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EDUCATION

How do you play your part in giving young people the best possible start in life?



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TITLE

Testing the water

DESCRIPTION

While nobody enjoys exams, they're impossible to avoid in most education systems. But how well do they really assess learning? And at what psychological cost?

NAME

Natalie Healey

Even though the trees are heavy with blossom and the London air is filled with the promise of early summer, I feel a gnawing ache in my stomach when May approaches. The dread that accompanies exam season has never left me, even though it's been well over a decade since I took my last academic assessment. I suspect I'm not alone. I imagine you too can smell the sweaty, cramped assembly hall, where you spent many hours over several summer terms desperately hoping the revision you'd done would be enough; that the questions you wanted would come up.

Despite their anxiety-inducing potential, most of us think of exams as a necessary evil. But the efficacy of test-driven learning has long been debated, and the concept of 'teaching to the test' (where a curriculum is heavily focused on preparing students for standardised exams) largely criticised.

Writer Will Self expressed his despair for the UK education system on BBC Radio 4 in 2017. While trying to help his daughter revise for her English Literature paper on Charles Dickens's *Great Expectations*, he discovered her teachers had hinted that reading the book was merely optional and instead to focus on a few choice extracts that would likely come up in the exam. Self was aghast that a student who hadn't even read the text could do better than a pupil who'd made the effort to really study. He concluded that children were learning how to tick the box, without ever needing to think outside of it - an ethos that could backfire in adulthood when real problem-solving skills would be required.

Clearly, formal exams do serve a purpose though. They provide a measure for academic success and give students the chance to prove themselves. They also allow schools to be objectively compared.

"I don't think exams are a bad thing," says Will Millard, Head of Engagement at London-based think tank The Centre for Education and Youth. "In fact, far from it. Obviously, there are going to be some students who are perhaps more inclined towards doing well in these sorts of things. And of course, they can be stressful. But essentially, you've got

the same test being sat by however many different students and externally marked."

However, he does acknowledge that exams can provide an unfair advantage to those who can afford to spend the most time revising, and can encourage superficial thinking - learning answers, rather than truly engaging with the subject matter. What also doesn't help is that exams are not only a way of assessing individual learning but also serve as a measure of how well a school is performing.

As primary school headteacher Zoe Carciero from The Samara Trust in Cheshire, UK points out: "Whilst it is the children that undertake them, statutory assessment tests (at primary level in the UK) are primarily utilised to measure school performance."

Millard says: "What you end up with is schools panicking because the results of these tests are so important for the careers of teachers. If the results take a dip, it's hard to think of worse news for a school. This fear can lead to a washed-back curriculum and 'teaching to the test'."

WHAT DOES THE EVIDENCE SHOW?

Does cramming for an exam actually lead to knowledge retention in the long term? Or is it forgotten as soon as you're out of the room? Penny Van Bergen is an Associate Professor in Educational Psychology in the Department of Educational Studies at Macquarie University in Sydney, Australia. She says research suggests that studying for an exam will help you to remember the material later down the line.

"Each time you practise retrieving the same material in different ways, the memory pathway for that material gets stronger. This is great if long-term retention is the goal, and it often is," she says. "Consider the case of a future podiatrist needing to remember different parts of the foot, or an engineer needing to know how temperature affects the stress curve of a given metal."

Not all forms of learning are best assessed

"Exams can encourage superficial thinking; learning answers, rather than truly engaging with the subject matter"

through examination though, she stresses. A pupil likely won't reap the benefits of revising for an exam unless it's fit for purpose.

"If a teacher's goal is to enhance students' abilities to form and present a persuasive political argument to others, then a speech or debate may be more appropriate than an exam. If the goal is to capture innovative design skills, then the time limit imposed in an exam may inhibit creativity," Van Bergen points out.

WHEN TESTS LEAD TO STRESS

One major flaw of exams is the psychological impact. It's impossible to deny that the pressure to get the grades can be an incredibly stressful experience, even for the most able students. Last summer, UK children's charity NSPCC revealed that thousands of young people had been calling its telephone support service, Childline, because of exam stress.

"I still have dreams about geography A-level and I'm late for the exam. I think that stress really does stick with you," opines Millard. "My oldest nephew did his GCSEs last year and I had a real vicarious sense of just wanting it to be over for him."

Exam stress is not limited to UK children, as Toronto-based Dr Stuart Shanker, Research Professor Emeritus of Philosophy and Psychology at York University, can attest. He believes high levels of stress can lead to poor behaviour and reduced physical well-being. But instead of abolishing exams, Shanker, who is also the founder and CEO of social enterprise The Mehrit Centre, believes young people should learn to understand the nature of stress and how to best respond to it.

"We tend to assume that the stress is the same for all students: a fixed variable, which is a function of the number and difficulty of the questions, set against time. We naturally conclude that the key factor that differentiates results is the student's knowledge."

This is not the case, he reveals. The stress of an exam is highly individual and a pupil's reaction to it can have a major influence on performance.

Shanker is best known for his work on the psychophysiological theory of self-regulation. It involves controlling one's behaviour and emotions in the pursuit of long-term goals. ♦

He says he wants to help students shift their mindsets so they can thrive under, not just tolerate, the stresses that test-based learning affords.

"Something I witnessed from my students is that those who developed a regular study routine, beginning well before the exam, reported that they enjoyed the experience so much that they were actually a little disappointed when it was all over," he reveals.

WHAT ARE THE ALTERNATIVES?

As the debate over test-based learning rages on, education systems across the world are looking into reform. The New Zealand Government recently announced plans to change the National Certificate of Educational Assessment (NCEA) to increase focus on numeracy, literacy, and exams. And while the United States also heavily relies on standardised tests, formal assessments are being scaled back across the border on the west coast of Canada, in an attempt to give teachers more autonomy.

"In British Columbia, there have been attempts to move more towards skills and core competencies [such as critical thinking and emotional well-being], over and above content and knowledge," Millard reveals.

At the end of secondary school, students still take provincial exams in literacy and numeracy, but they're not now required to get

"Educators need to find the most appropriate test and ensure it underpins, not undermines, the teaching"

a particular grade to graduate. Additionally, a self-assessment component has been introduced where students are able to score their own development in these core competencies.

Some critics have called the accuracy of self-assessment into question, but Shanker believes its value should not be underestimated. At the end of a course he teaches at The Mehrit Center, pupils are asked to relate specific aspects of the material in a manner that personally resonates to them, rather than completing a traditional exam.

"The result has been an astonishing burst of creativity: poems, blogs, works of art, musical compositions, posters, and essays that all reveal a depth of learning that goes far beyond anything we might have expected from a multiple-choice assessment tool. This is the perfect example of why it is so important to clarify your goals before you address the question of how to 'measure success,'" he says.

Carciero believes we need novel tests. "The future of education needs to be innovative, creative and collaborative in order to grow the leaders of tomorrow. Pupils will need digital problem-solving skills in order to

thrive in the technological world full of rapid change and challenge," she says.

Technological advances will likely bring new forms of assessment in future, but that doesn't

mean traditional exams will be dismissed. Educators and governments will still need to find the most appropriate test for a particular subject and ensure it underpins, not undermines, the teaching.

"I think the debate often gets a bit side-tracked into those two extremes: exams are great or exams are terrible. All of one thing and nothing else is never likely to be particularly constructive. It always comes back to: what are you trying to do with the assessment? And what information do you want to get from it?" concludes Millard.

THE ORACY ALTERNATIVE

Our sister organisation, the English-Speaking Union (ESU), also founded by Sir Evelyn Wrench, has a long history of promoting alternatives to traditional testing, namely through the promotion of oracy in schools. Being able to express yourself verbally is a key life skill that is just as important as written abilities.

DISCOVER DEBATING

The ESU's latest programme, Discover Debating, uses fun, engaging games to encourage children to learn the skills of debating, and oracy more generally. The core skills of reasoning and evidence, listening and response, organisation and prioritisation, and expression and delivery are all covered.

To learn more about the work of the ESU, visit www.esu.org

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SCHOOL OF THOUGHT

Kenyan teacher and Franciscan brother Peter Tabichi received worldwide acclaim in 2019 when he received the Varkey Foundation's \$1million Global Teacher Prize. In October, he joined ROSL member Sir Anthony Seldon, Vice-Chancellor of the University of Buckingham, on stage at Over-Seas House to discuss his life and teaching career

Great teaching is something that is totally transformative, so can you share with us a little bit about your early background. Why did you get into teaching?

Thank you so much for my invitation to come and share my story. I teach science and mathematics back in Kenya. Growing up, I went through a number of challenges, to the extent that I wasn't even sure that I would attend secondary school, and then go on to college. I used to walk bare footed for 7km to elementary school every day for years on end. There was no library, so there were definitely challenges.

So, no books?

No books. Just teachers teaching us from their notes. They were the ones who inspired me to really believe that I could do something with my life.

Describe one of your most inspiring teachers.

I come from a family of teachers. My relatives are all teachers, even my own father was a primary school teacher. I liked his way of teaching; he inspired me so much. It was more about character formation, ensuring you had life skills and values, it was not marching to the academic drum. Students, at times, want someone with that kind of knowledge. He was very firm on giving them the kind of education that would make them become independent and know how to promote peace, how to become useful people in society.

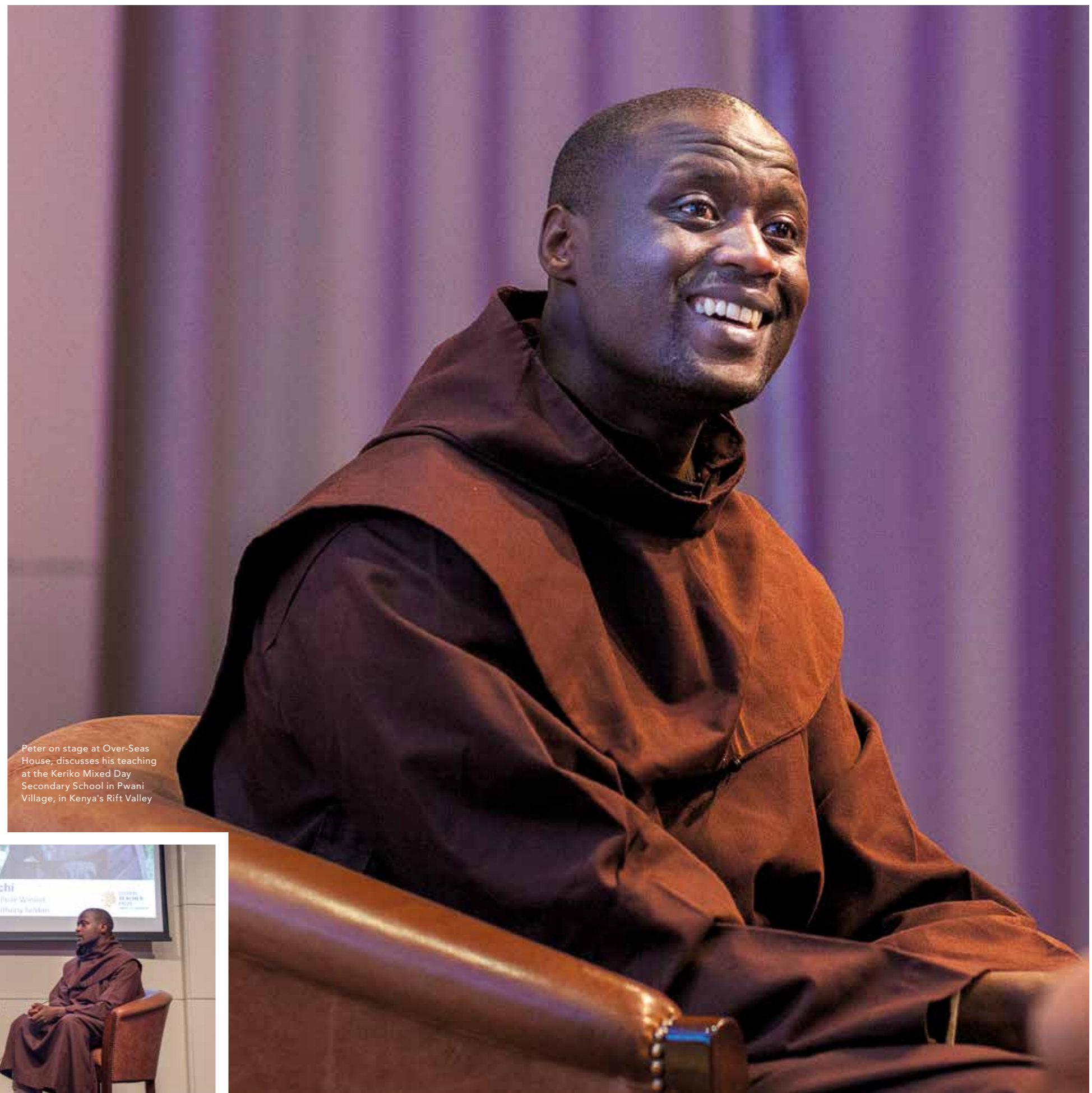
When did you decide you were going to become a teacher yourself?

After meeting a number of teachers, my father being the first, and then throughout high school and college, who made me work hard, I considered through their inspiration that teaching

would be a good profession. As early as high school, you had to choose your four preferences for subjects you would like to study at college, and I just chose education, education, education, education! That was despite people telling me that teaching was not a good profession, it doesn't pay well. But seeing my father doing so much that was inspiring, I felt like I should still go into it. It is not about the salary, even if you are paid millions, I believe it is about having the passion and taking on the responsibility of society.

What is your approach in the classroom?

We've all been through challenges, so I know you have to give support to every child, whether they are high or low achievers. The low achievers also have something, maybe they have low self-esteem, and that affects their marks. It is now our role to make them see the other side of the coin, it's not just the academic, they have other skills they can nurture. They can paint, they can dance, they can sing. You just need to give them the opportunity. 🍌



Peter on stage at Over-Seas House, discusses his teaching at the Keriko Mixed Day Secondary School in Pwani Village, in Kenya's Rift Valley



There is time set aside for lessons, time for activities after class at 4pm. So I put the students into activities that will suit them beyond their lessons. I have created a talent-matching club that enables them to find out what they excel at.

So it's a holistic approach? If they can't succeed in the classroom, you give them other things that they can feel good about. Do your holy orders inform this?

Yes, my being a Franciscan brother is all about getting out into the community and making a difference. As opposed to monks, who in most cases remain indoors and take time to reflect and pray, some brothers are doctors, some engineers, some farmers, and some are teachers like myself.

Tell us about teaching for peace. Can we really in the world teach people to be more peaceful, caring and responsible for the environment, and for each other?

Yes, I believe that education is not just about getting grades, it's about holistic development, in terms of knowing how to handle people and how to become peaceful, therefore that's why I encourage them to be peaceful, be honest. I believe that's what you need. At school, as well as talent-matching club, there is peace club. It encourages students to come together, not to talk



GLOBAL TEACHER PRIZE

The Varkey Foundation's \$1million Global Teacher Prize has been rewarding outstanding contributions to the teaching profession since 2014.

Peter's 2019 win saw him chosen from a field of several thousand nominees. He has already said he will give 80% of his winnings away to help the local community and his school, where there is currently just one teacher to every 58 students.

about peace necessarily, you don't have to mention the word peace, it just looks for ways to bring them together.

Are you optimistic about the human race and peace prevailing? Do you think the 21st century will be more peaceful than 20th century?

I'm optimistic. There is more effort to promote peace. I have come across many people who strive for peace in schools, in institutions, and in governments. That brings hope. I pray for peace. I wish that we all have peace. When you have peace, you can be united to tackle other problems. That's when things like climate change can be tackled.

What did winning the Varkey Foundation prize mean to you? How has it changed your life and the life of your community?

When it was announced, at first it was a surprise. I didn't know exactly what it was! Many people have approached me and told me that it has inspired them. There is much we can do together. Now that I have this voice, I want to use this platform to promote STEM: science, technology, engineering, maths. We are facing so many challenges, like climate change, like food shortages, like water shortages, which can be addressed if we train our young people to learn the problem-solving skills that STEM provides. There's more I need to do.

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ACCESS *for* ALL

From indigenous communities to girls and migrant children, access to schooling in parts of the Commonwealth is fragmented. **Ross Davies** reports on the respective education systems of Australia, India, and Canada to highlight how these issues are being tackled



“Education is the most powerful weapon which you can use to change the world,” Nelson Mandela once said. Few would disagree with the inspirational former South African President, who died in 2013.

Unfortunately, though, access to education across the globe is still far from universal.

Too often, the factors behind whether or not children remain in the school system are decided along the fault lines of social class, gender, and ethnicity. For those growing up in the world’s poorest economies, a lack of schools, books, or teachers means only a small minority enjoy a decent education.

The 53 governments that make up the Commonwealth, and who are responsible for around a third of the world’s population, are no less immune to this problem than any other region or bloc. And given that 60% of the Commonwealth’s inhabitants are said to be under 29, the issue is even more pressing.

Thankfully, there have been encouraging signs to tackle the access issue, which has become a major theme at recent Commonwealth Heads of Government meetings. Member states taking action include the UK, which invests around £1 billion per year into programmes around the world, including the Global Partnership for Education, whose key aim is improving access in developing countries.

But for true, transformational change to be made, research into root problems is paramount, believes Professor Alan Duncan, of the Bankwest Curtin Economics Centre in Bentley, Western Australia. In 2017, Duncan produced an influential, 144-page report – *Educate Australia Fair?* – on equitability across the Australian school system.

His findings revealed a clear chasm between what he describes as “the haves and the have-nots”, with the divide setting in as early as pre-school.

“The differences are stark,” he says. “Taking children in some of the country’s most disadvantaged areas, they are half as likely to be enrolled in preschool education at four years old. They are also half as likely to be able to access at least 15 hours of pre-school education.”

Australia is living, breathing testament to the fact that the access issue is not confined to the world’s poorest nations. According to Credit Suisse’s annual global wealth report from 2018, Australia enjoys the highest median wealth in the world, yet there are still pockets of the country where many children still aren’t enjoying a fair shake of the schooling dice.

The problem is particularly acute in the country’s remote regions, where roughly 65% of Australia’s indigenous people live.

“Rural and remote areas really are far behind the urban areas – particularly when it comes to indigenous children,” says

Duncan. “If you look at their attendance rates, they are relatively stable until secondary school, where the drop-off really occurs between the ages of 15 and 17.”

As is often the case, funding can go a long way to remedying shortfalls in a national education system, but is “no silver bullet”, believes Duncan. In fact, the current needs-based, state funding formula – which has led to a 50% increase in per capita support to children in schools in the most disadvantaged areas – “appears to be working reasonably well”, he says.

But, if access rates are to improve in Australia’s most far-flung areas, greater efforts will need to be made in reaching out to affected communities. For instance, schools would do well to connect with the families of indigenous students – particularly elders, who hold great sway in Aboriginal communities.

Schools also need to move past the idea of notional attendance – in effect, another rubber-stamped criterion – and more towards something whereby access is looked at more holistically.

“First and foremost, attendance has to be meaningful if we are to narrow the access gap,” says Duncan. “The needs of indigenous, and rural and remote communities are much more complex than just throwing some funding their way. It’s about how we can connect these children to educational resources and learning opportunities. Better broadband would be a start. At the moment, dislocation is still creating disadvantage.”

Access for girls also remains a significant problem in many countries. Despite there being around 1.1 billion girls of school age across the world currently, 130 million are not within the education system, claims UNESCO. More disconcerting still, there are some 15 million girls of primary school age who will never see the inside of a classroom. There is a desperate need to right this wrong. According to the World Bank, providing access to girls could have a sizeable impact on reducing global poverty.

India

It’s a problem Indian academic Ranjana Kumari recognises only too well in her own country. As Director of the New Delhi-based Centre for Social Research, she cites a recent UNESCO report, which forecasts that the poorest young women in India are still 60 years away from universal literacy – compared with the country’s richest women who have already achieved it.

This is in spite of national reforms, beginning with the passing of the landmark Right to Education Act in 2009, which enshrined in law the provision of free and compulsory education for children between the ages of six and 14. While this has led to an improvement in attendance over the last decade, the law has “failed to target those in society who need it most”, says Kumari.

She attributes “traditional Indian gender norms” – household chores, sibling care and early marriage – to girls still dropping out. This becomes even more acute after 14, after which attending school is not compulsory.

“According to recent Annual Survey of Education Report findings, while the average difference between the enrolment level of boys and girls at age 14 are declining, by 18, 32% of girls are not enrolled, compared with 28% of boys,” she says.

“And girls find it difficult to re-enter education once they’ve dropped out.”

However, the problems “are not insurmountable”. Kumari has been encouraged by recent plans announced by the government to develop a new action plan for girls’ education. She also welcomes a new recommendation by the Indian Board of Education to extend Kasturba Gandhi Vidyalaya, a government-led scheme launched in 2014 aimed at providing residential secondary education for girls in poorer parts of the country.

Canada

It’s a world away from Canada. In the latest rankings from the OECD’s Programme for International Student Assessment (PISA) – which measures reading, science, and maths among 15-year old students – the country stood only behind China and Singapore.

What’s Canada’s secret? According to the OECD, its absence of a federally governed education system – education rights are instead delivered provincially – precludes the risk of a one-size-fits-all, national model. And while individual provinces may have different policies, equal access is the unifying theme, says Charles Pascal, Professor of Applied Psychology and Human Development at Ontario Institute for Studies in Education.

“If you had to boil down a Canadian value that has historically guided public policy, I think fairness would probably be the most descriptive,” he says.

Pascal believes this ideal of national character is evident in how Canada has gone about fostering the integration of children of migrants into schools, from elementary to secondary. This has especially been the case with refugees from Syria, who totalled over 25,000 in 2017, according to Immigration, Refugees and Citizenship Canada.

“While it ranges from province to province, on the whole, the access of Syrian refugees into the education system has been very good,” he says. “Schools have done well in not only welcoming these children and their families into their communities, but in also seeking to accommodate their culture and language.”

However, no education system is perfect across the board, and Canada is no exception to the rule. For all the effort made in educating migrant children, there exists a disparity between Canada’s indigenous peoples – who, similar to Australia, mostly live in remote areas – and the rest of the population. It remains a blot on Canada’s otherwise impressive education record, concedes Pascal.

“It’s a very difficult situation and something Canada needs to do better on,” he says. “And when we discuss access, the real question is: access to what? When an indigenous student comes into a publicly funded school, how well are they understood? How well does the education establishment adapt to their individual cultural differences?”

If there are lessons to be drawn from the respective education systems of Australia, India, and Canada it is that education should be an open door, but never a revolving one. Early years access is all well and good, but ultimately means little if children exit the school system prematurely.

Access, instead, has to be meaningful and long-sighted. To reiterate Mandela’s words – the world depends on it.

“Schools need to move past the idea of notional attendance and more towards something whereby access is looked at more holistically”



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TECHNOLOGY

NESTA'S HANNAH OWEN
DISCUSSES THE POTENTIAL
RISKS AND REWARDS
POSED BY TECHNOLOGY IN
EDUCATION, AND HOW A
NEW GOVERNMENT-FUNDED
TESTBED AIMS TO HELP

EDUCATION

In the education sector, as in many areas of contemporary life, the development of new technology has brought with it bold promises of transformational change. Meanwhile, in schools and colleges, breakthroughs are much needed. Pupil numbers are rising while funding is stretched, there is an ongoing teacher recruitment and retention crisis (one in three teachers in England leave the profession within five years) and the attainment gap between the most advantaged and disadvantaged young people remains unacceptably high.

Certainly, there is hope. Technology - at its best - is showing the potential to improve the quality of teaching and learning in

classrooms and at home, and improve the well-being of our vital teachers through workload reduction. However, while there is more educational technology - EdTech - in schools than ever before, there remains a marked gap between the excitement of markets and the reality felt by teachers and learners in schools. Unfortunately, EdTech is developing a reputation as 'snakeoil'.

At Nesta, we believe technology does have the potential to address some of the big challenges facing education today. Nesta, formally the National Endowment for Science, Technology and the Arts, is a global innovation foundation. By providing investments and grants and mobilising research, we support innovation in education, health, arts and cultural

and government. As part of our work in education, we're working with England's Department for Education (DfE) on £4.6 million EdTech Innovation programme. We're supporting interventions in areas of promise - particularly those linked with reducing teacher workload - and building the evidence base to ensure that technology meets the needs of teachers, lecturers, pupils, and students.

Contrary to sci-fi myths of robot teachers replacing the workforce, teachers aren't going away anytime soon. In fact, our research predicting future demand for different professions suggests that demand for teachers will increase, not decrease. Instead, many EdTech tools are more about freeing teachers to spend more time directly

interacting with staff and students. Nesta, in partnership with the Department for Education, has recently awarded £1.4million in grant funding to 15 promising EdTech organisations. For example, *freeflowinfo* is a parental engagement platform that enables all parents, regardless of their background, to establish and maintain positive attitudes towards learning in the home. *Firefly* is a teaching and learning tool that allows parents to access information about their child's progress, attendance and behaviour. Tools like these can reduce teacher reporting time and deepen the engagement parents have with their children's learning through the sharing of exercises, videos and photos, or automated progress reports. At the whole school level, information

management systems have streamlined the way schools organise and administrate, while new timetabling technologies are being developed to support flexible working patterns and improve the everyday logistics of school life.

Other innovators are using technology to support teaching and learning itself, most often found in maths and science lessons where software can more easily discern if students have answered questions correctly or incorrectly. *Hegarty Maths*, another company supported with funding by Nesta, is a continuous assessment platform that provides students with adaptive maths exercises, personalising their learning experience. Tools like this can improve young people's engagement and give teachers

deeper insight into their pupils' progress, while saving precious time.

Increasing use of EdTech is not limited to the UK. Our 2019 report, *Making the most of Technology in Education*, highlighted exciting case studies of international innovators. Bridge International Academies, in Kenya, Uganda, Nigeria, Liberia, and India, are using technology to improve the standard and consistency of education in areas where schools typically had underqualified teachers, low attendance and low attainment. Every teacher uses an e-reader tablet, connected to the internet via the headteacher's smartphone hotspot, to download detailed lesson plans that act as a script for the day's lessons. In New Zealand, *Manaikalani* pair a micro-financing scheme providing devices to families, with a teacher training programme linking newly qualified teachers with more experienced ones. They aim to create a more equal education system through harnessing technologies to share learning, improve parental engagement, and increase the agency of learners. Both organisations have achieved significant scale and impact. In part, their success is due to their commitment to evidence and experimentation: both invest in research and evaluation in order to monitor and measure impact.

Artificial intelligence (AI) - such as the smart software in smartphone maps app, voice recognition or banking fraud alerts - in EdTech is a particular area of both excitement and risk. In Nesta's 2019 report *Educ-AI-tion*, we explored different examples of tools that interact with teachers, students or whole school systems. *ClassCharts* is a teacher-facing, automated seating plan tool that aims to produce data-rich seating plans that reduce behaviour problems. The *ClassCharts* platform allows teachers to monitor pupils' achievements and behaviour, while the *ClassCharts* technology tracks how pupils influence each other. However, the introduction of AI in school environments poses many risks, particularly issues of privacy, surveillance, and structural bias. There is also a debate around the desirability of automating assessment - both a rich resource of insight into student understanding and a hugely time consuming part of teaching. If AI is going to support ongoing assessment, it is vital that it enhances teacher understanding, not bypasses it. Either

£4.6m £1.4m

partnership between NESTA and Department for Education to support EdTech

NESTA and DfE's funding to 15 EdTech organisations committed in 2019

12 330+

evaluation trials of different EdTech tools, beginning in April 2020

schools and colleges applied to NESTA to participate in the programme

way, the likelihood of AI capable of marking to the standard of a human is extremely slim for the foreseeable future.

Parallel to the risks posed by AI in education are fears about data misuse. The collection of data in schools has been a burden for decades, creating a huge amount of work and pressure for schools leaders, and teachers. Technology can support many of these activities, but it also presents an opportunity for abuse, such as the misuse of personal information. As seen elsewhere, technology is developing faster than its regulation, and there is a looming issue of ethics with regards to the storing, processing, and sharing of pupil and school data. These questions won't go away in 2020 and regulation can only increase.

One of the biggest risks posed by EdTech continues to be the wasted funds spent on technology every year. The 'cupboard of shame' is now a well-established trope: cupboards of tech, out of date and underused. A key example is the roll-out of one-to-one devices, like iPads. In 2013, a school district in California announced a \$1.3billion plan to give every student in the district an iPad. The plans have since been rolled back, but similar approaches are seen across the world, including in 2019 in Glasgow where it was announced 50,000 school children were to get their own iPad to help with lessons. However, we know that technology is only impactful when it's used effectively. For one-to-one devices to improve learning, they need to be running software informed by good

teaching practice, and be introduced with quality training for teachers and sufficient improvements to infrastructure. Where this doesn't happen, precious funds are wasted.

So, what can be done to improve the impact technology is having in education? At NESTA, we're developing actionable evidence for 'what works'. There is an increasing number of products on offer that could help, but there are still many barriers to effective use of technology, including a lack of good evidence, making it difficult for schools and colleges to know what's right for them. That's why we've launched the EdTech Innovation Testbed - a programme to help schools and colleges to trial promising technology products suited to their needs for free, with hands-on support from evaluation experts to understand what works and generate actionable insights for schools, colleges and EdTech organisations.

'Testbeds' are growing in popularity. Now used internationally, they test innovative products, technologies, services or processes. The NHS have been running testbeds in recent years to test new combinations of digital technologies and care pathway designs in real-world settings. Similarly, an EdTech testbed is an environment to experiment in a real world setting. To date, there have been EdTech testbeds in the US,

Estonia, Israel, and by a European consortium.

Starting in April, we will be running 12 evaluation trials with over 300 schools across England. The aim is to generate high quality evidence that is actionable, timely, and cost-efficient. Secondly, we aim to improve how technology is used in schools and colleges by identifying and sharing practical lessons with teachers and school leaders. We'll be evaluating how technology is implemented - how often it's used, how easy it is to embed, what training is useful - so that we can then share that learning with schools and colleges around the country. It's not enough to understand whether technology works in an ideal setting, we need to know how easy it is for teachers to use it with students and help make changes if it's not. We hope by connecting EdTech organisations with more teachers in classrooms, and investing in promising technology through our fund, we can contribute

“Technology is showing the potential to improve the quality of teaching and learning in classrooms and at home, and improve the well-being of our vital teachers through workload reduction”

to minimising the 'snakeoil' and provide schools with the information and skills they need to use technology effectively.

With the use of technology only set to increase, we cannot afford to ignore the risks highlighted here; similarly, the opportunities for impact that new tech present are worth realising. I hope that EdTech receives the commitment from industry, government, and educators that it deserves.

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MUSIC EDUCATION AT HOME AND ABROAD

ROSL's long-standing commitment to music and education are being brought together. Artistic Director **Geoff Parkin** introduces two projects, supported by ROSL, which aim to put music education at the heart of learning

Since taking up my position at ROSL in 2016, I have been keen for us to join the conversation about the benefits of good music education for our young people. This has manifested itself most fully in our partnerships with the Griffin Schools Trust in the UK and the Antigua and Barbuda Youth Symphony Orchestra (ABYSO) in the Caribbean.

Griffin Schools Trust is a multi-academy trust of 13 schools based in the West Midlands, Kent and East London. The trust has a strong commitment to embedding music into the curriculum of every student, building social confidence, raising overall learning standards, and unlocking undiscovered artistic potential for many recipients.

We have welcomed Griffin students to the Princess Alexandra Hall for workshops with Kabantu and the Britten Sinfonia, and this year Griffin students will premiere a new Children's Oratorio at Warwick Arts Centre. This new work by composer Kate Whitley has been co-commissioned by ROSL and the Buxton International Festival and this performance will be led by the renowned Multi-Story Orchestra. These experiences can have a major impact on a child's development and can change lives.

Although a relatively new organisation, the ABYSO, founded and chaired by Her Excellency High Commissioner Karen-Mae Hill already has over 60 playing members and meets regularly for rehearsals and concerts.

The ROSL Trust were pleased to fund two music alumni and myself to travel to Antigua in July 2019 to work with the orchestra as part of their summer course, a mission we undertake again in 2020. We also

funded scholarships for three young Antiguan Musicians to continue their music education for a year, and we are keen to grow and enhance our support for this vital work.

I am proud of the increasing activity ROSL is committing to in this area and we look forward to future projects, which I hope ROSL members will want to support. For more information, members can contact Geoff Parkin on gparkin@rosl.org.uk

Griffin Schools Trust by Lewis Delivett, Director of Music

Joshua and Rebecca are both pupils at Riverley Primary School in Leyton, East London. The school is a member of the Griffin Schools Trust, a Trust that has worked in partnership with ROSL since 2017. ROSL has supported the trust in a variety of ways from funding fully interactive workshops with the likes of Britten Sinfonia and ROSL prizewinners, Kabantu through to participating in their annual Griffin Arts Festival to name but a few. June 2020 will see ROSL working once again with pupils from the Griffin Schools Trust as they perform in the world premiere of Kate Whitley's work *Our Future/Your Hands*, a co-commission between ROSL and the Buxton International Festival.

“
Embedding music into the curriculum, building social confidence, raising overall learning standards, and unlocking undiscovered artistic potential

What is it you love about making music?

JOSHUA: What I like about music is that you can make it in a variety of ways. For example, you can make music that is soothing and calm that will put you to sleep. Then there's music that's lively and cheerful and it wakes you up.

REBECCA: There is a freedom in music. You can do whatever you want with it and make it your own. So, if you're playing a piece that's already been written you can change it to make it your own.

What's been your musical highlight of your time at Riverley Primary School?

JOSHUA: Getting to see the ROSL winners 'Kabantu' perform at the Griffin Arts Festival. We got to meet them back stage and they asked us to play our steel pans, which we did, and they loved it!

REBECCA: I really enjoy performing in our winter and spring recitals at school. We've also been really lucky to work with professional musicians from ROSL and perform alongside them!

What's your favourite instrument to play?

JOSHUA: Well, I play the trumpet, violin, and piano. I think the piano is my favourite because I'm more experienced and there are more keys, which means a lot more variety.

REBECCA: I play the cello, but I love playing the steel pans! It is such a unique instrument and makes a really exciting sound. It's hard to explain but it can be really loud but still have subtleness to it.

What's your favourite music to listen to?

JOSHUA: I really like listening to Lo-fi or Chillhop. It's like a combination of chilled



out jazz and electric music.

REBECCA: I like 80s pop music, like ABBA and bands like that.

What's your favourite song to sing?

JOSHUA: I really like singing the *Eye of the Tiger* but also *Fire!* Which is a song by Jonathan Dove. We learnt it last year for our Big Sing. Everyone loves singing it in assembly.

REBECCA: That's a really hard question. I like singing *A Million Dreams* from *The Greatest Showman* and *Ain't No Mountain High Enough*. I also really liked it when the school sang *Sing* by Gary Barlow for our Big Sing in 2018. That's the year we raised money for the music center that ROSL built in Kenya.

What advice would you give to anyone thinking of taking up an instrument?

JOSHUA: Well, my first piece of advice is, find the right instrument for you. Also, this sounds cliché, but if you're finding it hard it doesn't mean you should give up. Don't be afraid to ask for help.

Find the right instrument for you. If you're finding it hard it doesn't mean you should give up. Don't be afraid to ask for help.

REBECCA: In the beginning you're probably not going to be brilliant and that's okay. If you find it hard, you should keep trying. Also, I would say perform! Perform whenever you get the chance, or to anyone that will listen because the more you perform, the more confident you become. Oh and practice your scales, so my brother says!

Which musicians inspire you?

JOSHUA: Kabantu are a really inspiring band. I also think Chad (Vindin) is a great pianist! He's also a ROSL winner and accompanies the Griffin Children's Chorus in our concerts. I want to play like him one day!

REBECCA: This is awkward. I'd have to say Mr.

Delivett my music teacher. He is really confident and proud of what he does, and that inspires me to be the same. He helped me find my love of music.

What's next for you both?

JOSHUA: I'm contemplating whether I should continue piano lessons because I want to learn bass guitar. I've got to choose between the two of them. I've also really enjoyed raising money to buy instruments for children that couldn't afford them. In our first Big Sing we raised a lot of money that bought instruments for the ROSL Simon Ward Music Centre in Kenya. I would like to carry on doing more fundraising, to provide opportunities for others that are less fortunate than myself.

REBECCA: I've been really lucky because at Riverley we don't have to pay for our instrumental lessons. I'm going into year seven next year and moving schools, so I need to decide whether I find a new cello teacher and buy my own cello, or carry on with my piano lessons.



Left: Riverley Primary School students Joshua and Rebecca with their instruments. This page, clockwise from left: Strings section rehearsals; ROSL-supported scholars, 25-year-old oboeist David and violinists Kaylin and Sa'kiyah, both 11; Geoff rehearsing the orchestra.

The Antigua & Barbuda Youth Symphony Orchestra, introduced by HE Karen-Mae Hill, High Commissioner to the UK

In 2017, I organised a series of school concerts in Antigua and Barbuda called *Playing to Inspire*. The concerts showcased the marvellous musical talent of the seven Kanneh-Mason children, proud members of the Antigua and Barbuda diaspora in the United Kingdom, and it was nothing short of inspirational to see how people of all ages responded to their presence and their music.

This experience gave birth to the idea that a fitting legacy of the inaugural *Playing to Inspire* must be the creation of an orchestra that allows young people unfettered access to quality music education and performance at the highest levels of artistic excellence. In fact one student, 12-year-old Resa Nelson, wrote in 2017: "I now would like to see as a dream for my birthday an orchestra formed as a result of this experience." In 2018, at the *Playing to Inspire* concert finale, the ABYSO was launched under the patronage of Their Excellencies Sir Rodney Williams, our Governor General, and Lady Sandra Williams. Incidentally, Resa now plays the flute on the ABYSO.

Today, the ABYSO has developed a Beginner and Junior programme to identify new and existing talent and to train trainers. Youths, regardless of socio-economic background, who demonstrate a passion for and interest in developing as musicians, are given the opportunity to do so under the ABYSO brand.

Antigua and Barbuda is a small state with

a population of fewer than 100,000 people and area of 440km². Our size, however, has never defined our global ambitions as our celebrated national hero Sir Vivian Richards can attest. Although we have limited resources for a programme like this, we forged ahead. There are naturally challenges in finding tutors for many of the instruments played in an orchestra. We do not have a recognised school of music. One would be hard pressed to find a conservatory-trained bassoon, oboe, trombone, or double bass tutor on the island. Indeed, to even have skilled instrument repairers in tropical conditions is a challenge we had to confront. We are grateful to the UK-based charity *Luthiers without Borders* for leading this training in instrument repair.

Thanks to our partnership with ROSL, we have received ongoing technical guidance on setting up the various programmes of the Orchestra. ROSL's Artistic Director, Geoff Parkin, is an advisor to the ABYSO. In the summer of 2019, ROSL funded two of its prizewinners, violinist William Newell and clarinetist Jordan Black, to spend two weeks on Antigua providing masterclasses. It was a tremendous success and heightened the passion of the young musicians for their instruments while shaping their understanding of what it means to be part of a symphony orchestra. We are thrilled, that William and Jordan will be with the ABYSO again this summer supported by ROSL. The

2019 visit ended with a grand concert dedicated to celebrating the 70th anniversary of the Commonwealth. We will forever be thankful to Geoff for stepping in to conduct the orchestra of ABYSO and students from the Purcell and the Wells Cathedral School.

ROSL support has extended to include providing scholarships to ABYSO musicians to cover the cost of local tuition fees in Antigua. Indeed, this was the catalyst for our ABYSO Scholarship programme with local businesses joining ROSL to support young musicians, especially as they prepare for their ABRSM exams.

We want to situate the ABYSO as an orchestra that meets internationally recognised global standards in music artistry. The ABYSO will explore the traditional and the not-so-traditional in its repertoire and provide a place for the steel pan and Caribbean music within its programmes. It will build bridges of friendship by bringing people together and promote Antigua and Barbuda as a centre for musical excellence in the Caribbean. Perhaps, one day, Antigua and Barbuda will be home not just to a world class youth symphony orchestra, but to a specialist school of music and a concert hall that attracts the good and the great of music to our beautiful shores. We are facing the future with confidence and invite others who share our vision to join us in this remarkable journey of inspiring excellence through music.





THE ROSL TRUST INTO A NEW DECADE WITH A NEW CHAIRMAN

ROSL Trust Chairman Clive Carpenter tells *Overseas* how decisions are made for funding education and music projects, each of which wouldn't be possible without your invaluable support



In a recent survey of ROSL members, it was noted with concern that a relatively large number were not fully aware of the work of the Trust. Indeed, some members stated that they did not know that ROSL had its own charity (ROSL Golden Jubilee Trust charity no.306095).

From 1 January 2020, there will be a concerted effort by the Trustees to change that. There are several reasons for this. 2020 marks 60 years since the Trust was established, and throughout that period the Trust has been quietly working away in various countries, giving support to worthy projects and achieving a measurable impact. The unsung success of the Trust is almost entirely down to the generosity of ROSL members and its time to show them and the wider world all that has been achieved to date.

Many members will perhaps be more familiar with the term 'Golden Jubilee Trust', which appears to cause some confusion. Hence from 1 January the charity will simply be referred to as the ROSL Trust.

Late last year, the erstwhile Chairman of the Trust, Sir Anthony Figgis, stepped down as Chairman and Clive Carpenter, a career banker, succeeded him.

Clive has a long history with ROSL, having served on Central Council, the Executive Committee, and the Finance Sub-Committee, as well as being Vice Chairman of the London Group. He was also a Trustee of the Trust for some years before becoming its Chairman.

In interview with *Overseas*, Clive paid tribute to Sir Anthony, saying how greatly privileged he felt to be succeeding him. "Sir Anthony laid a very sound foundation for the Trust during his years as Chairman and I cannot possibly hope to fill those very large shoes," Clive said. He went on to say that his key focus and that of the other Trustees was to build on the excellent legacy which Sir Anthony had left, with particular attention to raising new funds which becomes ever more important as the Trust's area of support expands.

The main objective of the Trust is to support ROSL's work of 'furthering and encouraging good relations, friendship, mutual knowledge and understanding amongst the peoples of the Commonwealth'.

By the 1990s, the focus was on support for ROSL Annual Music Competition prize money. This was partly due to the accumulation of generous legacies since the 1960s, which, at the donors' requests, had been restricted to music awards and, later, the fact that the ROSL Centenary Appeal in 2010 was also restricted to support for ROSL ARTS music.

It was not until 1998 that ROSL's amended Royal Charter included humanitarian projects. Funds for these



CLIVE CARPENTER
Clive Carpenter is an international banker with over 40 years experience in business and finance, including top level banking posts in Kenya and Nigeria. He is an Independent Non-Executive Director of the United Bank for Africa (UK).

projects, introduced in 1994, had to be raised each year as there was no previous history of legacies for this work.

The humanitarian focus has been on education and, in particular, education for 'marginalised' children who might otherwise have been unable to ever go to school. A good example of this is the children of the Kalahari bushmen who, by location alone, were unable to attend secondary school unless funds were provided to send them to a residential school.

The humanitarian projects have extended over the years to Namibia, Botswana, Sri Lanka, Kenya, India, the Solomon Islands, and Pakistan, and new projects in Bangladesh, and Zambia are currently being appraised.

But why has education been chosen for the main focus of the Trust's humanitarian support? "There are so many needs that are worthy of support but the Trustees have always felt that there can be a tremendous leverage effect with

educational support. By this, I mean that one well-educated individual can go on to secure a good job or start a business that will benefit his or her whole family and others in the community. What matters for the Trust, and indeed for any charity, is achieving a measurable impact from the support that is given. We have some great success stories, a gentleman in Namibia whom the Trust supported at tertiary level has become the headmaster of several schools in Northern Namibia. Four of the original nine pupils have now become teachers. That is what we mean by measurable impact. One well educated individual can potentially benefit the lives of so many others."

Clearly not every application for assistance can be supported. Those seeking Trust support are required to complete an application form which can be accessed via the ROSL website. Applications for educational or other humanitarian support must relate to Commonwealth countries whilst requests pertaining to the arts can come from non-Commonwealth countries although the Commonwealth always takes priority.

The Trust will consider requests from £500 up to £10,000 for the lifetime of the project. The overall criteria are well captured in the application form but any application that has a political element, has open-ended funding, relates to vehicles or is for paying salaries will not be entertained.

The Trust works closely with Director of Education Projects Margaret Adrian-Vallance and with ROSL more widely to identify projects.

"Although the Trust is a separate legal entity, we work very closely with the League as our overall objective is to support ROSL's work of 'furthering and encouraging good relations, friendship, mutual knowledge, and understanding amongst the peoples of the Commonwealth' as previously mentioned."

“What matters for the Trust is achieving a measurable impact from the support that is given. One well-educated individual can potentially benefit the lives of so many others”



ROSL TRUST TIMELINE

1960	1985	1994	1995	2010	2020
Trust founded and named after ROSL's golden jubilee year, supporting its philanthropic aims	Festival of Commonwealth Music renamed Annual Music Competition	The Trust's remit is expanded beyond music to include education projects	Namibia welfare and educational initiatives established	ROSL Centenary Appeal sees huge generosity from members donating to the Trust	ROSL Trust celebrates 60 years of supporting young people's education and the arts

"Margaret manages all the educational and other humanitarian projects and monitors impact, whilst visiting the projects personally from time to time and as required. In addition, we have people on the ground in most of the countries where we have a project who are able to provide valuable real-time feedback. Such contacts include the British High Commissioners in all the Commonwealth countries where we have projects."

Margaret and Artistic Director Geoff Parkin submit applications for funding to the Trustees at their quarterly board meetings and these are carefully considered and, if thought appropriate, duly supported.

"The Trust does not wish to unduly utilise its precious funds on administrative costs and so valuable support in this area is provided by ROSL, and this is greatly appreciated" explains Clive.

"Once the Trust has approved and disbursed funds for a particular project, the Trustees hold Margaret and Geoff to account, and they are required to give quarterly updates on how each project is proceeding, the impact being made, and of any concerns that may have surfaced.

"The Trust's strict criteria relating to approval and disbursement have ensured very few challenges have arisen over the years but we remain acutely aware of risk as reflected by our regularly updated risk register."

With this year marking the 60th anniversary of the ROSL Trust, there is much to be excited about.

"In 2020, I feel we must use the occasion of our anniversary to thank ROSL members for their unstinting support over the years whilst showing them how their generosity has been applied.

"But I also want to take a far more proactive approach to fundraising, especially as we have so much evidence of the many benefits and the impact which the Trust's support to date has achieved.

"I would like to draw ROSL members much closer to the Trust; to make them feel it is their charity, not something remote, and to give them more frequent updates about our activities. I hope we can host regular Trust events at Over-Seas House, which members can attend, ask questions, make suggestions about our future direction and see evidence of the Trust's work.

"In the days ahead, I will work to ensure greater visibility of our work, aspiring to remain relevant to the demands placed on us and achieving the very maximum impact that we can with each £1 of support. Education is the most powerful weapon which you can use to change the world"

To find out more about the Trust's work, or discuss donating, please contact rosltrust@rosl.org.uk

"In 2020, I feel we must use the occasion of our anniversary to thank ROSL members for their unstinting support over the years"

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THE CLIMATE IS CHANGING – DO WE NEED TO CHANGE THE WAY WE LEARN?

The Commonwealth of Learning's Asha Kanwar and Alexis Carr ask if we need to rethink not only what we learn, but the way we learn it, if we want to tackle the changing climate around us



According to the 2016 World Risk Report, nine of the top 20 countries most at risk for natural disasters are Commonwealth countries. For these countries, climate change presents an existential threat. In a compelling speech delivered from deep below the surface of the ocean, the President of the Republic of Seychelles called upon the international community to protect the 'beating blue heart of our planet'.

The climate crisis is one of the defining issues of our times, particularly for the Commonwealth, with its 31 small states. Over the past 40 years, the number of climate-related disasters globally has tripled, a trend that is expected to continue. From storms to wildfires, we are witnessing the devastation that climate change is wreaking on our planet and our communities. Education systems suffer tremendously as a result of climate-related disasters. According to UNICEF, more than 3,000 classrooms and over 330,000 students were affected when Cyclone Idai hit eastern Mozambique early last year. In September, Hurricane Dorian destroyed 90% of the infrastructure in The Bahamas. The week after Hurricane Dorian hit was to be the first week of classes; however, many schools were deemed to be unsafe for students.

But what is the impact of education on the climate crisis? The global sustainable development goals (SDGs) frame education as a key component of the sustainability agenda, through SDG 4, which aims to ensure inclusive and equitable access to quality education and lifelong learning for all by 2030. But, will achieving SDG4 actually help to mitigate the climate crisis? If we look strictly at contributions to emissions, the achievement of SDG4, under the current paradigm, could worsen the climate crisis.

Achieving the targets of SDG4 entails higher investments in infrastructure, higher consumption and rural-urban migration.

And we still have a long way to go to achieve the targets. While we have come close to achieving Universal Primary Education, 262 million youths and children are still out of school. How many new schools would be required to accommodate them under the existing paradigm? What would be the carbon footprint of these schools? We can get a sense of the potential impact by looking at the UK. More than 2,000 new schools must be built within the next four years to accommodate the rising number of primary and secondary pupils in England alone. And the environmental footprint of UK schools currently stands at 9.4million tonnes of greenhouse gases every year. The globalisation of education also leads to increased carbon emissions from student travel with an estimated 14megatonnes of CO₂ a year associated with student mobility. While education can lead to economic

**FOUR R'S:
reduction in carbon emissions; raising awareness on disaster preparedness; reskilling for a greener future and resilience for the education sector**

development, which has many positive impacts, it is also associated with higher rates of construction, consumption, and energy use. In 2018, Komatsu and Rappleye observed that countries having "better" education tended to have more detrimental impacts on climate change. Besides the environmental impact, there is also an associated economic cost to emissions, with researchers from Stanford University estimating roughly \$220 per tonne, meaning that in the UK alone, schools would generate more than \$2billion of economic costs from their emissions.

However, we cannot deny or ignore the benefits of education. 171 million people could be lifted out of extreme poverty if all children left school with basic reading skills; increases in educational attainment have been shown to precede improvements in health status; and, the education of girls and women can lead to the achievement of gender equality. Given the conflicting impact of education on sustainable



Left and above: The Necton submersible from which the President of the Seychelles made his historic speech and the team behind the dive

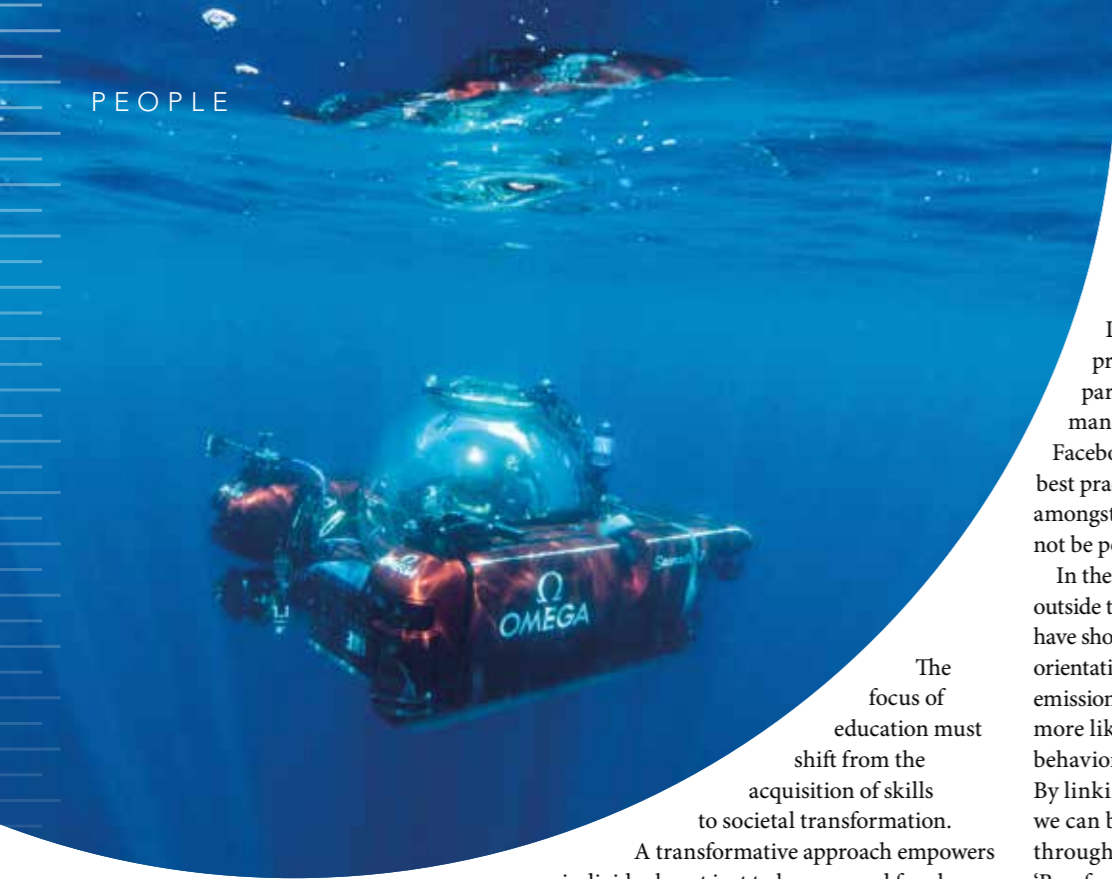
development, the question arises: how can we mitigate the negative effects of education in terms of carbon emissions while leveraging its power of to foster development?

The Commonwealth of Learning's (COL's) experience shows that, by leveraging technology, COL's work promotes the four Rs: reduction in carbon emissions; raising awareness on disaster preparedness; reskilling for a greener future; and resilience for the education sector.

Through its advocacy efforts, COL helps to increase the use of Open and Distance Learning, which can reduce carbon emissions generated by teaching and learning. COL conducted a study in Botswana, which found that the average carbon footprint of campus students is nearly three times greater than that of distance learners.

Technology can also reach large numbers of people through awareness campaigns about climate change and disaster preparedness. Following the devastation of Hurricane Maria in Dominica last September, the Ministry of Education and Human Resource Development in partnership with COL embarked upon a public education project to create locally produced audio and video clips to educate citizens about climate change and empower them to mitigate the risks of future disasters.

To address the climate crisis, there will be a need to move toward more sustainable and environmentally friendly practices. All 31 small states of the Commonwealth are active members COL's Virtual University for



The focus of education must shift from the acquisition of skills to societal transformation.

A transformative approach empowers individuals not just to be prepared for change but also to shape the course of that change, focusing on achievement rather than accomplishment. Marc Prensky explains the difference - achievement benefits only the individual and her personal goals while accomplishment benefits others and society. An example comes from High Tech High in San Diego California, which supported students to learn to use complex water-monitoring equipment when the government cut funding for trained water monitors. The students not only continued the extremely valuable practice of monitoring the water, but also published the data online. Technology enabled them to teach themselves about the monitoring process, and share the information with their community.

The second important shift is to leverage tacit and indigenous knowledge, which has a great deal to offer in environmental management and sustainability. Tacit knowledge can be easily lost, and

technologies provide a means of capturing this rich resource for future generations. In COL's Lifelong Learning for Farmers programme, the community is a partner in knowledge creation, management and dissemination. Using Facebook, farmers codify and share age-old best practices for sustainable agriculture amongst thousands of members, which would not be possible through conventional means.

In the third shift, learning must move outside the walls of the classroom. Studies have shown that countries with individualist orientations tend to have higher per capita emissions, and that 'interdependent' people are more likely to engage in pro-environmental behaviors than 'independent' people. By linking learners to their communities, we can build a sense of interdependence through the use of technology. COL's 'Barefoot Wireless Engineer' training in India uses a community-based approach that also facilitates access to learning for those with social or physical mobility barriers.

These approaches have existed for centuries outside the Western world and promoted by some of the greatest thinkers of our times, yet they have not been fully integrated into education. Gandhi's concept of Nai Taleem was an approach to education that emphasised its purpose and practical role in society: "True education must correspond to the surrounding circumstances or it is not a healthy growth". In a world where climate crisis is one of our most dire and urgent 'circumstances', education must respond to the crisis at hand. With the growing ubiquity of technology, we are better equipped to implement new and innovative models that not only mitigate the environmental impact of education, but also facilitate the shift in values necessary to address the climate crisis.

Small States of the Commonwealth (VUSSC) and collaboratively developed programmes in areas such as sustainable tourism and disaster preparedness, to build human capacity and resources for resilience. All materials are Open Educational Resources, which can be used and adapted freely.

COL also supports countries affected by natural disasters to continue or resume classes through technology solutions. COL's innovation, Aptus, allows educators and learners to connect to digital learning platforms and content without the need for grid electricity or Internet access, and requires only battery power, which can be recharged via grid power or solar charger. This low-cost device was deployed in Tonga schools in the aftermath of a cyclone.

We must also consider the kinds of shifts in values needed to create the behavioural change to address climate crisis, and how technology can facilitate these shifts.

COMMONWEALTH OF LEARNING

Canada-based COL seeks to empower people through learning that balances economic growth, social inclusion and environmental conservation. This is achieved through programmes such as LifeLong Learning for Farmers, GIRLS Inspire, and Gender Mainstreaming. Learn more about their work at col.org



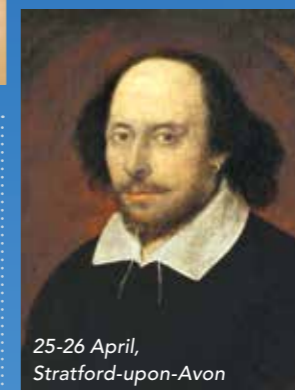
LONDON & UK highlights



Until 3 May, Tate Britain



1-2 May, Royal Lyceum Theatre



25-26 April, Stratford-upon-Avon

OXFORDSHIRE
BLENHEIM FOOD FESTIVAL
 23-25 May, Blenheim Palace, Woodstock
 Now in its sixth year, this weekend food festival welcomed more than 28,000 people last year to the grounds of one of the UK's most impressive historic buildings, birthplace of Winston Churchill. From £17. blenheimpalace.com

LONDON
YEAR 3
 Until 3 May, Tate Britain
 Oscar-winning filmmaker Steve McQueen has collected school photographs from across the capital for this exhibition, which shows children in a depiction of multicultural London. Free. tate.org.uk

EDINBURGH
CASTLE LENNOX
 1-2 May, Royal Lyceum Theatre
 Linda McLean's play set within Lennox Castle Hospital depicts the incarceration of a young autistic girl, who is introduced to a whole other world thanks to her fellow patients. From £17. lyceum.org.uk

LONDON
LEOPOLDSTADT
 Until 13 June, Wyndham's Theatre
 The latest work from the great Tom Stoppard tells the story of the old Jewish quarter of Vienna; how it went from haven to hell as the Nazis clamped down. From £20. tickets.delfontmackintosh.co.uk

WARWICKSHIRE
SHAKESPEARE'S BIRTHDAY CELEBRATIONS
 25-26 April, Stratford-upon-Avon
 Attend a performance at the RSC, a luncheon featuring live music, or the traditional parade through the streets of Shakespeare's birthplace. Prices vary. shakespearescelebrations.com

LONDON
FORGOTTEN MASTERS: INDIANA PAINTING FOR THE EAST INDIA COMPANY
 Until 19 April, Wallace Collection
 Commissioned by wealthy European patrons at the height of the colonial era, this collection brings together masters in the fields, whether it be portraits, minaturists, or textile designers. £5.50-£13.50. wallacecollection.org



23-25 May, Blenheim Palace, Woodstock

Governance update

The review and modernisation of ROSL's governing structure is almost complete.

Diana Owen explains the final steps

After almost two years of careful consideration and debate, the ROSL Governance Review Group has gained the endorsement of Central Council to the modernisation of ROSL's Royal Charter and bye laws. As well as the approval of Privy Council, these amendments will require the approval of ROSL members at the AGM and at a confirmatory EGM held from 14 days to a month later.

ROSL members have received regular updates in their magazine and at the AGM during this process, and Central Council have examined the proposals in detail. There are two constitutional documents being updated: ROSL's Royal Charter and our bye laws which were last reviewed in 1998.

The AGM will be held at 6pm on 19 May and we will hold the additional confirmatory meeting on 4 June. Following approval by ROSL members, the Privy Council will pass an Order in Council to approve the changes and new governing documents enabling the new arrangements to start in September 2020.

The principle changes are outlined here: members requiring any further

information can contact governance@rosl.org.uk and the new proposed draft Royal Charter and bye laws will be displayed on the ROSL website in the members' portal in March 2020.

ROSL Royal Charter

- The objects of ROSL have been updated by replacing the existing objects (which are out of date as they assume the existence of the Empire – e.g. 'to maintain the power of the British Empire...') with the wording at the beginning of the existing 1998 bye laws which states 'The League aims at promoting an enduring multi-racial fellowship pledged to the support of the Commonwealth and to the service of others and humanity at large'.
- Outdated terminology and powers have been updated e.g. replacing references to 'imperial' with 'Commonwealth'.
- The minimum and maximum size of the Council has been amended from between 24 and 40 members to between 6 and 12 members to enable more effective and efficient governance.
- The provisions governing the process to amend the Charter have been amended. At present, it is



necessary not just for ¾ of the Members to approve a change to the Charter but for the Members to then hold a 'confirmatory resolution' between 14 days and a month later.

- References to the Honorary Officers have been clarified so that it is clear that they are not deemed to be Council members and the names of the original officers of the League have been removed.

The proposed changes to the bye laws seek to

- ensure the provisions of the bye laws are clear and unambiguous;
- facilitate best practice in governance;
- streamline the administration of the ROSL;
- afford the Council greater flexibility to best deliver the League's objects
- ensure that the bye laws can be easily understood and applied not only by current

but also by future members of the Council and the League's members, as well as the general public.

Principle changes

- Central Council now called 'Council' and Executive Committee disbanded
- Council's powers have been added to and modernised.
- We have retained the requirement that only ROSL Members are eligible to join the Council.

The position as to the election of Council members has been altered so that it is the Council that appoints new Council members, obviating the need for confirmatory approval by AGMs. Selection will be based on the needs of ROSL at any particular time. It will be for the new Council to determine a process for filling the posts depending upon vacancies that arise.

The expectation is that the Council will ensure the appropriate mix of skills and experience on Council that reflects the ethos and needs of ROSL, and will adopt current best practice in making appointments.

A requirement has been introduced to serve fixed terms in office (rather than retirement by rotation) and a maximum term in office (except in exceptional circumstances) of six years e.g. two terms of three years.

The new bye laws clarify the clear separation of non-executive and executive functions with the Council

responsible for setting strategy and direction, whilst the Executive team led by the DG/CEO are responsible for the execution and delivery of that strategy. In line with common practice within the non profit and charity sector, there are no executive officers on the new Council.

The quorum for Council meetings has been amended from six currently to 50% of the Council.

We have included additional (standard) circumstances in which a Councillor will automatically cease to hold office, e.g. if they lose mental capacity or are declared bankrupt (Bye-law 15.1)

We have removed the requirement for the Executive Committee and included a requirement for a Finance and Audit Committee.

We have introduced conflicts of interest provisions.

Membership

The categories and types of membership are no longer laid down in the bye laws and can be updated and changed by Council in response to the changing external environment on the recommendation of the executive team.

In conclusion, the overall effect of these changes is to streamline decision-making and to equip ROSL with a governance structure that reflects best practice, better enabling focus on delivering to members, fulfilling the aims set out in our Royal Charter and ensuring financial stability.

Annual General Meeting

Dear Member,

It is my duty to announce the ROSL AGM, which will be held at Over-Seas House London on Tuesday 19 May at 6pm. The AGM will receive the 2019 ROSL accounts and also a presentation relating to the governance review. The draft accounts will be available to view online from 4 May and printed versions can be requested from that day on.

Such other business as may be necessary in accordance with the bye-laws will also be conducted.

The draft AGM agenda includes:

- Address by the Chairman
- The Honorary Treasurer's report
- The receipt and adoption of the 2019 ROSL accounts
- The appointment of auditors for the ensuing year
- The receipt of recommendations from the Central Council relating to governance
- To confirm appointments to the Central Council under the terms of bye laws 14.6 and 14.7
- To fill vacancies occurring under the terms of bye-laws 20.1 and 20.2
- The receipt of a verbal report from the Chairman of the ROSL Trust
- To receive a verbal report on 2019 from the DG and her team.

A drinks reception will be held at the conclusion of the AGM. I look forward to seeing you on the 19 May.

Yours sincerely

Dr Diana Owen
Director-General

Director-General Diana Owen to step down

A message from ROSL Chairman, Alexander Downer AC

"Dr Diana Owen, OBE, Director-General of the Royal Over-Seas League has announced her intention to retire in 2020. During her time in office Diana has led ROSL through considerable change and modernisation and confirmed its role as a hub for many of the Commonwealth family of organisations in London. Diana has also led the governance review at both ROSL and the ROSL Trust, which will be completed by mid-2020.

"I am sorry Diana has decided to retire and thank her for her outstanding work in her time with us at ROSL, with which she will continue until her successor is appointed. The recruitment process for ROSL's next DG will begin immediately."

Alexander Downer, Chairman



ROSL Composition Award

This year, ROSL is looking to nurture not only performing musical talent, but also composing talent. Geoff Parkin explains the format for our new award

Your new ROSL community

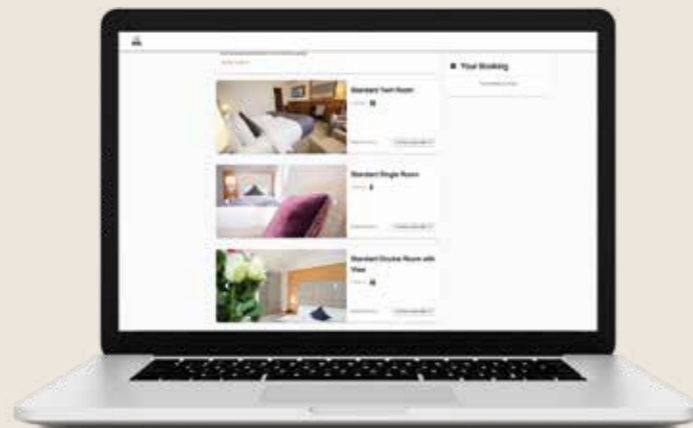
Make the most of your membership with our new online portal

Over the last 12 months, ROSL has invested considerable resources in a digital transformation process. But what does this mean for ROSL, you, and the wider membership? Well, it means having the right technology and tools in place to better understand our members' needs - from enquiry, to joining, to visiting the club, buying event tickets, or booking a bedroom.

The implementation of our new Membership Database will ensure a robust, integrated, and secure data solution that will improve our business

processes and provide a better service to members. By automating administratively heavy and time-consuming tasks, the system will allow our teams to spend more time focused on member services and on recruiting new members from around the world.

The new system is now live and while many of the changes will be behind the scenes, you will notice some key difference to the Member Portal. Not only will it look a little more modern, you will experience many improvements to the functionality. From your secure account page,



you will be able to do all the things you could before and much more:

- Renew your membership – by credit or debit card but you will also be able to set up a Direct Debit and renew in annual or monthly instalments
- Make a donation to our arts and education programmes, as well as our Building Heritage Fund
- Book a room – with a simple-to-navigate online form
- Request a reciprocal letter of introduction – for one of our 100 reciprocal clubs.

If you would like access to the new system, contact the Membership team, who can arrange to activate your new login.

All of these activities will automatically update your membership record, and your account page will keep a full history of all your orders.

New features will allow you to update your address, and select your communication preferences and interests, so that you receive information about events, activities, and offers that are relevant to you.

Coming soon, additional Member Portal functions will be rolled out including new areas for branches and groups, allowing you to find out about events and activities going on in your area.

We are excited to launch a new composition prize in association with renowned contemporary music orchestra, the London Sinfonietta. Members will be aware of our 68-year-old Annual Music Competition, identifying and supporting the finest young performing musicians at the start of their careers. As part of our ever-increasing range of arts activities, we are keen to promote not only the art of performance, but also the art of creating new music.

Following an initial open call, a jury will select six young professional composers (of senior conservatoire or early career level) to compose and workshop a short composition with members of the London Sinfonietta at the Royal Over-Seas League in November.

Following this day, the jury will select a winner, who will be awarded a £3,000 prize and a commission for a 12-15-minute work to be performed in a London Sinfonietta concert at London's Southbank Centre, also the venue for the AMC Gold Medal Final every year, in July 2021.

The competition will be open to young composers up to the age of 30 from any Commonwealth country. We are grateful to the ROSL Trust for the initial funding for this project.

To enhance this award even further, ROSL would like to hold three special 'Go Compose' days with students in three Griffin Schools Trust secondary schools in Bedworth, Milton Keynes, and East London. Our six selected finalists will be invited to act as support composers for these days, in which the Griffin Students will each compose an original work for small ensemble, to be performed and recorded at the end of the day. A truly inspiring experience for them! Any member wishing to support the funding to enable this to happen, please contact Geoff Parkin on gparkin@rosl.org.uk

Members will be welcome to attend and observe the workshop day in the Princess Alexandra Hall on Monday 9 November in the afternoon. More details will be posted nearer the time.

Photography Competition exhibition review

The inaugural ROSL Photography Competition exhibition is now complete and it was a huge success



With the Private View in December, the exhibition presented the top photographs selected by an expert panel of judges from our ROSL Photography Competition, capturing the contemporary Commonwealth, through the theme of Style. Many of the artists attended the opening including the Camera winner Isabella Agbaje (pictured right with Curator Eilidh McCormick), who flew from Nigeria to the UK as part of her prize. The photographers were accompanied by some of the competition judging panel, art industry professionals, representatives of the ROSL Trust and ROSL members. Following the opening,

Isabella stayed in London for five days, meeting with industry professional Germaine Walker for some invaluable specialised advice, visiting the London galleries and meeting with The Nigerian High Commissioner His Excellency Ambassador George Adesola Oguntade CFR CON.

The exhibition hung in the club until February 2020 and now the work is part of the ROSL art collection to be exhibited in Over-Seas House. ROSL would like to express thanks to everyone who supported this project and we look forward to developing the ROSL Photography Competition in the future.

“
ROSL would like to express thanks to everyone who supported this project and we look forward to developing the ROSL Photography Competition in the future



Incognito announcement

The Royal Over-Seas League is pleased to announce the third edition of the postcard charity exhibition, Incognito, is due to take place in December 2020. We are once again inviting artists to submit an A6 artwork with the artist signature on the reverse to be displayed anonymously and sold for £50. The funds raised will go to our ROSL Trust to enable the continued support of our overseas education work. Over the past two editions, 2016 and 2018, we received over 300 submissions and raised more than £6,000. In 2020, we are hoping

to continue this philanthropic trend. The received postcards will launch online in November with the exhibition and sale beginning at Over-Seas House in December.

Postcard packs will be sent out in June for return in October and the exhibition is in December. To request a postcard pack, contact rosllarts@rosl.org.uk with your postal address.

Private View and Sale Launch, 6-8pm, Tuesday 15 December. More information is available at www.rosl.org.uk/incognito2020



Master Buildings Strategy

Architect Martin Ashley updates us on the progress of his team's investigation into the history and current status of ROSL's clubhouse, ahead of planning its future

I am delighted to be asked by The Royal Over-Seas League to help establish a Master Buildings Strategy for Over-Seas House. This much-loved building has a fine but complicated arrangement of spaces that have evolved from two 18th-century St James's houses, which were subsequently joined together and extended to become the building that you know now. Complex evolved buildings create challenges for modern operation, and the need is to put the historic fabric and facilities into good order to serve the requirements of the Royal Over-Seas League throughout the 21st century.

Practicing as a conservation architect, my role is to help client organisations to look after their buildings, not only caring for the historic fabric but also enabling sensitive improvements to meet changing needs and aspirations. I have long experience of this as an architect for many Royal Household projects, as Surveyor of the Fabric to the Garter Knights Chapel and College at Windsor Castle, and as Surveyor of the Fabric to the Old Royal Naval College in Greenwich.

Providing a Master Plan Strategy requires an understanding of how the



Over-Seas House has in some ways changed dramatically and in others not changed at all, over the years. Clockwise from top-left shows the facade after the Westminster Wing was built in the 1930s, the Gibb's staircase when it was still a private residence and what is now the Duke of York Bar

historic buildings have developed, the condition of their fabric and installations, and of how the buildings work but also what needs to be done to improve beneficial use. From these considerations priorities can be established for maintenance and repair, and opportunities for improving the operation and quality of facilities offered, as well as improving the way that the architectural importance of the buildings is presented and celebrated.

Surveying the buildings is generating lists of repairs and improvements, and at the same time I am researching buildings archives to provide a Heritage Statement, which will underpin the Master Buildings Strategy.

This process has uncovered fascinating drawings and photographs, for example showing how the original Entrance Hall of Vernon House was reconfigured after a fire to become the Oak Stairhall that we see now complete with the Library fireplace currently behind the Porters' desk. The surviving parts of the celebrated architect James Gibbs' Rutland House are of outstanding importance, but archival images show the demolition of its front rooms when the Westminster Wing was built in 1937.

Now, the architecture and internal spaces of Westminster House themselves warrant celebrating as a set-piece of their time, and of course

notably the very fine Hall of India and Pakistan.

The next steps in the process are to complete the surveys, develop prioritised repair and maintenance programmes, imagine potential improvements that the protected Listed Building fabric can accommodate, and to gradually develop overall strategies.

All of this is a protracted process, but hopefully during 2020 a costed Master Buildings Strategy can emerge that can be consulted on with members, planned, programmed and enacted incrementally over a number of years.

This will ensure the future sustainability of ROSL's clubhouse home.

News & views

ROSL NEWS

Portrait restoration

With work nearing completion on Lord Mountbatten, Sir Evelyn Wrench is next in line

The restoration of the historic ROSL art collection is progressing well. In January, we visited the studio of Rebecca Gregg to see the portrait of Lord Mountbatten, the first to be sent for restoration.

The old, yellowed varnish layer has been removed, any surface dirt has been cleaned with some past restoration attempts removed and the canvas repaired ready to be given a new lease of life with the paint touched up and a fresh varnish laid on top.

Thanks to more donations from members, the portrait of Sir Evelyn Wrench by Sir Oswald Birley was also sent away to get some much-needed repairs, and the portrait of his wife, Hylde Henrietta, Lady Wrench by John AA Berrie will soon follow.



We are engaging local, experienced, ICON-accredited restorers to undertake this delicate work, following which glazing and sealing the frame will ensure the work maintains its repaired state for many years to come.

If you are interested in supporting our work to restore the art in the club to its former Glory and therefore securing it for many years to come, please email Eilidh McCormick on emccormick@roslarts.org.uk or call 020 7408 0214 x213 to find out more.

ROSLARTS

Supporting young artists and musicians

Established in 1999, Friends of ROSL ARTS fosters the active involvement of sponsors and donors, encourages new supporters and helps develop audiences for ROSL ARTS events. Your membership fee directly supports the various scholarships which ROSL ARTS arranges for young musicians and visual artists from all over the commonwealth, as well as the Annual Music Competition and Exhibitions in our clubhouses.

BENEFITS INCLUDE

- Invitations to all exhibition Private Views
- Mailings of the our official event guides
- E-bulletins with event highlights, recommendations and special offers
- Discounted tickets to selected talks, concerts and live art events hosted at ROSL
- Invitation to the exclusive Friends of ROSL ARTS Champagne Garden Party, which features a concert by a ROSL ARTS prizewinner.

For more information, visit www.rosl.org.uk/rosl-arts



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fine chocolates

Paul A Young and his team work daily to make all their creations completely by hand. ROSL members receive 15% discount in store.

143 Wardour Street, Soho, London, W1F 8WA
www.paulayoung.co.uk

“

Famed for his imaginative creations (...) The most daring of the young guns.

– The Times

“

He shuffles ingredients like a croupier with a deck of cards

– Time Out

“



The sea salted chocolate is an inspiration.

– Nigella Lawson

Where you are

ROSL NEWS

More images online

Visit our  Facebook page and the ROSL website to see more photos of ROSL events. Get daily news updates on the ROSL website and by following us on  Twitter.

ROSL AROUND THE WORLD

Our branches provide an opportunity for members in all parts of the world and across the UK to enjoy a range of social events close to home. To find out more about getting involved, simply contact your local representative

AUSTRALIA

Tasmania

Autumn in the Gardens Luncheon

Wednesday 25 March, 12pm, Royal

Tasmanian Botanical Gardens

Join our luncheon at the Succulent Restaurant in the Royal Tasmanian Botanical Gardens at 12 noon. There will be an a la carte menu.

Please RSVP by 18 March.

Guests welcome.

St George's Day Reception and AGM

Thursday 23 April, 5pm, 4 Clarke Avenue

The guest speaker will be Reg Watson, who will speak on another interesting aspect of St George's Day. This event will be catered for by the branch. The AGM will take place at 5pm, followed by the talk and reception at 6pm. You are welcome to attend either or both events. Please RSVP by 16 April. Guests welcome.

Western Australia AGM

Wednesday 8 April, 5pm, Victoria League, 276 Onslow Rd, Senton Park, Perth

The Western Australia branch AGM, followed by drinks and canapes.

Free.

Black tie formal dinner

Saturday 18 April, time tba, The Weld Club, Perth

Celebrate HM The Queen's Birthday with fellow branch members and guests at this formal dinner.

Price tba.

CANADA

British Columbia

There will be a Casual Gathering in either late March or April. If anyone of our B.C. members would like to have their name added to this list, please email evmurray@telus.net. We will also be looking at arranging a group outing to a Bard on the Beach Shakespeare performance over the summer.

NEW ZEALAND

Christchurch

Morning tea
Wednesday 11 March, 10am, Holly Lea Retirement Village

Speaker tba
\$5. Members and friends welcome.

Morning tea

Wednesday 8 April, 10am, Holly Lea Retirement Village
With Lynda and Percy Acton Adams speaking on cycling through France and Germany.

\$5. Members and friends welcome.

Morning tea

Wednesday 13 May, 10am, Holly Lea Retirement Village

Join fellow members for morning tea and a talk. Speaker tba.

\$5. Members and friends welcome.

UNITED KINGDOM

Sussex

AGM

Wednesday 4 March, time tba, Windsor Hotel, Worthing
Sussex branch AGM and lunch with guest speaker. For more details see the 'Contact List' for Sussex Branch.

Price tba.

Annual concert

Sunday 17 May, Blandford Forum Parish Church

We will join the Wessex branch to hear ROSL Annual Music Competition prizewinners The Mithras Trio, performing works by Beethoven, Lili Boulanger, Rachmaninov and Ravel.

Free.

Taunton

Lunch and talk

Wednesday 4 March, 11am, Bridgwater & Taunton College
'The History of Cheddar Cheese', illustrated talk and two course lunch.

£18. All welcome.

Lunch and talk

Wednesday 1 April, 10.30am, Bridgwater & Taunton College
AGM, followed by 'An Insight in to ROSL ARTS' with Geoff Parkin, talk and two course lunch.

£18. All welcome.

Lunch and talk

Wednesday 6 May, 11am, Bridgwater & Taunton College
'Georgian Architecture unzipped!', illustrated talk and two course lunch.

£18. All welcome.

Wessex

Coffee Mornings

Every Thursday, 10.30am, Mayfair Hotel, Bournemouth
£3.

AGM and lunch

Wednesday 29 April, 11am (AGM), 12pm (Lunch), Mayfair Hotel
With guest Diana Owen, ROSL Director-General
AGM Free. Lunch £20 members, £23 guests.

Annual concert

Sunday 17 May, Blandford Forum Parish Church

Showcasing ROSL Annual Music Competition prizewinners The Mithras Trio, performing works by Beethoven, Lili Boulanger, Rachmaninov and Ravel.

Free.

LONDON GROUP

VISIT

Aspley House

Wednesday 4 March, 2pm, Aspley House, W1J 7NT

No 1 London is one of the capital's finest private residences, home of the first Duke of Wellington.

It was built by Robert Adam between 1771 and 1778 and acquired the popular name because of its position just past a toll gate into the capital from the west. It passed to the Wellesley family in 1807. It has been the London home of the Duke of Wellington ever since. Wellington made it his home after a military career culminating in his defeat of Napoleon at Waterloo in 1815. As well as a dazzling state dining room, it houses an



TALK

Thames Tideway Tunnel

Thursday 12 March, 6pm, Over-Seas House

A discussion on the new London Super Sewer; a 25km tunnel under London's river that will prevent millions of

extensive painting collection including paintings by Velasquez and Rubens, and a wonderful collection of silver and porcelain. A lift is available for those with limited mobility. The visit is approx. 90 mins.

Nearest Underground: Hyde Park Corner.

London Group who are English Heritage members: £6; London Group members: £15; Guests: £17.



VISIT

Vintners' Hall

Wednesday 29 April, 11am, Vintners' Hall, EC4V 3BG

The Worshipful Company of Vintners is one of the great twelve Livery companies of the City of London. It was granted its first charter in 1363 and celebrated its 650th anniversary in 2013. Its origins are steeped in the history of the City through its role in the import, regulation and sale of wine. The company's ownership of swans – shared with the Crown and the Dyers' Company – is

also well known. The original building was destroyed during the Great Fire of London but was replaced during the 1670s and by the building on Upper Thames Street (with a few alterations along the way). The tour lasts until 12.30 and coffee/tea will be provided. Nearest Underground: Mansion House (District and Circle lines). Cannon Street and Bank are also close.

London Group members: £18; Guests: £20.



London Group AGM
Thursday 23 April, 6pm, Over-Seas House
Annual General Meeting, followed by refreshments.
Free. London Group members only.

LONDON GROUP BOOKING INFORMATION

London Group events are for London Group members, their guests, and ROSL members staying at Over-Seas House. To join, speak to the Membership Team on +44 (0)20 7408 0214 x214/216 or email membership@rosl.org.uk. No booking is required for talks. To book outside visits, send a cheque payable to 'ROSL' and a stamped, addressed envelope to Maureen Howley, London Group, Over-Seas House, Park Place, St James's Street, London, SW1A 1LR. The London Group is a voluntary organisation and cannot take bookings by email or telephone. Confirmation is sent approximately ten days in advance. Cancellations and refund requests must be made at least two weeks before the event. Contact howleymaureen@hotmail.com.

Where you are

ROSL NEWS

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Event Highlights

ROSL NEWS

Commonwealth Day Afternoon Tea

Monday 9 March, 4.30pm, Over-Seas House

Some members have been lucky enough to purchase tickets through our ballot for the Commonwealth Day Service held at Westminster Abbey. For those who did get a chance to attend the service, or those who would like to continue their celebration of the Commonwealth after the service, come along to Afternoon Tea at Over-Seas House.

You can meet people working and living all over the Commonwealth; from ROSL members and staff and to representatives from several Commonwealth organisations. £25.



Evelyn Wrench Lecture: The Impact of Climate Change on the Commonwealth

Tuesday 31 March, 6.30pm, Over-Seas House

Our next Evelyn Wrench Lecture will address the critical challenge of climate change and its impact on the Commonwealth.

Our panel of speakers will include Prof Tim Benton, who works on climate risks and how they will impact societies, particularly through changing access to food; he was an author on the IPCC's recent climate change, land and food report, as well as the UK's climate change risk assessment.

Sarah Breeden is Executive Director of the Bank of England's work enhancing the financial system's resilience to climate change. Sarah will address the impact on international economies and financial institutions, and the 'greening' of banks to encourage investment that supports carbon reduction.

Our third Panellist will be Dr Edmund Hughes, Head, Air Pollution and Energy Efficiency in the Marine Environment

Division of the International Maritime Organization (IMO), the UN agency responsible for international shipping. He is responsible on a day-to-day basis for IMO's work to address emissions from international shipping and represents the organisation in climate change negotiations under the UNFCCC including, most recently, at COP 25 in Madrid in December and at the UN Climate Action Summit in New York last September. £15 Members. £20 Guests.



Evelyn Wrench Supper: 'The Future of Rail in the UK'

Monday 16 March, 6.30pm, Over-Seas House

Lord Tony Berkeley will speak on the future of Rail in the UK. He recently published a dissenting report into the High Speed 2 project on 5 January, calling it 'the wrong and expensive solution' to providing better north-south intercity services and improving services in the Midlands and North of England. He was Deputy Chair of the review of whether and how to proceed with HS2.

Tony Berkeley is a Labour member of the House of Lords and has been an opposition Transport Spokesperson and is currently a member of a House of Lords European Sub-Committee on Trade. The EW Suppers include a three-course meal with wine. Please note the date and look out for further details on the menu. £45.



ROSL AMC Gold Medal 2020
Monday 1 June, 7pm, Queen Elizabeth Hall, Southbank Centre

Our Gold Medal Final is the crown jewel of our calendar and this year promises to be no different. Join us at the Southbank Centre to see four exceptional musicians battle it out for the grand prize of £20,000 and to see who will enter the history books as one of our Gold Medal winners. Soloists from the Woodwind and Brass, Strings, Singers and Keyboard sections make up the finalists, each performing a carefully chosen programme, followed by performances from our two winning ensembles. Prices from £11.25. Available at www.southbankcentre.co.uk

Event Highlights

ROSL NEWS

MEMBER-LED EVENTS

GET INVOLVED IN OUR GROUP ACTIVITIES

COMMUNITY CHOIR

The ROSL Community Choir, meets twice a month on a Wednesday 4.45-5.45 and is open to all ROSL Members. Do come and join us.

Our meetings in 2020 will be on 4 and 18 March 2020.

Our professional musical Director is Joanna Arnold. We each contribute £10 per person per session to cover Joanna's fee.

ROSL BOOK GROUP

The ROSL Book Group meets once a month on Wednesdays, to discuss both classic and modern novels from 6.30-8pm. We meet beforehand in the Bar and afterwards for dinner, to continue the discussion.

BACKGAMMON GROUP

The ROSL Backgammon Club is free and open to all Members. We play every Wednesday 2-4pm in the Drawing Room.

Do join us for a game and for lunch at 1pm in the Brabourne Room or drinks afterwards in the Bar.

Bi-Monthly tutorials

Our tutor Chris Bray is highly thought of in his field and plays at a high level. He visits every two months for continuing tuition. The cost is £20 per person payable on the day.

Beginners course

11.30-1.00 on 1, 8, 15, 22 and 29 April 2020
Fee: £80 payable in advance

BRIDGE GROUP

The ROSL Bridge Club is open to all members for Social Bridge at all levels, every Monday (except on Bank Holidays) from 2-4pm in the Mountbatten Room. We play ACOL.

Monthly tutorials

Our tutor Ingar Kofoed Hansen is a professional bridge player and bridge teacher. The tutorials are held once a month and cost £20 per person payable on the day. When Ingar is present for supervised practice, the cost is £10 per person; at all other times it is free.



Taster session & introduction to bridge course

Do join us on 16 March 4.30-6.30pm, for a free taster session.

A four-week introduction to bridge will start on 23 March at 4.30-6.30pm and will finish on 20 April (we will not play on 13 April, which is a bank holiday).

Fee: £80 payable in advance

JOINING

Contact ROSL Member Eve Mitleton-Kelly on E.Mitleton-Kelly@mitleton-kelly.org.uk if you wish to join any of the groups.



ACCOMMODATION OFFERS

COME TO AN EVENT AND STAY FOR THE NIGHT

3 MARCH: KEYBOARD PRIZE

Book a Deluxe Room and receive a 25% discount on your bedroom rate.

19 MARCH: OVERSEAS PRIZE

Book a Deluxe Room and receive a 25% discount on your room rate.

22 MARCH: MOTHER'S DAY

Book two nights and receive a 25% discount on your room rate per night, plus a glass of champagne on arrival.

10-13 APRIL: EASTER TREAT

A special four night package including an Easter egg hunt, dinner and Easter Sunday lunch. £564 for single rooms, from £624 for double rooms.

14 APRIL: TASMIN LITTLE

Book a Deluxe Room and receive a 25% discount on your room rate.

Full details and terms available at www.rosl.org.uk/accommodation-offers

ROSL calendar

EVENTS

DATES FOR YOUR DIARY...

Get full details in your new Events Guide or online at www.rosl.org.uk/events



3 MAR
AMC 2020:
PIANO FINAL
Tuesday 3 March

4 MAR
LONDON GROUP
VISIT: APSLEY HOUSE
Wednesday 4 March



5 MAR - 19 APR
PRIVATE VIEW RBA
STAR STUDENTS 2020
Thursday 5 March –
Sunday 19 April

9 MAR
COMMONWEALTH
DAY AFTERNOON
TEA
Monday 9 March

10 MAR
AMC 2020: STRING
ENSEMBLES FINAL
Tuesday 10 March

12 MAR
LONDON GROUP
TALK: THAMES
TIDEWAY
Thursday 12 March

16 MAR
EVELYN WRENCH
SUPPER CLUB
Monday 16 March



17 MAR
AMC 2020: MIXED ENSEMBLES
FINAL
Tuesday 17 March



19 MAR
AMC 2020:
OVERSEAS FINAL
Thursday 19 March

31 MAR
EVELYN WRENCH
LECTURE
Tuesday 31 March

16 APR
TASMIN LITTLE
(MMSOL)
Thursday 16 April

23 APR
LONDON GROUP
AGM
Thursday 23 April

29 APR
LONDON GROUP
VISIT: VINTNERS'
HALL
Wednesday 29 April

30 APR
BEETHOVEN 250
CONCERT
Thursday 30 April

5 MAY
BOOK TALK:
A VERY SECRET
WAR: BUGGING
THE NAZIS IN WWII
BY HELEN FRY
Tuesday 5 May

14 MAY
NEW MEMBERS'
RECEPTION
Thursday 14 May

19 MAY
ROSL AGM
Tuesday 19 May



ROSL
ROYAL OVER-SEAS LEAGUE
ESTD 1910

ROSL 68TH ANNUAL MUSIC COMPETITION

GOLD MEDAL FINAL

1 June 2020, 7pm
Southbank Centre's Queen Elizabeth Hall

**BOOK
NOW**

southbankcentre.co.uk

KIRKER MUSIC CRUISES

FOR DISCERNING TRAVELLERS



Kirker Holidays offers an extensive range of independent and escorted music holidays, including leading festivals in Europe such as the Puccini Opera Festival in Torre del Lago and Grafenegg, as well as Glyndebourne, Buxton and opera weekends in Vienna, Milan, Venice and New York.

We also arrange short breaks with opera, ballet or concert tickets, to all the great classical cities in Europe, and host a series of exclusive music festivals and music cruises.

Join one of our 2020 Music Cruises and enjoy a series of exclusive chamber music concerts on board Fred Olsen's Black Watch, as well as private drinks parties, talks and a range of optional shore excursions.

ART & MUSIC OF THE LOW COUNTRIES

A SEVEN NIGHT MUSIC CRUISE | 17 MARCH 2020

Southampton – North Sea Canal – Amsterdam – Rotterdam (for The Hague and Delft) – Ghent – Antwerp – Southampton

with The Aquinas Piano Trio and art historian Ger van den Munckhof

Combine the finest art galleries of Belgium & the Netherlands with a series of private concerts on board Fred. Olsen's Black Watch. We will journey along the North Sea Canal to Amsterdam where Black Watch will remain overnight, before continuing to Rotterdam where we have opportunities to visit both Delft and The Hague. Next comes Ghent, which in 2020 which will be celebrating the near-complete restoration of 'The Adoration of the Mystic Lamb', before reaching our last port of call, Antwerp.

Prices range from £1,470 per person for an inside cabin to £3,145 per person for a Premier Suite including full-board, private drinks parties, all concerts, plus exclusive talks and interviews.

Ask about our optional shore excursions in the company of art expert Ger van den Munckhof.



THE NORWEGIAN FJORDS IN SPRING

AN ELEVEN NIGHT MUSIC CRUISE | 12 MAY 2020

Liverpool – Kristiansand – Oslo – Stavanger – Bergen – Shetland Islands – Liverpool

with the Marmen Quartet, Danish Clarinet Trio, Trio Ondine and pianist Tim Horton.

On board Fred Olsen's Black Watch, we will sail around the tip of Scotland and directly to the south of Norway. Our first port of call will be Kristiansand, Norway's fifth largest city, before sailing along the coast and up the Oslofjord. We stay for one night in the capital itself, awaking on Norwegian National

Day when the Norwegians celebrate the country's independence gained in 1814. Upon reaching Stavanger there will be an optional excursion to Utstein, Norway's best-preserved medieval monastery, dating from the 13th century. We then call at Bergen, birthplace of Edvard Grieg, before our final port, Lerwick in the Shetland Islands.

Prices range from £2,845 per person for an inside cabin to £5,795 per person for a Marquee Suite including full-board, private drinks parties, all concerts, plus exclusive talks and interviews.

Ask about our programme of music-themed optional shore excursions.



Speak to an expert or request a brochure:

020 7593 2284 quote code GRO

www.kirkerholidays.com

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ABTA No. V5505

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