



FROM THE

6TH MARCH 2026

HEAD OF SCHOOL

Dear Parents,

This has been another amazing week at BSL!

Since we last wrote to you, our Secondary students have run an exceptional Model United Nations (MUN) conference, greatly distinguishing themselves with the maturity of their debate and organisation, and attracting significant interest from partner organisations across Lomé. Congratulations to all concerned!

After such a successful weekend, on Monday morning I arrived in the Primary section to find more than fifty parents reading with their children for the launch of our Book Week. Everything we do at BSL is a partnership with our parents. As they read our Library books together, the joy on the faces of our children (and their parents!) was a quite wonderful sight. Throughout the week, I was also privileged to visit each Primary class to read personally with the children. All of the Book Week special events were greatly enjoyed by our students and thank you to everyone for making this week so special.

Our **BSL Co-Curriculum** is sometimes described as all of the extra activities and events that happen as well as our regular classroom learning. But in reality, these co-curricular experiences are not 'extras'! In fact, they are the very heart of each student's learning experience at BSL, enabling each of our learners to grow and develop in unique ways, according to their interests, aspirations and needs. Our co-curriculum is underpinned by our ethos as a Round Square school, our partnership with the Duke of Edinburgh's International Award, and our IBDP Creativity, Activity and Service (CAS) programme. It is delivered through special events and trips, as well as our After-School Enrichment Programme (ASEP). There is truly something for everyone!

Our co-curricular experiences come thick and fast: following on from the experiences which you can read about below, we have our STEAM Week, our annual 'March Madness' sporting Saturday, our Community Art Fair and our Secondary Drama programme all still to come this term - as well as an innovative Field Trip to Ghana that has been offered for the first time to Year 6 & 7 students.

We hope that you will enjoy this very special newsletter, celebrating our Co-Curriculum, and look forward to welcoming you to future co-curricular events later in the term!

With best wishes,

Tom Vignoles
Head of School
The British School of Lomé





CO-CURRICULAR

Welcome to our Co-Curriculum Highlights!



AFTER SCHOOL Program

Source: Connecticut House Democrats. Connecticut House Democrats, <https://www.housedems.ct.gov/node/35154>. Accessed 26 Nov. 2025.

At The British School of Lomé (BSL), learning extends far beyond the classroom as we inspire students to grow as confident, curious and compassionate global citizens. Our co-curricular programmes - from the adventurous paths of the Duke of Edinburgh's International Award, to the dynamic debates of Model United Nations, the rich opportunities offered through After-School Enrichment Programmes (ASEPs), and the IDEALS-driven experiences of Round Square - bring our curriculum to life every single day, and complement the residential and international trips which are returning to the annual calendar for many year groups.

Each aspect supports our holistic educational community, encourages leadership and service, and celebrates the diverse interests of our learners. We are proud of the remarkable ways our students are exploring new challenges, building skills and making a positive impact within BSL and beyond.



CO-CURRICULAR

CAS – IB DIPLOMA LEARNING BEYOND THE CLASSROOM

WHAT HAPPENS WHEN LEARNING MOVES BEYOND THE CLASSROOM? AT BSL, OUR IB DIPLOMA STUDENTS ARE NOT ONLY STUDYING THE WORLD - THEY ARE ACTIVELY SHAPING IT.

Creativity, Activity and Service (CAS) sits at the heart of the International Baccalaureate Diploma Programme (IBDP). Although CAS is not formally graded, it is a core requirement of the Diploma and requires students to engage consistently in creative, physical and community-focused experiences over an 18-month period and to evidence their CAS journey against 7 CAS Learning Outcomes.

Through CAS, students explore interests, develop new skills and take meaningful action in their communities (International Baccalaureate Organization, 2017).

CREATIVITY, ACTIVITY AND SERVICE

International Baccalaureate
Diploma Programme

CREATIVITY, ACTIVITY, SERVICE

Learning Outcomes



Identify own strengths and develop areas of growth
Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.



Demonstrates that challenges have been undertaken, developing new skills in the process
The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.



Demonstrate how to initiate and plan a CAS experience
Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.



Show commitment to and perseverance in CAS experience
Students demonstrate regular involvement and active engagement in CAS.



Demonstrate the skills and recognize the benefits of working collaboratively
Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experience.



Demonstrate engagement with issues of global significance
Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.



Recognise and consider the ethics of choices and actions
Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Thanks to CAS I have become a better student who has developed the ability to become open-minded, and balanced.

I have learned how to effectively communicate with my peers through CAS.

CAS has given me the opportunity to try new things and to be a creative thinker.

Through my CAS experiences I have learned how to plan and organise different activities. I now see the value in working collaboratively with others.

CAS has made me more resilient, reflective and balanced, teaching me to see failure as part of growth rather than something to fear.

My CAS experiences have helped to be more engaged in the community and to carry out meaningful initiatives.

CAS has taught me discipline and patience.

CAS has made me more open to new environments and people, and also teaching me how to adapt to various situations.

CAS has helped me to improve my self-confidence and to learn how to be more self-reliant.

I have learned from my voluntary work at St. Claire's Orphanage that one cannot take things in life for granted.

CAS teaches you that when you put your mind to something and commit to it you can achieve your goals.

CAS has helped me to be more punctual and committed to my tasks.

I have become more understanding and empathic of the conditions of less fortunate people in our societies through my work at Vivenda School for the hearing impaired.

I am now more considerate of things and people around through my involvement in CAS.

With CAS I am now able to rise above challenges.

CAS has pushed me to pursue things I never thought were possible to do. I've been amazed at my level of consistency!

I am proud of the progress that I have made in chess through CAS. It is a good skill to have.

CAS – IB DIPLOMA LEARNING BEYOND THE CLASSROOM

The experiential nature of CAS complements classroom learning by encouraging students to set goals, reflect on their progress and develop perseverance. In doing so, they strengthen collaboration, problem-solving, creative thinking and leadership skills while developing a clearer sense of their own identity and values. As the IB notes, CAS helps students become “reflective, collaborative and committed to lifelong learning” (IBO, 2017).

CAS AT BSL

At BSL, students have access to a wide range of opportunities across the three CAS strands.

Creativity activities include drama, learning musical instruments, art and craft, chess and gardening.

Activity encourages students to maintain a healthy lifestyle through sport, including football, basketball, tennis, table tennis and swimming.

Service challenges students to identify genuine community needs and respond through meaningful action.

Educational researcher Kath Murdoch highlights that authentic service learning goes beyond volunteering; it encourages students to understand issues deeply and take thoughtful, informed action (Murdoch, 2015). This philosophy is reflected strongly in our CAS projects at BSL.

WHY CAS MATTERS

CAS experiences help students develop into thoughtful global citizens who can collaborate across cultures and perspectives. By reflecting on their experiences and taking responsible action, students learn how their skills and passions can contribute to addressing real-world challenges.

Ultimately, the goal of CAS is simple but powerful: **to help students use their learning to make their communities – and the wider world – a better place for everyone.**

Works cited:

International Baccalaureate Organization. Creativity, Activity, Service Guide. International Baccalaureate Organization, 2017.
Just Another Store for IGCSE and IB DP Educators. CAS Learning Outcomes. Teachers Pay Teachers, www.teacherspayteachers.com/Product/CAS-Learning-Outcomes-5736887. Accessed 26 Nov. 2025.

Murdoch, Kath. *The Power of Inquiry: Teaching and Learning with Curiosity, Creativity and Purpose in the Contemporary Classroom*. Seastar Education, 2015



ADVENTURE. SERVICE. GROWTH.

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD AT BSL

More than 60 students from Years 10–13 have taken part in the internationally recognised Duke of Edinburgh's International Award (DoE) at BSL over the past three years, working towards their Bronze and Silver Awards, and complimenting their CAS journey.

THE AWARD FRAMEWORK



SERVICE THAT MATTERS

Students have contributed to the local community by supporting hearing-impaired children, orphanages, local schools and education centres, homes for the less privileged and primary learners, building empathy and a strong sense of social responsibility.

SKILLS AND PHYSICAL ACTIVITY

Participants have developed new talents – from music, photography and art to swimming, chess and painting – while staying active through football, basketball, cycling and gym training.

ADVENTURE IN ACTION

The programme includes the Adventurous Journey, with Bronze and Silver teams travelling to Kloto Prefecture, where students develop resilience, teamwork and independence in the outdoors. They cook for themselves and walk with all their possessions, learning to be self-sufficient, rely on teammates and investigate an issue of interest to the group.

A NATURAL PATHWAY TO IB CAS

The DoE Award reflects the same values as IB CAS – Creativity, Activity and Service – encouraging initiative, perseverance and reflection, and preparing students for the IB Diploma and life beyond school.

ADVENTURE. SERVICE. GROWTH.

STUDENT SUCCESS STORIES

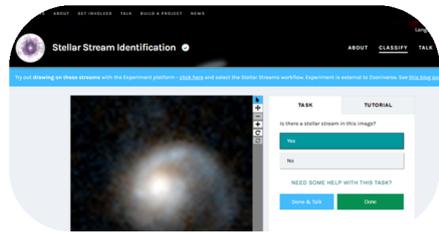
ADVENTURE. SERVICE. GROWTH.

"As a Silver participant in the The Duke of Edinburgh's International Award, my journey has been challenging, transformative, and deeply rewarding. When I began gardening, I was almost a complete beginner, but I have since learned how to make compost and mulch and even develop a simple irrigation system skills I hope to use one day on my own property. Through balancing football training, volunteering, gardening, and independent sign language study, I developed stronger discipline and time management, and I learned to see challenges as opportunities for growth rather than obstacles. Volunteering with hearing-impaired children was especially meaningful; seeing them smile and communicate confidently using signs I had worked hard to learn was an unforgettable moment. This experience has helped me become more resilient, patient, confident, and empathetic. More than just completing sections, the Silver Award has shaped my character and strengthened my commitment to personal growth and service to others."

Chris- Junior Year 13



"The Silver Award has shaped my character and strengthened my commitment to personal growth and service to others."



"DoE helped me push beyond my limits and become more independent."



"I learned to see challenges as opportunities for growth rather than obstacles."

"Seeing hearing-impaired children smile and communicate using signs I had worked hard to learn was unforgettable."

"The Award helped me build friendships with students I wouldn't normally work with."

"Taking part in the The Duke of Edinburgh's International Award during my Bronze year was a memorable and enjoyable experience that required real commitment, which is why I was motivated to continue with Silver this year. For my Skills section, I focused on developing my communication abilities by supervising primary chess, an experience that demanded patience, understanding, and clear communication skills essential for effective teamwork. Although I was not a complete beginner, the responsibility helped me become more patient and more confident in how I speak and listen to others. Throughout the programme, I have grown increasingly independent and now feel capable of pushing beyond my limits when challenged. I have also strengthened relationships with peers, including students I would not usually interact with, expanding my friendships and deepening my sense of community. I would highly recommend DoE to younger students because it develops independence, perseverance, and commitment, while creating meaningful and lasting memories."

Josh Year 12

STUDENT SUCCESS STORIES

ADVENTURE. SERVICE. GROWTH.

"Supervising primary chess taught me patience, teamwork and clear communication."



"Learning to cook gave me independence and confidence for the future."



"The Award helped me grow in both skills and character."

"DoE develops independence, perseverance and commitment while creating lasting memories."

"Challenges become easier when you keep working towards your goals."



"Volunteering with deaf children helped me feel more connected to my community."

"My experience in the The Duke of Edinburgh's International Award has been lovely, wonderful, and unforgettable, helping me grow both in skills and in character. For my Skills section, I chose to focus on cooking, which allowed me to learn how to prepare meals for family and friends while understanding important kitchen safety measures. This experience has helped me become more independent, and I know these skills will be valuable in the future when I live on my own. Through the programme, I have also become more confident and patient, learning to think carefully and find solutions when challenges arise. My time management and independence have improved, and I feel more capable of taking care of myself and completing my responsibilities. Volunteering with deaf children helped me feel more connected to my community, as I enjoyed supporting them, sharing positive moments together, and helping them learn new skills. Along the way, I also built meaningful friendships with both the children and my teammates during the expedition. Overall, this experience taught me that challenges often become easier when we take action and keep working towards our goals, which is why I would strongly recommend the Award to younger students."

IN BOTH PRIMARY AND SECONDARY SCHOOL, OUR CO-CURRICULUM PROVISION ENSURES THE ROUND SQUARE IDEALS ARE NOT SIMPLY DISCUSSED, BUT ARE A LIVED PART OF EVERYDAY LEARNING.

Discovery Heroes translate values into age appropriate actions



IDEALS embedded in weekly routines, rewards and assemblies in Primary School



ROUND SQUARE



Active Student Council and student-led events. Restorative justice approach to behaviour management and relationship building fosters accountability and empathy.



Environmental campaigns and community projects promote teamwork and responsibility.



Leadership, service and challenge woven through every stage



Round Square Passport in ManageBac tracks engagement and reflections on personal growth (currently in pilot stage with some KS3 students)



Clear progression into DoE International Award and IB DP CAS to further develop the whole student.



Round Square.
<https://www.roundsquare.org/>
Accessed 6 Mar. 2026.

BSLMUN 2026: STUDENT DIPLOMATS TAKE ON THE GLOBAL MIGRATION CRISIS

Inside BSL's student-led Model United Nations conference where young leaders debated one of the world's most urgent humanitarian challenges.

UNDERSTANDING THE HUMAN STORY BEHIND MIGRATION

Imagine having to leave your home, your school, and your community with no certainty of when - or if - you will return.

For more than 110 million people worldwide, this is a reality. It was this human challenge that shaped BSLMUN 2026, hosted at BSL on 27–28 February, where student delegates came together for two days of debate, negotiation, and collaboration around the theme of migration and humanitarian crises.

WHAT IS MODEL UNITED NATIONS?

BSLMUN is a **student-led Model United Nations conference**, where students step into the role of diplomats representing countries from around the world. Delegates research national perspectives, deliver speeches, negotiate with other delegations, and work together to draft resolutions proposing solutions to global challenges - mirroring the work of the United Nations.

SETTING THE STAGE

The conference began with a formal Opening Ceremony. Our Head of School, Mr Vignoles encouraged students to be brave and take the first step - a fitting message for the many delegates participating in their first MUN conference. Our Head of Secondary, Mrs Snell then contextualised the theme, challenging students to look beyond statistics and consider the human realities behind global migration and displacement.

DIPLOMACY IN ACTION

Committee sessions soon began as delegates motioned to set the agenda on:

“Tackling the Escalating Humanitarian Impacts of Climate-Induced Migration and Ensuring the Reintegration and Protection of Climate Refugees.”

Throughout the conference, students delivered speeches, questioned one another's positions, built alliances, and worked collaboratively to develop solutions.



BSLMUN 2026

LEARNING FROM GLOBAL LEADERS

A highlight of the event was the opportunity to hear from three distinguished guest speakers who connected the debates to real-world leadership: **Mrs Fafa Nkonou**, Head of Office of United Nations High Commissioner for Refugees (UNHCR) in Togo; **Mr Esayas Hailu**, CEO of ASKY Airlines; and **Inspecteur Agbozoh Koffi Séna** from the **Ministry of Education**. Each emphasised the important role young people can play in addressing global humanitarian and development challenges.



A STUDENT-LED SUCCESS

The conference concluded in true MUN style with the motion to **“adjourn the meeting,”** followed by a celebratory meal and cake - a fitting end to two days of diplomacy and collaboration.

A special congratulations goes to **Secretary-General Ms Rahma**, whose vision founded BSLMUN and whose determination and resilience drove the planning and organisation of the 2026 conference. Her leadership helped make this student-led event a tremendous success.

And the diplomacy does not stop here — **planning for BSLMUN 2027 will begin soon!**

BSLMUN 2026



WITH HUGE THANKS TO OUR EVENT SPONSORS



Ministère de l'Education Nationale

FRENCH OUTING TO THE PALAIS DE LOMÉ

In February, the Y9 students visited the Palais de Lomé. Two tour guides promptly took the class under their expert wings and swooped us into the Palace. The first stop was the exhibition "Design in West Africa." Here, we discovered the works of artists from Togo and neighbouring countries, including furniture made by Franco-Togolese artist Estelle Yomeda, celebrating different woods indigenous to Togo.

A walk through the leafy patio inside the palace and up the large main staircase took us to the exhibition "Lomé, portrait d'une ville," on the first floor. Here, photos from the city's historical archives were displayed. These focused mainly on the architecture of the city, the sports and musical scene, typical hairstyles and the messages they symbolised, as well as the famous Nana-Benz and their role in shaping the fashion of the country since their breakthrough in the early 20th century, enlivening the country's commercial scene. Before leaving, we walked through the palm tree-lined grounds outside and took a short break in the shaded stone garden.

All in all, we enjoyed the immersion in the culture and history of Lomé that the outing provided, as well as the opportunity to learn some new vocabulary connected to our language studies. Thank you to Ms Claire, Mr Dele and Mr Ernest for arranging the trip.



GM NIGEL SHORT VISITS THE BRITISH SCHOOL OF LOMÉ

The British School of Lomé was honoured to welcome **Grandmaster Nigel Short**, one of England's most celebrated chess players, during his visit to Togo.

Nigel Short is an English chess grandmaster, commentator, coach, writer, and a leading figure in the international chess community. He earned the Grandmaster title in 1984 at just 19 years old, becoming the youngest grandmaster in the world at the time—an extraordinary achievement that marked the beginning of a remarkable career.

Over the years, Short has won the British Chess Championship several times and claimed victory in numerous prestigious international tournaments. In 1993, he made history as the first English-born player to challenge for the World Chess Championship, facing Garry Kasparov in London in a match followed by millions of chess fans worldwide.

Beyond his competitive successes, GM Short has represented England in many Chess Olympiads and other international team events. He is also widely respected for his work as a commentator and writer, contributing to major British newspapers and leading chess publications. As a coach, he has mentored strong individual players and supported national teams in their development.

In addition, Nigel Short has played important roles in chess administration, including serving in positions within FIDE (Fédération Internationale des Échecs). His impact on the game extends far beyond the board. He describes himself as a "catalyst" for chess development in countries and federations, helping to grow the sport and inspire new generations of players.

GM Short was touring several African countries, and we were delighted that Lomé was one of his stops. We warmly welcomed GM Nigel Short to our school and thanked him for sharing his time and experience with us.



CO-CURRICULAR ACTIVITIES CONTINUED...

HAIRSPRAY THE MUSICAL 2026 DRAMA PRODUCTION.

On the 26th and 27th of March 2026, the Creative Arts Department will be showcasing Hairspray – The Musical. The play enacts the ordeal of a social recluse, Tracy Turnblad, and her ambition to dance on the Corny Collins Show. To her peers she is a misfit, but Tracy does not care what people call her so long as her dream of dancing on the show comes true. She teaches us resilience and hard work in spite of daunting setbacks.

In her school there is a clear divide between the 'popular' students in Amber Von Tussle's league, a pronounced advantage Amber has over Tracy. Amber's mother is Velma Von Tussle, the TV station manager who favours her daughter, denying Tracy the Miss Teenage Hairspray crown. This show promises the best of integration, community and equal opportunity, and Tracy's ill-treatment by the Von Tussles only strengthens her determination to dance on the Corny Collins Show.

Be our guest as the **BSL Amphitheatre** comes alive on **26th and 27th March 2026**.
Time: 6:00 pm.

DON'T MISS IT!

THE BRITISH SCHOOL OF LOMÉ
presents

hairspray

Students and Staff - Thursday March 26th at 1:30pm
Parents and Invited Guests - Friday March 27th at 6:00pm

VENUE THE AMPHITHEATRE,
THE BRITISH SCHOOL
OF LOMÉ

TICKETS
500 CFA for students
1000 CFA for adults