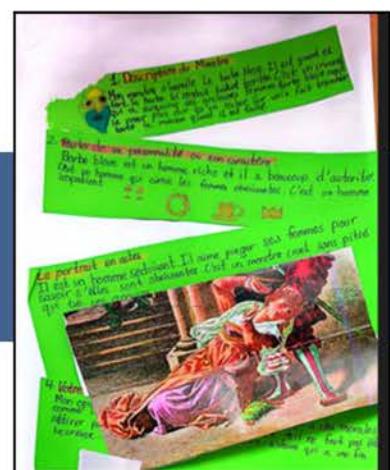
L'un des principaux axes du département MFL au cours du trimestre 1 (2025-2026) est le renforcement des connaissances des élèves en français, du primaire au secondaire, à travers l'introduction de la certification DELF à BSL . Le DELF offre un cadre clair et reconnu à l'international, favorisant la continuité et la progression dans l'apprentissage des langues. En alignant également l'enseignement du programme BSL sur les descripteurs du DELF, les élèves développent dès le plus jeune âge des compétences équilibrées en compréhension orale, expression orale, compréhension écrite et expression écrite.

À l'école primaire (à partir du KS2), cette approche permet de renforcer la confiance des élèves et leur familiarité avec les structures et le vocabulaire de base, les préparant ainsi à un usage plus complexe de la langue au secondaire. Au fil de leur progression, les activités inspirées du DELF encouragent l'autonomie, la précision et la communication en situation réelle, aidant les élèves à comprendre l'utilité de l'apprentissage du français au-delà de la salle de classe. Cette certification française largement reconnue constitue également une source de motivation, en offrant aux élèves des objectifs atteignables et une reconnaissance concrète de leurs efforts. Dans l'ensemble, le DELF joue un rôle de passerelle entre le primaire et le secondaire, garantissant cohérence, progression et un meilleur niveau de compétence linguistique.



L'apprentissage en action !

L'apprentissage en action a été clairement illustré lorsque les élèves de Year 7 (KS3) ont développé leur créativité à travers l'étude de contes et d'histoires provenant de différents pays, y compris la France. Cette activité a renforcé leur compréhension des textes en français tout en améliorant leurs compétences en expression écrite, favorisant l'imagination, l'ouverture culturelle et la confiance dans l'utilisation du français dans des contextes significatifs.



Quelques photos illustrant le travail des élèves!

BARBE BLEUE

Engraving by Gustave Doré – 19th century



LANGUAGES

SEEDS OF GREAT WRITING IN Y10 AND Y11 FRENCH SL

Writing, often deemed the hardest of all language skills, can be a lot of fun.

Our Y10 and Y11 students proved it several times in term 1, reaping a number of rewards in the process. How? In a nutshell, the task in question requires the class to collaborate, in lesson time, on a specific exam-type question of 130-140 words. In turn, students go to the board, listen to their peers' suggestions, and write these on the board before handing over the marker to another student. This mostly student-led lesson becomes not only a space for writing practice but also, for developing listening, speaking, and reading skills. Furthermore it encourages and supports initiative, compromise and risk-taking.

So is writing the hardest of language skills? Whichever your level, trying it whether alone, with a friend or together as a class, might prove how it can also become a source of fun and progress in all your language skills, and maybe even one day, who knows, a passion.

Des voyages scolaires
La dernière, la classe de Y10 est allée à Paris pour en savoir plus sur l'histoire de Paris. La classe de Y10 a aimé les musées. Par exemple, le musée du Louvre. Le musée était très grand et gigantesque. Nous avons aimé la salle de bijoux parce que, on a vu l'histoire de la France à travers ces bijoux. Mais de tout ce que l'on a vu, la tour Eiffel était le monument le plus impressionnant. Parce que il y avait beaucoup d'étages. À l'avenir nous ferons une autre excursion scolaire, parce que la classe de Y10 a appris plein de choses à propos de Paris et de la gastronomie française et marocaine. En général,

la classe de Y10 n'aime pas les excursions mais cette expérience les a bouleversés au point que leurs opinions ont changé. Finalement, la classe de Y10 aime les excursions. La prochaine fois ils vont aller à New York.

SCIENCE

PHYSICS INTERNAL ASSESSMENT

During Term 1 the Year 13 Physicists completed their individual Internal Assessments. The Internal Assessment is an integral part of the course and is compulsory for both SL and HL learners. It enables learners to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.

It will contribute 20% to a learner's overall grade in IBDP Physics. Each learner has created their own research question to investigate. They submitted a first draft in October, received feedback at the beginning of November and made improvements for their final submissions which were completed at the beginning of December.



How does the angle of a ramp affect the acceleration of a rolling car?



How does the angle at which the light strikes a solar panel affect the power produced by the solar panel?



How does the internal resistance of a battery change with temperature?



How does the internal resistance of a battery change with temperature?



How does varying the angle of inclination affect the angular acceleration of a solid disc?



How does the surface albedo affect the change in temperature of a water container exposed to a constant light source?

How?

HUMANITIES

YEAR 13 WORK EXPERIENCE PRESENTATIONS

The Humanities Department had a productive and successful academic year, marked by a strong and continued commitment to experiential learning. The department focused on enriching students' academic understanding while developing practical skills essential for higher education and the workplace.

One of the department's major highlights was the Year 13 Work Experience Presentations following their summer work placements. The students delivered structured presentations reflecting on their experiences, the skills they gained, and the challenges they faced in professional environments. Students demonstrated improved presentation skills, confidence in public speaking, and a clearer understanding of career pathways.



Another key achievement was the successful planning and execution of Business Week. The event provided students with valuable exposure to real-world business concepts. Students demonstrated creativity, teamwork, and confident problem-solving, with feedback indicating increased motivation and a stronger understanding of applied business principles.



Teaching and learning across the department remained consistently strong. Lessons encouraged discussion, debate, and critical thinking, resulting in steady progress across year groups, particularly in analytical and extended written work.



Staff collaboration continues to strengthen the department in terms of planning and assessment moderation, ensuring consistency and high standards across the department. Overall, the Humanities Department has had a very successful year, reflecting a strong commitment to student achievement, enrichment, and continuous improvement.

SUPPORTING EVERY LEARNER: AN UPDATE FROM LEARNING SUPPORT

Throughout Term 1, the Learning Support department has worked closely with colleagues to identify and support students who may be finding it difficult to access the curriculum at the expected pace. When a student is referred to us, we undertake a comprehensive review process that includes classroom observations and collaborative meetings with subject teachers to share successful strategies and address specific challenges.

A vital part of this process involves meeting with parents to align the support provided at school with habits at home, such as establishing consistent study routines and managing the use of electronic devices. By making these mutual commitments and scheduling regular follow-up meetings, we ensure that every student's progress is closely monitored.



Level Playing Field

The main reason for exam accommodations for secondary students is to level the playing field, ensuring students with challenges (like ADHD, anxiety, autism, or health issues) have a fair chance to show what they know, rather than being limited by their disability's impact on test-taking skills (like processing speed, focus, or reading). These adjustments remove barriers, providing equitable access to assessments so that tests measure actual content mastery, not just test-taking ability, by offering changes to the environment or format, such as extra time or readers.

Our Collaborative Process

In some cases, we work in partnership with local and international Educational Psychologists to better understand a student's unique learning profile. We rely on the external assistance of these clinicians when the cause of a student's academic struggle is not immediately obvious, as their professional assessments offer deep insights through specialized tools not available within the school. These clinical reports are essential for informing both parents and teachers on how best to adapt their support to meet the child's specific needs.

Success in Exam Accommodations

During the November assessment week, these recommendations allowed us to provide formal exam accommodations for students across Years 7, 8, 9, 10, and 12. Students with recognized requirements were able to sit their exams in the English Language Center, where we provided 25% extra time, quiet locations, and readers. These procedures proved to be an excellent experience for both staff and students alike. Providing a supportive environment allows students to relax and more accurately demonstrate their knowledge and skills.



Looking Ahead

Formal exams are a unique skill in themselves and can often be a source of stress. By providing these accommodations now, we allow students to relax and more accurately demonstrate their knowledge. Furthermore, it ensures that when students eventually sit their official international examinations, these procedures will be familiar and seamless for them, our teachers, and our support staff.

CO-CURRICULUM

MINI MODEL UNITED NATIONS

On Tuesday 9th of December delegates from the MUN club participated in a mock conference on the topic: "Regulating the development and ethical use of Artificial Intelligence in global governance". This conference aimed to prepare delegates for the first international MUN conference in Togo that will be hosted by BSL on February 27 & 28 2026.

During the conference students and teachers from Maarif International School and the college councilor from Cours Lumiere International School came to observe and understand how MUN works. Delegates represented different nations worldwide by engaging in meaningful discussions, diplomatically articulating their approaches to global AI governance and working together to promote optimum solutions. After the conference all delegates were awarded a participation certificate then a selected number of delegates received a best delegate award, outstanding delegate, honorable mention, most improved delegate award and finally the best dressed delegate award.

Most of all delegates' participation, commitment and effort is much appreciated. We look forward to the inaugural BSLMUN conference in February!



FROM LIKES TO LEAKS: A WAKE-UP CALL FOR YOUNG DIGITAL CITIZENS

Instance de Protection de Données à Caractère Personnel (IPDCP)

On October 31st, students from our school were invited to participate in a sensitization session on data protection at Le Palais des Congrès de Lomé, organized by the IPDCP (L'Instance de Protection des Données à Caractère Personnel), to educate young people about their personal data. It was a diverse, educational, and enjoyable seminar with over 2000 students. Learning about the side effects of sharing personal information on social media and how we can protect ourselves from such harmful things on the internet gave us insight into the different ways social media can be used and how we can use it appropriately, rather than using it as a tool to harm ourselves and others.

Firstly, we were greeted at the entrance, where we got registered and led upstairs to the amphitheatre, where we received small pieces of paper with the Togolese national anthem and the program, then moved to our seats. After a few minutes of waiting, we finally started the seminar with a musical presentation, and then one of the two presentations started. It was very informative and useful for us students as it taught us how to protect our personal information on our devices and on the internet. Then a short play in both French and Ewe on how to manage and protect your data in a comedic, real-life scenario point of view. Afterwards, the second speaker explained several common scams that can lead to personal information being stolen. He gave real-life examples, described how each scam works, and showed practical steps people can take to avoid falling for them. We then left after the raffle.

It was an enjoyable and informative experience. We'd like to thank our teachers – Ms Bolaji Aliyu and Mr Kodjo Akakpo – for allowing us to go and thank the IPDCP for inviting us.

Student feedback/observations

"We attended a diverse educational and enjoyable seminar with about 2000 students. Learning about the side effects of sharing personal information on social media and how we may protect ourselves from such harmful things on the internet gave us insight into the different ways social media can be used and how we may use it appropriately instead of using it as a tool to harm ourselves and others with it." – Rahma, Year 12

"The trip to the IPDCP was an interesting experience. The trip gave some insight into cyberbullying, and I've learned the risks of cyberbullying with an example of a young American boy named Jordan, who took his own life after he was texting with who he thought was a girl on the other side of the phone, but actually two Nigerian teenage boys who are now arrested. I really enjoyed the learning I received from the trip about preventing hackers from taking your identity and information about you circling online." – Arthur, Year 12



FROM LIKES TO LEAKS: A WAKE-UP CALL FOR YOUNG DIGITAL CITIZENS

STUDENT FEEDBACK/OBSERVATIONS

"The conference was actually very enjoyable. One part that we liked the most was the comedy plays that were performed. Even though we could not understand every word in Ewe, we still appreciated the way the actors delivered the message. They took a serious subject and turned it into something fun and engaging. The humour made it easier to follow and helped everyone stay interested, rather than feeling bored or overwhelmed.

During the presentations, we learned that cyber-attacks are becoming more and more common. The speakers explained that hackers often target mobile phones because many young people store personal information on them without thinking about security. They warned us about the risks of using weak passwords or leaving our devices unprotected.

To stay safe, they gave us several important recommendations. We should activate Face ID or fingerprint unlock when possible. We should also use strong passwords with at least eight characters, including numbers and symbols, instead of simple ones that are easy to guess. Another key point was to avoid sharing personal or private information when connected to suspicious Wi-Fi networks, because hackers can intercept data easily in those cases.

Overall, the conference was both informative and entertaining. We enjoyed the creative approach of using comedy to communicate the message, and we learned practical tips that we can use to protect our phone and personal information online. We think this experience was very useful, especially for young people like us who use the internet every day."

John Fred and Nathan Legesse, Year 10



Compiled by Ihly Alou, Year 12

Further reading

- [L'IPDCP sensibilise plus de 2 000 jeunes à la vie privée numérique – Techs Togo](#)
- [Togo – Données personnelles : les jeunes togolais face aux pièges du numérique – IciLomé](#)
- [Campagne pour une jeunesse numérique responsable – MediaTopNews](#)
- [www.ipdcp.tg](#)



STANDING TOGETHER IN PINK: RAISING AWARENESS WITH HEART

On 31st October 2025 our school turned pink as students and staff came together to support Wear It Pink Day, raising awareness for breast and prostate cancer. From pink trousers to accessories, the atmosphere was full of colour, energy, and care – with our Year 12 students taking the lead by crafting and distributing ribbons for everyone to wear.

On Monday, the Year 12s took things a step further by delivering a thoughtful assembly for the secondary school, sharing key facts about both breast and prostate cancer. Speaking about such personal health topics wasn't easy – they admitted feeling a little embarrassed at first – but they showed real maturity and courage by pushing past that discomfort to start open, honest conversations that matter.

Their compassion, confidence, and willingness to lead by example made this year's campaign all the more pleasing to see. It was a wonderful reminder that awareness, understanding, and kindness all begin when we choose to speak up and put ourselves outside our comfort zone.



UNIVERSITY OFFERS ROLLING IN – AND EARLY SCHOLARSHIPS TO CELEBRATE!

It's university application season, and excitement is building!

Every week, our Year 13 students submit new applications, prepare for interviews, polish portfolios and – best of all – begin receiving offers from universities around the world.

Our University Counsellor, Mr David Nyamikou, and IB Diploma Coordinator, Mrs Jane Snell, have been working closely with students and families to guide them through every step of this important journey.

We are incredibly proud of the hard work our students have put into their applications, and it's wonderful to see universities recognising their talent and potential. The Class of 2026 has already been awarded an amazing US \$141,000 in scholarships – and we're just getting started!

Stay tuned for more updates as the offers keep rolling in!



Syracuse
University



University
of New York
in Prague

Webster
UNIVERSITY

Geneva

UConn
UNIVERSITY OF CONNECTICUT

Leipzig



WHEATON
COLLEGE

the Cloisters in the Kingdom

SAXION
UNIVERSITY OF
APPLIED SCIENCES

UNIVERSITY OF
BIRMINGHAM

University
of Dundee

HOLLINS
UNIVERSITY

Lancaster
University

Leipzig

XAVIER
UNIVERSITY

Queen Mary
University of London

University of Brighton

University of Southampton

Fontys
University of Applied Sciences

UWE
Bristol

University of the
West of England



The British School of Lomé
Gateway to University



**Educating Children from
18 Months to 18 Years
(Day and Boarding)**



GATEWAY TO UNIVERSITY **ENDEAVOUR IS ALL**



- **CRECHE & EARLY YEARS**
- **PRIMARY**
- **SECONDARY**
- **UK GL ASSESSMENTS**
- **CAMBRIDGE IGCSE EXAMINATIONS**
- **PRE-UNIVERSITY IB DIPLOMA COURSE**
- **CAREERS GUIDANCE AND INTERNATIONAL UNIVERSITY PLACEMENTS**
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