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Ashgabat International School

Ashgabat International School, a non-profit institution that opened in September 1994, offers high quality education in the English language for pre-school (beginning at age three years), elementary, and secondary students. The school is accredited by the Middle States Association of Colleges and Schools with headquarters in the United States of America. An enrollment of approximately 100 students is projected for the 2009-2010 school year, representing 12 nationalities, including students from the diplomatic community, the international business community, and the Turkmen community.

■ Facility

In September 1998, the school moved to a five-hectare campus directly behind the United States housing compound in the prestigious Berzengi district of Ashgabat. The school is neighbor to the National Museum and overlooks the city of Ashgabat. Students at Ashgabat International School enjoy studying in a central air-conditioned/heated school building that includes twelve classrooms, central library, computer laboratory, teacher work room, and office space. Its prefabricated construction is earthquake safe, equipped with a fire/evacuation alarm system, and includes a sophisticated water purification system. The five hectare fenced campus includes a grassed playing field, basketball court, and volleyball court. On occasion the school uses the neighboring Ahal Hotel indoor and outdoor swimming pools, a local fitness center, and tennis courts for physical education classes.

■ Academic Program

The academic program uses a Performance-Based/Mastery Learning approach to education. This model insures mastery of specific skills and knowledge involving both individual and group instruction. The educational philosophy is founded upon the premises that: 1) All students can succeed. 2) Success breeds success. 3) It is the responsibility of the School to provide the conditions for success.

■ Curriculum

The curriculum includes English (reading, grammar, composition, and spelling), Mathematics (basic skills up to university preparation), Cultural Studies (history, geography, economics, and political science), Science (Physical, Life, and Earth), Art, Music, and Physical Education. Intensive English classes are offered to students who need additional help with English. Computer use is integrated across the curriculum using a state of the art computer lab.

Russian as a foreign language is offered to non-native Russian language speakers while Turkmen language, Turkmen history, and Turkmen culture courses are offered to Turkmen daily after school. The school seeks to provide students with an appreciation for the rich culture and history of Turkmenistan.

Materials and equipment are up to date and of high quality. Class sizes are small. A full four-year secondary program is offered. If selected secondary courses are not offered by the school and needed for graduation, these courses can be offered through distance-learning programs from the United States of America with little additional cost to the parents. All distance-learning programs are closely monitored and proctored by North American/European certified Ashgabat International School teachers.

■ Quality Schools International

QSI is a non-profit organization operating international schools in Europe, Central Asia, the Far East, South America, and the Middle East. Ashgabat International School benefits from the unique opportunities afforded by this organized network of schools with three decades of proven performance.



Philosophy & Objectives

The schools of QUALITY SCHOOLS INTERNATIONAL (QSI) have been founded in order to provide a quality education in the English language for expatriates living in the international community. Local citizens who want their children to be educated in English are also accepted. The schools recognize that most of the students are enrolled for only two or three years and have diverse educational backgrounds. The philosophy and objectives of QSI includes the following:

■ *Attitudes Toward Learning* ■

We believe that more learning will occur if the student has a desire to learn, has positive feelings concerning his school environment, and succeeds in his work. A comfortable atmosphere of caring and acceptance established by the school is considered important, so that each student is encouraged to strive for excellence and to be creative. An aesthetically pleasing environment with a view to appreciation of beauty and order enhances this. Each student's possibility of success increases when he works at the appropriate level of difficulty and senses positive expectations from his teachers. Area objectives include:

■ Functions of the Administration

- ❖ To recruit teachers who have a love for children, who have positive expectations of children, and who are willing to give the time and energy necessary to meet the needs of individual students.
- ❖ To employ teachers who have acceptable values and who believe that their life style should be a positive influence on their students.
- ❖ To employ teachers directly from outside of the country, if necessary, to provide experienced and successful teachers for specific positions.
- ❖ To employ enough teachers to maintain reasonably small class sizes.
- ❖ To help teachers meet the individual needs of students by employing selected paraprofessionals.
- ❖ To provide spacious buildings and classrooms which are functional yet include local architectural designs with a view to blending into the local environment.
- ❖ To test each student in reading and mathematics upon initial enrollment to assure a proper entry level in these classes.
- ❖ To encourage parental support of the school with a view to enhancing the learning and the development of positive attitudes of the students.

■ Functions of teaching staff

- ❖ To continually assess the student in all areas of learning to assure appropriate learning tasks leading to challenging work, but work in which he is capable of experiencing success.
- ❖ To ensure that the student knows what learning tasks are expected.
- ❖ To provide appropriate learning experiences and allow each student sufficient time on a task to be able to experience success.
- ❖ To provide additional learning experiences, if mastery is the goal and if the task is not mastered after the initial teaching/learning experience.
- ❖ To reward students equally for mastering learning tasks regardless of the path taken to mastery. Not to give a higher reward to one who required a greater input of energy nor to one who easily and quickly attained mastery.
- ❖ To evaluate students in a way in which a student competes against himself rather than against a fellow student.
- ❖ To inspire students to help them see what they can be and what they can accomplish with a view to excellence and creativity.
- ❖ To provide a positive school atmosphere by working with a cooperative spirit giving support to one another and encouraging a high morale and efficiency within the staff.



■ *Areas of Learning* ■

Mastery of basic skills is considered a vital part of education, essential for success in studies of other subjects as well as in most situations in life. A broad and varied program of physical education, fine arts, and other activities is also considered important to enhance the interest and education of the students. Area objectives include:

- ❖ To provide learning situation leading to mastery of appropriate topics in English and mathematics for all students.
- ❖ To provide quality instruction in science and cultural studies (geography, history, economics, etc.) for all students.
- ❖ To offer quality programs of instruction in physical education, music, and art to all students.
- ❖ To provide classes in Intensive English as appropriate.
- ❖ To offer local and foreign languages as appropriate.
- ❖ To offer selected courses in national studies (American, British, Dutch, etc.) including non-English languages as appropriate, with a view to the needs of particular nationalities and to academic adjustment upon repatriation.
- ❖ To offer courses in computer literacy to all students.
- ❖ To offer varied activities and elective classes which are not part of the regular academic program.
- ❖ To involve students in field trips and activities related to their classes, but away from school.
- ❖ To provide the appropriate materials, resources, and equipment for all areas.

■ *Social Behavior* ■

For a useful and meaningful life we encourage the development of personal qualities leading to acceptable values and harmonious relationships. Area objectives include:

- ❖ To encourage an understanding of one's self with a view to developing acceptable values such as patience, kindness, unselfishness, honesty, and consideration for others.
- ❖ To provide a positive and secure atmosphere, treating the students honestly and fairly.
- ❖ To encourage each student to feel good about himself and to help him promote similar feelings in fellow students.
- ❖ To provide guidance in problem solving and decision making situations.
- ❖ To develop a sense of responsibility and to encourage leadership.

■ *Cultural Awareness* ■

An understanding and acceptance of the different cultures represented in the school are considered important. We believe emphasis should be placed on gaining an appreciation and knowledge of the region and the local country in particular. Area objectives include:

- ❖ To encourage each student to recognize in a positive way his own nationality.
- ❖ To provide an atmosphere of cultural acceptance and understanding with a view to building healthy international relationships.
- ❖ To integrate into the curriculum studies of the local region and the country itself.

■ *Environmental Awareness* ■

We believe it is essential to have an awareness of the value of protecting and improving our environment. Area objectives include:

- ❖ To develop an awareness of environmental concerns such as overpopulation, pollution, waste of natural resources, destruction of wildlife and natural areas, and personal health.
- ❖ To promote a concern for the protection of the environment.
- ❖ To provide activities and projects for students which involve them in improving the environment.



School Information

■ Admission

Admission requires the submission of an application form, a copy of a passport or birth certificate, previous school records (if applicable), a health screening by a doctor of your choosing, and payment of the \$300 registration fee.

■ Student Placement

Following official admission procedures, a placement examination is given to each student to determine the appropriate level of instruction. The assessment involves reading, writing, and mathematics.

■ Progress Reports

Student "Status Reports" are sent home five (5) times a year. Student progress or mastery of the curriculum is reported as either "A" or "B". Individual narrative reports are sent home three (3) times, once each term. Parent-teacher conferences are scheduled three (3) times each school year.

■ Transportation

The school offers bus transport. Routing locations and cost may be obtained through the school office.

■ Governance

Quality Schools International, a non-profit private educational organization, manages the school. A Director administers Ashgabat International School. An appointed Advisory Board supports the school in the community. The School Director oversees all educational instruction.

■ Parent Support Group

The Parent Support Group is a parent elected support group involved in activities and projects with a view to improve the school. All parents are encouraged to become actively involved with the school through this organization.

■ Staffing

Native English speaking experienced teachers from western countries are employed. Some other nationalities are hired for instruction in special areas.

■ Membership

QSI is a member of the Central and Eastern European Schools Association (CEESA) and a member of the Association for the Advancement of International Education (AAIE). Ashgabat International School benefits from these affiliations.

■ Accreditation

Ashgabat International School is fully accredited in the United States by the Middle States Association of Colleges and Schools (MSA).

■ Grant

The school receives support from the United States government Office of Overseas Schools in the form of a grant.



AIS - TKM Calendar 2009-2010

<i>First term</i>	First day: 27 August 2009 (Thursday) Last Day: 11 December 2009 (Friday)	Number of days: 71
	Holidays: 6 October 2009 (Tuesday) 26 - 30 October 2009 (Monday-Friday) 6 November 2009 (Friday) 14 December 2009 – 1 January 2010	Memorial Day Independence Day / Fall Break Parent-Teacher Conferences (Afternoon) Winter Break
	Quintile 1: 27 August 2009 – 16 October 2009 Quintile 2: 19 October 2009 – 4 January 2010	
	Professional Development Days – 5 September 2009 (Saturday) 10 October 2009 (Saturday)	
<i>Second Term</i>	First day: 4 January 2010 (Monday) Last Day: 31 March 2010 (Wednesday)	Number of Days: 55
	Holidays: 12 January 2010 (Tuesday) 19 February 2010 (Friday) 5 March 2010 (Friday) 8 March 2010 (Monday) 15 - 19 March 2010 (Monday – Friday)	Memorial Day Flag Day Parent-Teacher Conferences (Afternoon) International Women’s Day Spring Break
	Quintile 3: 5 January 2010 – 25 February 2010 Quintile 4: 26 February 2010 – 26 April 2010	
<i>Third Term</i>	First Day: 01 April 2010 (Thursday) Last Day: 17 June 2010 (Thursday)	Number of days: 54
	Holidays: 17-18 May 2010 (Monday - Tuesday)	Constitution Day
	Quintile 5: 27 April 2010 – 17 June 2010	
	Professional Development Day – 3 April 2010 (Saturday)	
	Third Parent-Teacher Conference: to-be-announced once ITBS exams results are received.	

Total number of School days – 180

There may be holidays added which are not known at this time. In any case, the school ensures at least 175 school days.

The school week is Monday through Friday.



Partial School Year Fee Policy

■ Partial Term

In the event a student enters after the beginning of a term or leaves before the end of a term the partial term fee is as follows:

- * Two weeks enrollment or less = 20% of the term fee
- * More than two weeks up to four weeks = 40% of the term fee
- * More than four weeks up to six weeks = 60% of the term fee
- * More than six weeks = 100% of the term fee

◆ **A week is defined as five school days.**

Every student must pay the higher 1st term fee for the first *complete* term in school. Thus, if the student is in school for less than six weeks of the first term, the fee for the first term will be the appropriate percentage (see table above) of the lower second term fee. *Then the second term fee will be the higher first term fee.* This pattern also applies to the capital fund fee.

If a student is in school less than six weeks during the year, the fee will be the appropriate percentage of the higher 1st term fee.

The registration fee is a one time non-refundable fee and is not charged again in subsequent years or upon the re-entry of a student.

If a student withdraws with five weeks or less remaining in the 3rd term, no fee refund will be made.

EXAMPLE: A ten year old student enrolls in November. There are 23 school days remaining in the first term, which constitutes more than four weeks but less than six weeks. The first *complete* term will be the second school term. The fees are charged as follows:

- * 1st Term: 60% of (2nd lower term fee and capital fund fee)
- * 2nd Term: (higher 1st term fee and capital fund fee)
- * 3rd Term: (3rd term fee and capital fund fee)

EXAMPLE: A nine-year old student enrolls in January. There are more than 30 school days (6 weeks) remaining in the second term. The school fee will be the higher 1st term fee and capital fund fee and the 3rd term fee and capital fund fee.

■ School Absences

There is no reduction of school fees for absenteeism for any reason, including home leave holidays, unless a student is absent an entire school term. In the case of a student absent an entire school term, for school fee purposes, the student is considered to be withdrawn. The student will be re-enrolled upon return and treated as a new student. The registration fee is not required upon re-entry.

EXAMPLE: If a student is enrolled during the entire year, but is absent the complete second term, the school fee will be the higher 1st term fee and capital fund fee for each term.



School Schedule

■ School Hours

- ❖ 3 & 4 year Classes - 8:30 AM - 12:00 noon
- ❖ 5 year olds through 11 year olds- 8:30 AM - 3:15 PM
- ❖ 12 year olds through Secondary IV classes-8:30 AM - 4:00 PM

■ Snack

Children in the 3 through 11 year old programs are expected to bring a snack to eat during recess.

■ Lunch

Students five years old and older are expected to bring a lunch to eat during the lunch period or order catered hot lunch through the school.

■ First Day of School

The first day of school will be Thursday, 27 August 2009.

■ Books and Supplies

Textbooks are loaned to the students. Students are expected to bring their own pencils, erasers, and notebook paper.

■ Drinking Water

The school is equipped with a sophisticated water purification system that is tested periodically for purity and freedom from biological matter.

■ School Week

The school week is Monday through Friday.



Educational Program

■ 3 and 4 Year Old Program

The program offers children a variety of play related hands-on experiences designed to develop learning readiness and physical coordination. Reading readiness is an important part of the curriculum. Recognition of shapes, colors, letters and related tasks such as learning to write their names are part of this program. Social skills necessary to be successful in a classroom setting are modeled and taught. Emphasis is placed on the development of self-confidence, self-esteem, and natural excitement to learn. A full spectrum of activities is provided including music, computers, art, and play.

■ 5 Year Old Program

This academically oriented program develops skills and attitudes children need in the study of the academic disciplines. A variety of experiences develop eye / hand / body coordination, reading readiness, simple number concepts, and oral and written language skills. Subjects include Mathematics, Reading and Language Arts, Science, Culture Studies, Art, Music, Physical Education, Computer, and Library Science.

■ Age Levels 6 through 11 Years

Elementary School students take a full program of Mathematics, Reading and Language Arts, Science, Culture Studies, Art, Music, Physical Education, Computer, and Library Science. Computer usage is integrated with the curriculum at all levels. Russian as a foreign language is a part of the regular program for non-native Russian language speakers and Advanced Russian language is offered for native Russian language speakers. Students may also take Turkmen language classes and Turkmen History classes each school day from 3:00 PM until 4:00 PM.

■ Age Levels 12 through 13

This program meets the special needs of adolescent students at the middle school age group. Students take a rigorous academic program of Mathematics, Reading and Language Arts, Science, Cultural Studies, Art, Music, Physical Education, Computer, and Library Science. Foreign language study in Russian is part of the regular program for students. Students may also take Turkmen language and Turkmen History after 3:00 PM each school day.

■ Secondary Levels I-IV

The secondary program prepares students for colleges and universities in the United States or other countries. The rigorous academic program consists of the disciplines of Mathematics, Laboratory Science (Biology, Physics, and Chemistry), World Cultural Studies and History, World Literature, Intensive English, Physical Education, Russian, Computer Literacy, and electives. Some secondary level academic courses may be offered cooperatively through distance-learning programs through the United States of America if selected courses needed for graduation are not offered in the school. Three Diplomas are offered - Academic with Honors, Academic, and Practical. Secondary staff are highly trained and experienced in the secondary curriculum.

■ Entry Ages

To enter the 5 year old class a child will have completed 5 years of age no later than 31 October 2009.

This pattern is applied to the other classes in the school. Any exceptions require a meeting with the director and parents where a consensus can be reached. Placement of students outside this formula is rare.



Summary of Educational Model

■ Success Oriented Learning

The school's educational structure is based upon student performance. The Performance-Based/Mastery Learning approach recognizes human characteristics and enables the student to be placed in learning environments according to achievement levels. This approach facilitates matching the students' skills and needs with the academic program. The implications are profound for student attitudes and learning. The school is dedicated to this concept.

■ Performance-Based

The curricular model used is a "Performance-Based" approach to education. The content of each academic discipline is divided into specific student expectancies or "Essential Units". An "Essential Unit" contains specific concepts or skills. Teachers give instruction and guidance for the essential unit using appropriate materials and activities, and when the essential unit is completed, test for student mastery. Records are maintained documenting individual student progress and credentialing. Objectives, instruction, teaching materials, and evaluations are aligned. Curriculum is reviewed periodically for relevance and validity. All curricula are available for parents to review.

■ Mastery Learning

In this research-validated model each Essential Unit is taught with a view to excellence. When students demonstrate mastery of the essential unit, they move on to the next essential unit. If the student does not achieve mastery, the teacher reteaches and the student revises as necessary. Additional conferencing and extended practice may be given to demonstrate proficiency at the appropriate level before testing again. When the students demonstrate mastery they are rewarded with an "A" or "B". Thus a student never "fails" in the traditional sense. Instead he/she proceeds logically through the curriculum at a pace determined by his/her mastery of the material.

■ Success Orientations

"Success for All" is the motto of QSI Schools. Personal habits and the ability to interact successfully with others are deemed as valuable as the knowledge and competencies students learn. Success orientations are actively encouraged in virtually all areas of the school curriculum with the view of making them a vital part of one's life pattern. Evaluations of the success orientations are limited to situations within the jurisdiction of the school and are made by a consensus of the professional staff members. They are grouped under the headings of:

- Responsibility ● Trustworthiness ● Group Interaction
- Aesthetic Appreciation ● Kindness and Politeness
- Independent Endeavor ● Concern for Others



Student Evaluation

The Evaluation System is designed to support the school's educational philosophy and success-oriented model of education. Thus, all students are expected to achieve mastery grades of "A" or "B". The school does not accept mediocre work. Student evaluations, called "status reports", are issued five times each year at the end of each "Quintile". However, data is entered in the computer daily and a parent may request a status report at any time.

■ Evaluations written on "Status Reports"

- ❖ "A" All essential parts of the unit were mastered at an appropriately high level. The student consistently demonstrated noteworthy achievement of a high quality, particularly in the higher order thinking or performance skills.
- ❖ "B" All essential parts of the unit were mastered at an appropriately high level in which the student successfully engaged in higher order thinking or performance skills.
- ❖ "P" The student is "in progress" in the unit. (Normal)
- ❖ "H" The unit is "on hold" for a legitimate reason. The student has begun the unit but is currently not pursuing it.
- ❖ "D" The student has not made reasonable effort and is therefore "deficient" in attaining mastery of the unit.
- ❖ "E" 'Exposure'. The student made a reasonable effort in the unit and attained a level of mastery consistent with his/her capabilities. (Elementary classes only, but not in the areas of mathematics, reading, or language arts.)
- ❖ "W" The student has withdrawn from this unit.

■ "Carnegie Unit"

In the Secondary School Program students are granted one credit for each Unit mastered. Ten credits correspond to one "Carnegie Unit" used by many American secondary schools.



Special Programs and Facilities

■ School Website

- ❖ www.qsi.org Follow the links to Ashgabat International School.

■ Newsletter – Week at a Glance

- ❖ Distributed in print / e-mail every Friday along with Russian translation

■ School Busses

- ❖ One school bus transports students to and from school.

■ Library

- ❖ Access to over 5,000 volumes and numerous resource materials on CD-ROM
- ❖ Computer access for research is conducted in the computer lab; DVD players in the computers allow research on state of the art resources.
- ❖ A DVD and video library are part of the extended library services.

■ Computer Laboratory

- ❖ A state of the art computer lab with Internet access is available to all students in AIS.
- ❖ The computer lab has flat computer screens and a projector for Power Point Presentations, CD-ROM burning facilities, and color printing.

■ Language Programs

- ❖ Advanced Russian for native speakers and Russian as a second language are offered.
- ❖ Turkmen language and Turkmen history are offered after school.

■ Distance Learning programs offered from the United States of America

- ❖ Courses offered as needed at the secondary level. All correspondence programs are monitored/proctored by United States/European accredited teachers.
- ❖ These courses are an option to students, if a course is not offered by the school, and it is a requirement for graduation.

■ Playground

- ❖ Playground for students includes climbing equipment, swings, slide, and a club house.

■ Physical Education and Playing Fields

- ❖ Regulation-sized grassed playing field, basketball court, volleyball court
- ❖ Indoor swimming pool, outdoor swimming pool, tennis courts, and local fitness center are used in the PE program.

■ Extra-Curricular Activities

- ❖ Student Council, Music, Tennis, Dance and Gymnastics
- ❖ Club activities are organized on Mondays, Wednesdays, and Thursdays.
- ❖ Activities may also include Arts and Crafts, Newspaper, Yearbook, and etc.

■ Organized Sports

- ❖ Organized sports are played in physical education classes and are often offered as a club.



A Brief History of Sanaa International School and Quality Schools International

■ Sanaa International School ■

Sanaa International School opened in September 1971 with four students and grew to over 200 within a few years. The school's early history is related to the founder's first assignment in Yemen. In 1966-67, Mr. James E. Gilson was employed as principal of the Yemen-American Cooperative School in Taiz, Yemen. In May of 1967 the American community was evacuated and the school ceased operations. Mr. Gilson, encouraged by the friendliness and hospitality of the people of Yemen, and interested in their culture and history as well as the development of the young republic, had a desire to return.

In 1971 after discussions with key people in Sanaa, it became apparent that there was a need for an international school. Therefore, Mr. Gilson accepted a position in Saudi Arabia, hired a teaching couple to go to Yemen, and was able to financially guarantee the first year of Sanaa International School. The school grew to about 25 students in the first year making it possible for Mr. and Mrs. Gilson and their two sons, Marcus and Kevin, to move to Yemen in July 1972.

In 1974 the established Advisory Board composed of leading expatriates and Yemenis, joined by a few others in Sanaa, met and formulated the school's Articles of Organization and By-Laws. This established the school as a non-profit organization and formed a Board of Directors. Accurate accounting records have been kept throughout the school's existence. As a non-profit entity, the school has been able to receive grants, loans, and land.

As early as 1972 it was foreseen that a proper building should be constructed for the school. After three years of discussions and meetings at many levels, the Yemen Government granted the school its present 35 acres (about 14 hectares) gratis for a period of fifty years. Many individuals of the Yemen Government, the American Government, the United Nations, and the German Government gave considerable assistance in time and influence to obtain land that was occupied on 22 December 1976. Construction began on 1 January 1977. A formal agreement with the Yemen Government was signed on 7 May 1977 that included the land grant.

The building program and site development included the school buildings, two water wells, one residential home, a workshop, and playground development. In the fall of 1992 a new domed carpeted auditorium/sports area was put into use.

The educational program has progressed from the philosophy brought by the first teachers to a structured performance-based model first implemented in the fall of 1987 in the secondary section. By the autumn of 1989 the entire school was performance-based. Formal accreditation was granted by the Middle States Association of Colleges and Schools on 24 April 1987. Sanaa International School continues with a dedicated and caring staff, the most important key to the school's success.

■ Quality Schools International ■

Quality Schools International has a more recent history. In 1991 the political structure of the world began a rapid transition. Great changes took place in the former USSR and in areas formerly under its sphere of influence. Combining this recent history with experience in the school restructuring process leading to higher success in schools, QSI was launched.

Mr. Duane Root and Mr. Gilson co-founded Quality Schools International as a non-profit educational organization with a view to opportunities in education in new countries.

In May of 1991 Mr. Gilson traveled to Albania to have a look at a country just emerging from over 45 years of dictatorial suppression. During his time there, he met some key people in the Tirana community and made a decision to begin Tirana Int'l School. This expansion has resulted today in an organization offering excellence in education in 26 different countries.



QSI Headquarters is in Ljubljana, Slovenia. The President, Director of Operations, Executive Secretary, Director of Development, Public Relations Coordinator, and Personnel Coordinator live in Slovenia. This is also the location for the financial and technology departments of QSI with a total of sixteen employees.

QSI Regional Supervisors are located in regional locations. Regional supervisors provide guidance and support to designated QSI schools. Specific regions are divided as follows:

Central Asia
Caucases & Turkmenistan
China/East Asia
Northern Europe
Southern Europe
Venezuela
Yemen

QSI United States Business Office is located in Homedale, Idaho, USA. This office expedites financial transactions for QSI.

QSS (Quality Schools Services) is located in Wilder, Idaho, USA. QSS provides services for ordering, collection, and shipping of school materials to all QSI schools.

QSI Resource is located in Sanaa, Yemen. The resource department monitors QSI materials and supply orders, coordinates curriculum development, and coordinates standardized testing of QSI students.

It is an exciting time to be in the world and to be involved in education! QSI looks forward to providing excellence in education for international children living in many countries and to providing career opportunities for caring and competent educators.

QSI-NOV 08