

STRATEGICALLY SPEAKING

ANNUAL REPORT JUNE 2019



RESPECT | HONESTY | RESPONSIBILITY | COMPASSION

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Celebrating 30 Years of Community, Trust, and Excellence

The American School of Doha (originally named American International School) opens in a small villa consisting of Grades 1-5. With support from the U.S. Embassy and generous financial contributions from the Qatari business community, ASD was founded by Omar Al-Mana, U.S. Ambassador Charles Dunbar (1983-1985), Mr. Jassim Jaidah, US Ambassador Joseph Ghougassian (1985-1989), and Sheikh Mohammed bin Hammad Al-Thani, Minister of Education for the State of Qatar.



AIS earns accreditation by the New England Association of Schools and Colleges (NEASC), and the new campus undergoes facilities improvements; the library was expanded, and computer/technology capabilities and a language center added to the new campus.



School changes name to the American School of Doha (ASD). Enrollment reaches nearly 500 students.



1988

1990

1994

1996

1997



American International School (AIS) moves to a purpose-built campus and expands to house Middle School, Grades 6-8, and our first overseas administrator joins the staff.



AIS expands to High School and in 1996 AIS has its first graduating class.

The new Middle/High School campus opens and renovations to the Elementary School campus begin.



The American School of Doha turns 25 and the school begins its Campus Improvement Project.



The American School of Doha turns 30! Celebrating 30 years of Community, Trust, and Excellence.



1998

2007

2011

2013

2017

2018



In 1998, ASD opened the new campus in Al Bustan.



School enrollment reaches 2000.



In 2017, ASD finalizes the Campus Improvement Project, a four-year project that included the building of a new Elementary School Library, Learners Pool, and Gym, along with a new Middle School/ High School Gym and Middle School Science wing. ASD Pre-Kindergarten through Grade 12 enrollment reaches 2,250 students.

Strategically Speaking June 2019



Identity Statement

The American School of Doha is an independent, U.S. accredited, college preparatory school, committed to providing educational excellence, through a standards-based, internationally enriched American curriculum, serving a multicultural student body.

Mission

The American School of Doha is committed to the intellectual and personal development of our students, inspiring and empowering them to become positive, active global citizens.

Vision

ASD is a future-focused community where learning is...

- collaborative
- fun and engaging
- extended beyond walls
- creative to foster innovation
- sustained by responsible practices
- data-informed and evidence-based
- authentic, solving real-world problems
- encouraged in a technology-enhanced environment

ASD is...where students are encouraged to extend their own learning

Our Values

Respect • Honesty • Responsibility • Compassion

Message from William Grant, Chargé d’Affaires, ad interim - U.S. Embassy Doha

In 1988, U.S. Ambassadors Dr. Joseph Ghougassian and Charles Dunbar and then-Minister of Education Sheikh Mohammed Bin Hamad Al Thani founded the first-ever American school in Doha in pursuit of American academic excellence and values. Now, more than 30 years later, the school that was once housed in a small villa, has transformed into a rigorous school on a 26-acre campus with a central mission: inspire and empower students to become positive, active global citizens.

Under the leadership of the Director and the Board, ASD is thriving and ASD is growing. The student body now represents over 80 nationalities. ASD is financially stable for the long-term and continues to attract top-notch faculty from the United States and around the world.

ASD is future-focused. Over the past year, we have witnessed unprecedented growth to meet the needs of a flourishing student body with 21st century interests. The ASD Annual Fund will leave its mark on the world and finish building the Machakos Education Center in Kenya. The 30th Anniversary Legacy Project builds on what ASD founders started – make ASD an integral part of Qatar’s educational panorama for the long-term. Not to mention the only baseball field in Qatar, where everyone is invited to enjoy “America’s pastime”.

ASD students are making an impact on their global community, with service trips with Habitat for Humanity, and representing the school in music, academic, and sports competitions around the world, in Moscow, Taipei, Kuala Lumpur, and many other cities.

I would like to give special thanks to Dr. Tom Hawkins and the rest of the senior leadership for continuing to drive ASD towards modernization with an eye on future growth and development, and to the teachers and their untiring commitment to ASD’s students. In his final year as Director, we look forward to building upon Dr. Hawkins’s innovative ideas and strategic thinking in shaping ASD’s future.

Similarly, I would like to thank the Board of Directors and Chairman Tom Mc Hale for their future-focused vision to support the growth of ASD and ensuring that ASD remains a pillar of Qatar’s educational system.

I would also like to thank ASD’s corporate sponsors ExxonMobil, Chevron Phillips, Occidental Chemical, ConocoPhillips, and families and friends of ASD who have contributed to the ASD Annual Fund.

The U.S. Embassy has been proud to support ASD from the first day it opened its doors in 1988 and we will continue to support ASD’s evolution and expansion. The safety and security of our children and staff at ASD is our first priority, and the U.S. Embassy financially supports campus security enhancements and secures local police support for events, as we do in many other countries.



The U.S. government also shows our commitment with Human Resources. The Embassy’s Deputy Chief of Mission, Phillip Nelson, currently serves on the ASD Board of Directors, bringing his experience as a former member of the Board of Directors of the International School in Niger. Brigadier General Jason Armagost of the U.S. Air Force sits on the Board of Trustees, and the U.S. Department of Defense enrolls children from U.S. military families based in Qatar for longer deployments.

Thirty years ago, ASD’s founders opened the doors to the American School because they knew that where students learn matters – and they expected the best for students seeking an American education. Our expectations for ASD remain high and we are confident that ASD will continue to exceed those expectations into the future. Thank you for being a part of our ASD community.

Sincerely,

William Grant
Interim Chair of the Board of Trustees
Chargé d’Affaires, ad interim - U.S. Embassy Doha, Qatar

Message from our Board of Directors Chair

Tom Mc Hale

As ASD comes to the end of another successful academic year, it is my pleasure to welcome you to the 2018-2019 Strategically Speaking annual report on behalf of the ASD Board of Directors.

As the Board of Directors, it is our responsibility to provide strategic guidance and governance to ASD's management and faculty. Our unrelenting focus is on sustaining an educational center of excellence that facilitates the intellectual and personal development of all our students, from Pre-K to Grade 12, in a safe and learning-focused environment. We are extremely proud to be a part of such a vibrant multicultural community of students, faculty, administration, and parents.



I am pleased to report that the school repaid the last installment of the development loan taken out to fund the recent multi-year Campus Improvement Project. This milestone ensures that ASD can maintain its strong financial position and provide real value for the investment made by our parents in their children's education on a world-class campus.

As always, the Board of Directors greatly appreciates and values the continued support ASD receives from the State of Qatar and the Embassy of the United States. As a strictly non-profit organization, we would also like to express our gratitude to our generous sponsors in supporting the school and in enabling enrichment programs for our students.

And finally, the Board would like to extend its appreciation to the many volunteer parent organizations (PTA, Booster Club, CAST, Junior/Senior Committee (Jr./Sr.), and AMA) whose commitment and dedication to our students is truly outstanding. They each play a critical role in maintaining the cohesion of our diverse ASD community which is anchored in our core values.

As we look forward to the 2019-2020 school year, the Board of Directors remains committed to its role in maintaining clear and relevant ASD policies, appraising the school's performance, managing the annual budget, and ensuring the school meets its goals and objectives. We are confident in the dedication of the school Director, Dr. Tom Hawkins, to lead the school in the coming year and to facilitate the seamless transition to the next school Director who will carry the ASD mission, vision, and values forward in the following 2020-2021 school year.

The Board of Directors is confident of the future of ASD as a recognized world-class education facility. Every member of the Board remains committed to supporting ASD as it continues to develop and enhance the learning experience and personal development of our students.

Tom Mc Hale
Board of Directors Chair



The ASD Board of Directors comprises twelve volunteer members, three of whom are elected by ASD parents and the remaining nine members appointed by the U.S. Ambassador to Qatar who also serves as the Chair of the Board of Trustees of ASD. We have a strong, skilled, and diverse Board of Directors who have the enthusiasm and commitment to guide effective school governance while supporting the pursuit of excellence.

As we look back over our 2018-2019 academic year, the Board is proud of the commitment of the ASD management and faculty in pursuing educational excellence, sporting prowess, artistic endeavors, and operational efficiency aligned with our core ASD strategies.

To achieve our primary strategy of developing positive, active global citizens, we ensure the full intellectual development of every student at every level of their education at ASD. This commitment to academic excellence is reflected in a record year of international college acceptances, with over 400 admission offers received by our graduating Class of 2019.

The Board was equally proud of the school being awarded the Eco-Schools Green Flag as a result of a strong sustainability focus and practical initiatives within the school. Working together to protect our planet is just one of many ways ASD supports the strategies of personal development and community engagement. Finally, the Board oversees effective and efficient initiatives supporting infrastructure which support student learning, facilitate professional staff growth and encourage community engagement.

2018 - 2019 Board of Directors



Tom Mc Hale
Chair



Dr. Shaikha Al-Jabir
Vice Chair



Board of Directors, 2018/2019

Left to Right: Bader Al Mana, Hope Rodefer, Chan Condie, Dave Albanese, Jamal Mosallam, Phillip Nelson, Khalifa Al Rayes, Janet Mundy, Tom Mc Hale, Dominic Genetti, Dr. Shaikha Al-Jabir, Nasser Marafih

Message from our Director Thomas L. Hawkins, Ed.D.

Dear ASD Community,

Welcome to the 2019 version of Strategically Speaking, ASD's annual report card to the community. It is with great pride and enthusiasm that we share with you the accomplishments of our boys and girls, as well as our teachers and staff, at ASD in this way.

This year, ASD has celebrated 30 years of community, trust, and excellence as one of the oldest and most respected schools in Doha. For 30 years, ASD has been the beacon of educational excellence in Doha, and as such, has been trusted by our families and community.

We took this opportunity to focus on One Community, Learning Together as our theme for the year. This annual report to our community is a great example of our community learning together, and we hope it captures the highlights of the 2018-2019 school year.



ASD is immensely proud of its community and its excellent educational results over the years, and this year has added to that pride and those accomplishments. Our 2018 AP scores were the highest in the history of the school, and the number of students in the IB Diploma Program was also among the highest, with an average of nearly 34 points over the past five years.

MAP test results across the Elementary School and Middle School divisions continue to show not only high achievement for our students but also, more importantly, consistently high growth rates in math and reading against schools regionally and internationally. This commitment to academic growth and excellence serves our students and families well, and we will continue to improve both learning and results in the years to come.

Inspiring and empowering students to become positive, active global citizens is our mission at ASD, and we take it very seriously. Students across all grade levels learn about and engage in service to make a difference in our school, our community and our world.

From composting and planting gardens in the Elementary School, to volunteering at schools and pet shelters in

the Middle School, and moving up to provide services to companies and service trips abroad in the High School, the commitment to serving others is at the core of ASD. Teachers and leaders and support staff all engage to inspire and empower students because we believe in the clear and compelling mission and vision of the American School of Doha.



This commitment to serve starts from the very top, with Trustees and Board members contributing time, talent, and good will to ensure the strategic path of our school is well set and followed consistently.

That commitment continues with all the ASD parents who volunteer with the PTA, Booster, AMA, CAST, Jr./Sr. Committee, Homeroom Parents, and other groups.

Excellent teachers, qualified and motivated support staff, and committed volunteers working together make for an outstanding education at ASD.

We are better together as a community, working on a regular basis to achieve our mission and vision using ASD's five core strategies:

- Positive, Active Global Citizens
- Intellectual Development
- Personal Development
- Community Engagement
- Supporting Infrastructure

The 2019-2020 school year will be my last at ASD, as Marcia and I will see our youngest child and third Dragon (Joe class of 2015, Sam class of 2018, and Gabrielle class of 2020) graduate and go off to university.

From summer of 2020, Marcia and I will transition to a new chapter in our lives. I will be working with a group of international schools, and Marcia will seek a post in a school in southern Europe or northern Africa where I can work from in my new role. We have truly enjoyed our five years at ASD, and look forward to making our sixth and final the best year yet.

ASD has hired a great Director to replace me, Mr. Stephen Razidlo, who has over 30 years of experience as an educator in Pre-K to Grade 12 environments both internationally and in the U.S. He has been the Director of the American International School of Vienna, Austria, since 2014. Prior to this, he served as Superintendent from 2008-2014 and Assistant Superintendent from 2006-2008 at Brainerd Public Schools in Minnesota, U.S.

My commitment to ensuring the intellectual and personal development of our students as well as fostering a collaborative and positive environment for our faculty and staff will continue during my final year. I will work with the Board, Leadership Team, and the incoming Director to ensure a smooth and positive transition from summer 2020.

Thank you for the time and attention to this version of Strategically Speaking. I hope you find it interesting and insightful.



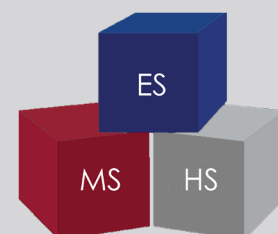
Thomas L. Hawkins, Ed.D.
Director of the American School of Doha

The Five Strategies

Strategy One: Positive, Active Global Citizens



Strategy Two: Intellectual Development



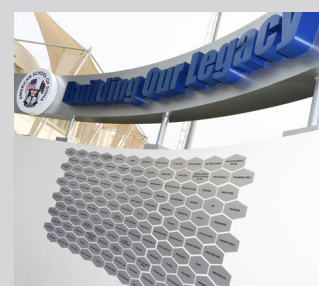
Strategy Three: Personal Development



Strategy Four: Community Engagement



Strategy Five: Supporting Infrastructure





POSITIVE, ACTIVE GLOBAL CITIZENS

We challenge our students to become positive, active global citizens who, inspired by their understanding of global issues, become agents of positive change to improve our world.

Implementing Sustainable Practices at ASD

Celebrating The Success of Sustainability At ASD

Our school's journey to become more sustainable came to fruition this year with the winning of the Green Flag Award, the highest level of achievement in environmental action and learning. Earning this prestigious award involved implementing the Seven Step program designed by Eco-Schools, the leading international organization for sustainable schools. Leading the charge was our all-school Sustainability Committee headed by teacher leader Marcia Jones, who coordinated initiatives from each division's Eco Councils as we strove towards a common goal. Over the course of two years, we have achieved significant reductions in plastic waste, initiated paper reuse and recycling programs across the school, and educated the community about rethinking their practices and refusing to use non-sustainable materials.

In January we were assessed by the Eco-Schools auditors who visited our campus in order to evaluate our progress. The audit included passionate presentations from all students who have made significant contributions to our efforts to become more sustainable.



Our efforts were successful, and in March, Eco-Schools officially presented ASD with the Green Flag Award, which now flies proudly near the Main Administration building. The auditors congratulated ASD on being only the second school in Qatar to earn the award, commending ASD in their report for being "very innovative in addressing various

environmental issues" and that "it was delightful to see the students leading the change towards more awareness and sustainability among the school's community."



This year also saw the beginning of a new sustainability initiative: food composting. Thanks to generous support from Chevron Phillips, ASD was able to purchase Ridan Composters that are designed for food waste recycling without the need for electricity. Under the leadership of our Eco Councils at the Elementary and High School level, composting programs began this Spring using food waste from our own cafeterias.

Through this process, students have learned the ins and outs of how composting works, and have already been successful in turning cafeteria waste into compost. This means before long we'll have our own supply of "Dragon Dirt" to help green our campus!

New Commitment Towards Promoting Global Citizenship

As our school mission states, we are committed to inspiring and empowering our students to become positive, active global citizens. ASD has a long history of promoting global citizenship in different ways through both its curriculum and a variety of service projects. However, these efforts have largely been isolated in different divisions of the school and were prone to change from year to year without any overall alignment. That's why this year, following the successful model of our Sustainability Committee, ASD initiated an all-school approach towards promoting global citizenship with the formation of the Global Citizenship Committee.

Under the direction of teacher leader Mary May, the new Global Citizenship Committee has collaborated with representatives from each division of the school to create a unified vision for learning service at ASD.

The Committee adopted the United Nations' Sustainable Development Goals (SDG) as an overarching framework to align learning and action in every division, and have started by raising awareness across the schools to understand how these goals are crucial for the betterment of our world. Aligning our curriculum and service projects to the UN SDG allows ASD to be more intentional about our approach to global citizenship by coordinating students' learning and service as they progress through the grades to develop a rich understanding of our world and be empowered with the skills to address its challenges.

Learning Service Opportunities For All Ages

As in previous years, ASD continues to offer students in every division the opportunity to learn through service to others. In Upper and Lower Elementary School, these opportunities are guided by teachers to align well with the curriculum and to relate to our community so students can understand the positive impact of service.



For example, every year in Kindergarten, students collect 100 canned goods as a class to celebrate the 100th day of school and their learning about working with numbers up to 100. The canned goods are donated to the school's facilities workers and cleaners in a presentation with students.

In the Middle School, students begin taking on more responsibility for planning and execution of learning service projects. Through after-school clubs and elective classes dedicated to service, students work in teams with a teacher advisor to identify a need and then plan how to address. One example of this is the new after-school club dedicated to animal welfare, which has done a number of activities throughout the year to support the PAWS animal shelter in Qatar, from dog walking to creating animal toys, to fundraising. During one trip to the shelter that the club organized, they met a producer from Animal Planet who was able to interview students as part of a documentary on how Qatar is promoting animal welfare.

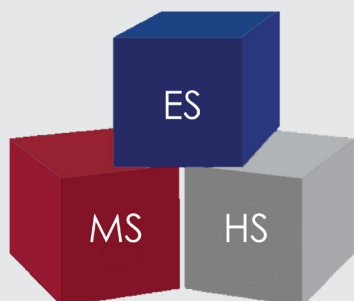
At the High School level, the students' service focus expands beyond the local community to address global issues, with a system that focuses on outcomes, not merely accumulating service hours. This year over 60 High School students were able to participate in learning service trips to Thailand and the Maldives to learn about and address both environmental and social issues. The wide variety of learning service opportunities for students in the High School were highlighted at both a Service Job Fair in September and a Celebration of Service in April.

United Nations



STRATEGY TWO

INTELLECTUAL DEVELOPMENT



We enhance the academic and intellectual development of our students and adults through challenging curricula, innovative approaches to deep learning, and creating optimal learning environments for student growth.

Curriculum

The ASD High School curriculum program includes the International Baccalaureate (IB) Diploma Program as well as Advanced Placement (AP) courses, elective courses, an advisory program along with counseling programs.

The ASD Middle School program includes the core subjects of English/language arts, math, science, social studies and physical education/health at each grade level. Students can also select from a wide array of electives classes, including computer science, fine arts, and world languages. Students also have the opportunity to undertake a set of exploratory classes. The ASD Lower and Upper Elementary School curriculum is anchored around the core subjects of language arts, math, science, and social studies. The offerings also include world languages, fine arts, computing, and physical education.

School-wide standards are used to anchor units of study from Pre-K - Grade 12 from the following organizations:

- AERO English Language Arts
- Common Core Math
- Next Generation Science Standards
- College, Career and Civic Life (C3 Framework)
- National Core Arts Standards
- AERO/ACTFL World Language Standards
- Society of Health and Physical Educators
- Association International School Counselors
- Computer Science Teachers Association/ISTE
- Library Standards

To ensure that the curriculum of the school meets the ever-emerging demands of the students of the 21st century, we focused on specific areas of curriculum development for the 2018-2019 school year.

World Language Review

The Grades 1 - 12 World Language Department undertook a curriculum review throughout the year. The team articulated the current state of the curriculum, mapped the current courses taught and investigated both the Common European Framework (CEF) and the AERO/ACTFL Standards. After input from the team and discussions with experts in the field, the Director of Teaching and Learning made the decision to anchor the program in the AERO/ACTFL Standards. This was the best match, ensuring consistency within ASD's standards-based curriculum and student transferability to American schools similar to ASD. The review work will continue next year with the realignment of units and assessment to the updated standards.



Modern Standard Arabic (MSA)

The Arabic Coordinator, Mrs. Sawsan Calfat, has been working with MSA teachers across all divisions. This year the coordinator worked closely with Dr. Hanadi Dayyeh, from the American University of Beirut, who visited to undertake an audit of the Arabic program. Dr. Dayyeh offered recommendations regarding our Arabic programs and it was mainly to adopt the Qatar National standards.

The last two books supporting The Sheikh Faisal Arabic Project, under the direction of Professor Dr. Abbas Al Tonsi,

Faculty of the Arabic Language Program at Georgetown University in Qatar, are due to be delivered by the end of June and should be ready for use in classrooms for the start of the 2019-2020 school year. Our Elementary Modern Arabic teachers have been piloting books 1 to 4.

Curriculum Development and Alignment

Work continued throughout the 2018-2019 year to ensure consistency and alignment of Pre-K - 12 units in the areas of science, fine arts, and physical education. Each team progressed in the refinement of realigning units to the standards and developing assessments to gather evidence against the standards. All other areas of the curriculum are refined periodically by teachers as they teach units.



Social Studies Curriculum

The C3 Framework was adopted in 2016. Implementation of these new standards began in 2017 and this year work continued on refining units aligned to the framework. A team of social studies teachers will be working with leaders to merge the AERO Social Standards with the C3 framework.

Technology

During the 2018-2019 school year, the technology integrators and computer teachers across the four divisions reviewed the Informational Technology standards from Pre-K to High School revealing that our previous standards included very little on coding. The team decided to add the Computer Science Teachers Association standards to ensure the vertical progression of coding throughout the IT curriculum. This will be merged with the standards from the International Society for Technology in Education (ISTE). This creates a strong basis for technology across the school to include both coding and digital citizenship.

Professional Learning

During this year ASD has continued to support learning and instruction through a robust PL program. Consultants have trained teachers in math, science, literacy, advisory, coaching, and Adaptive Schools. Teachers have attended targeted conferences and workshops for both the AP and IB

programs. Teachers and leaders have also been engaged in NESAC conferences and other teacher requested workshops.

Our internal PL offerings included the C.H.O.I.C.E. program. This allowed teachers to teach teachers. Two cohorts of the Teacher Leadership Academy were run this year with over 25 teachers participating.

A group of five High School math teachers undertook the first two courses of the Math Fellows in International Schools (MFIS). This is a five-course cohort that is specifically targeted to High School teachers. Our MS Algebra I teacher also joined the cohort. This will allow for seamless transitions and alignment across the two divisions.

We also provided a unique professional learning opportunity for ASD teachers to connect with local experts. All teachers visited various organizations in Doha to look for opportunities to engage their students with local experts and to make community connections.

ASD teachers engaged with opportunities for professional learning through Education City, specifically with Qatar Foundation's Educational Development Institute. As well, the first Art Teachers' Workshop was sponsored by the Qatar Museum Authority at the Fire Station Gallery.

This is in alignment with Strategy Four. Other rewarding field trips included partnerships with Georgetown University, Qatar Museums, Northwestern University, Technology Park, QNL and Carnegie Mellon, just to name a few.



Consultants

This past year we engaged with the following external consultants, Steve Barrett (HS Advisory), Linda Inlay (MS School Climate), Joellen Killion (Leadership and Curriculum Team), Vicki Vinton (MS and UES Literacy), Erma Anderson (HS Math), Hanadi Dayyeh (School-wide Arabic Audit), Chris Charnitski (School-wide Science), and Bridget Doogan (School-wide Adaptive Schools).

It is essential that a rigorous program of Professional Learning (PL) be maintained to support teachers. Due to the blockade, internal and local PL events were a priority this year. Our Elementary School and Middle School curriculum coordinators acted as "consultants" and provided significant PL in their areas of expertise. This team works diligently to support teachers in their divisions and should be recognized for their depth of knowledge in their areas.

Worldwide Standardized Testing

This year ASD students participated in the Trends in International Mathematics and Science Study (TIMSS) test (Grades 4 and 8). These assessments were at the request of the Ministry of Education and Higher Education. Results for this test will be released by the Ministry in about 18 months.

MAP Testing

ASD has been using the Measures of Academic Progress (MAP) assessment from NWEA since a pilot of the test was made available in the 2006-2007 school year. The initial pilot included testing all students in Grades 3 - 9 in math, reading, language usage, and science.

Over time, we have refined the testing parameters and now all students in Grades 2 through 8 are tested on math and reading. Grades 3 through 8 are also tested on language usage. ASD analyzes the growth of students yearly. We use the data to set curriculum goals, to guide instruction and track growth and trends over time.

MAP assessments are computer adaptive and produce accurate, reliable data that reveal the precise learning level of every student, regardless of the student's ability or grade level. MAP identifies areas of strength and opportunity at the goal level of a subject, as well as overall performance.

Educators use MAP data to inform in-the-moment instructional practices, gain insights into college readiness, and view grade independent academic growth. MAP is a K – 12 interim assessment designed to provide educators and students with the most positive and purposeful testing experience possible.

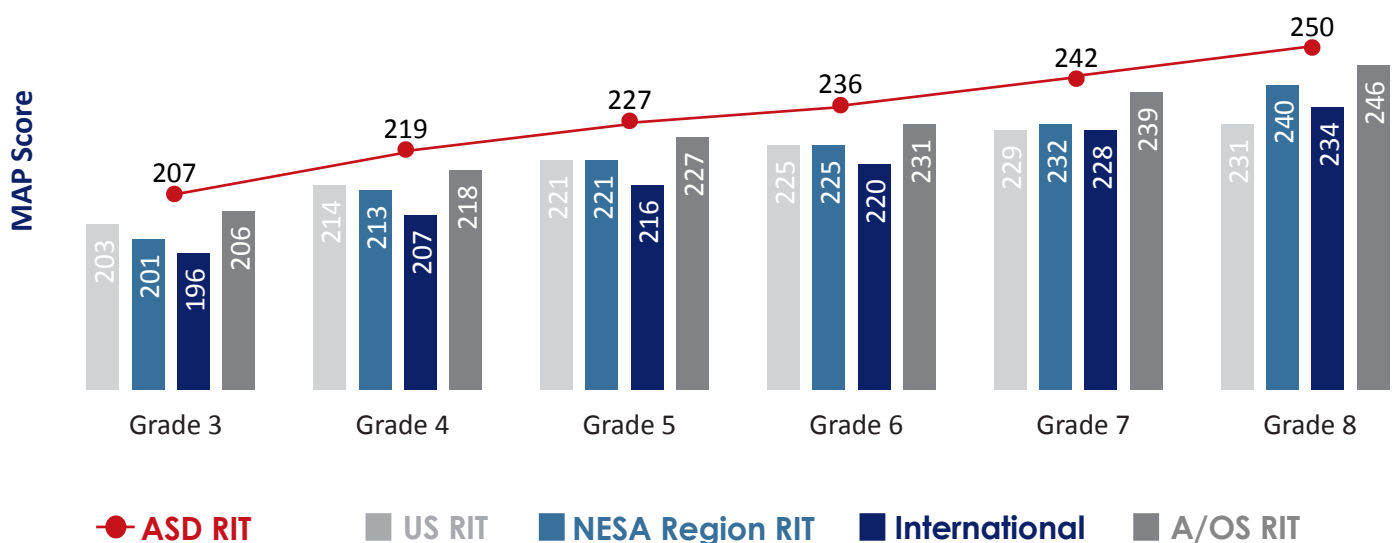
MAP produces highly accurate data on student academic growth, and reliable detailed information about what each student knows and what they're ready to learn. All MAP assessments, including those aligned to the Common Core, are designed to measure growth over time. Every test item is anchored to a vertically-aligned equal-interval scale that covers all grades.

MAP provides a consistent longitudinal measure of student growth. Educators use MAP data to enhance the educational experience of close to 8 million students annually worldwide.¹

Math MAP Comparison

This graph compares the Math Spring MAP RIT² scores for Grades 3 - 8 against 2015 U.S. current standard norms, NESAs region schools, international schools and American overseas schools average Spring RIT scores. An average Grade 5 ASD student performs at roughly the same level as an average Grade 7 international student and U.S. student.

MAP Math Comparison Spring 2019



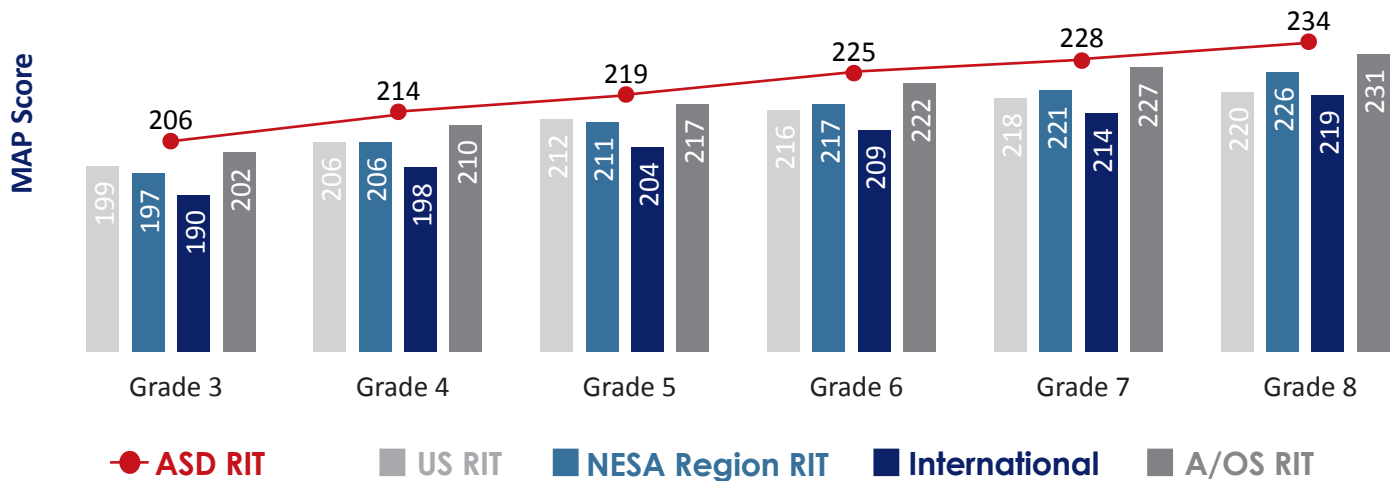
1. NWEA, www.nwea.org

2. RIT: Rasch Unit Scale that measures a student's level of achievement in a particular subject.

Reading MAP Comparison

This graph compares the reading Spring MAP RIT scores for Grades 3 - 8 against 2015 U.S. current standard norms, NESAs region schools, international schools and American overseas schools average Spring RIT scores. An average Grade 5 ASD student performs at roughly the same level as an average Grade 8 international student and U.S. student.

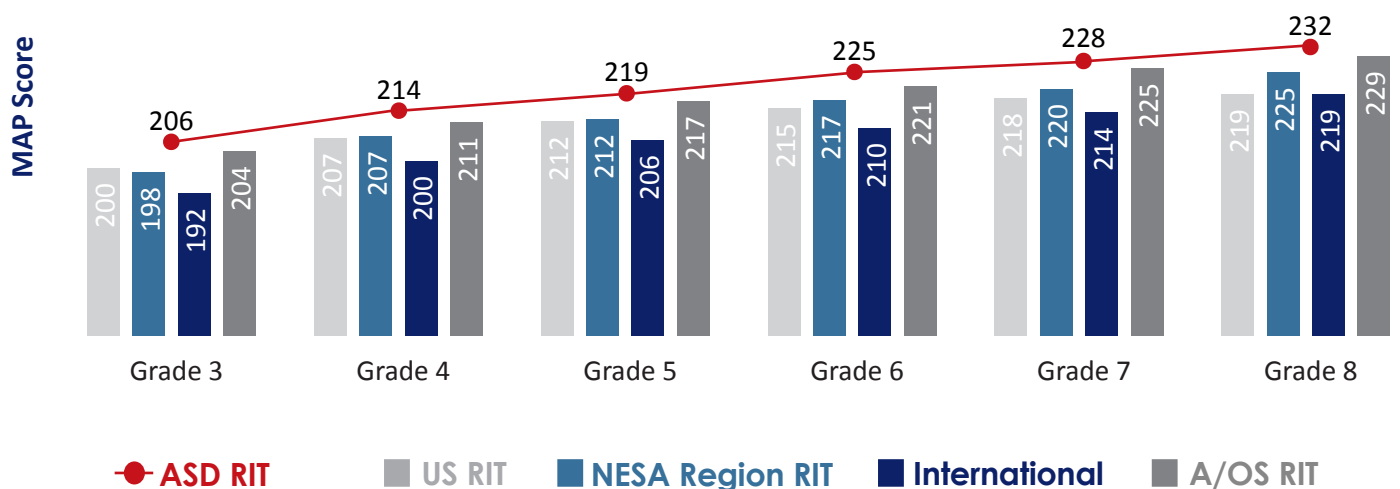
MAP Reading Comparison Spring 2019



Language MAP Comparison

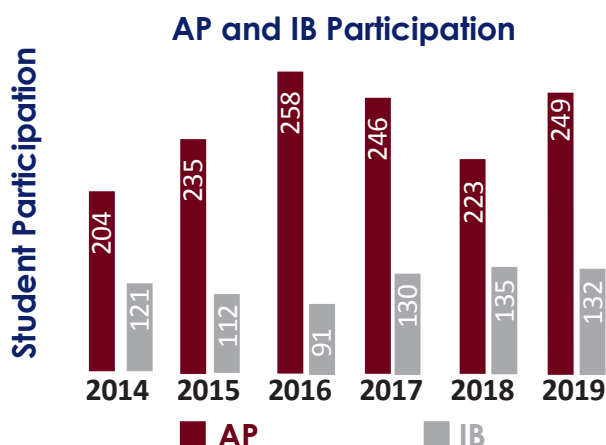
This graph compares the language usage Spring MAP RIT scores for Grades 3 - 8 against 2015 U.S. current standard norms, NESAs region schools, international schools and American overseas schools average Spring RIT scores. An average Grade 4 ASD student performs at roughly the same level as an average Grade 6 U.S. student and an average Grade 7 international student.

MAP Language Comparison Spring 2019



SUPPORTING INTELLECTUAL DEVELOPMENT

Advanced Placement/International Baccalaureate Student Participation

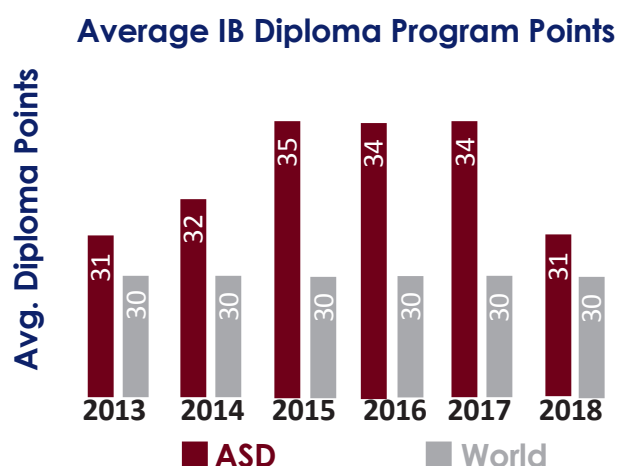


This graph presents a six-year view of students enrolled in AP and IB subjects.

249 students in Grades 10 - 12 completed AP examinations in 2019. AP participation has grown by roughly 20% in the past six years. 132 Grade 12 students completed at least one IB examination in 2019 and this includes 50 full IB Diploma candidates.

Participation in IB subjects has increased by nearly 10% since 2014.

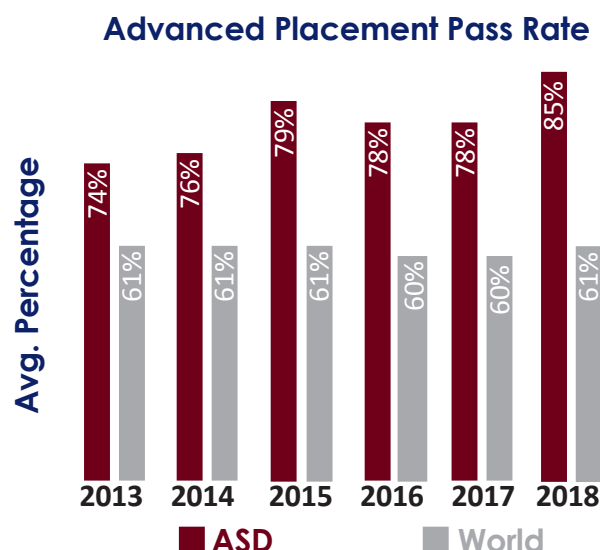
Average International Baccalaureate Diploma Points Received



This graph presents a six-year view of the total IB Diploma score earned by ASD students as compared to the global average.

ASD DP candidates consistently earn total DP scores and per course scores above the global average.

Advanced Placement Pass Rate



This graph presents a six-year view of the AP pass rate of ASD students scoring a 3 on at least one AP examination as compared to the global average.

The College Board sets a score of 3 or higher, on a 1 to 5 scale, as a passing score. As the graph indicates, the ASD pass rate is consistently and significantly above the world average.

CLASS OF 2019 COLLEGE ACCEPTANCES

UNITED STATES

Adelphi University
Agnes Scott College
American University
Arizona State University
Auburn University
Barry University
Bates College
Baylor University
Belmont University
Bentley University
Berklee College of Music
Binghamton University
Blinn College - All Campuses
Boston College
Boston University
Brandeis University
Brown University
Butler University
California Institute of Technology
California Institute of the Arts
California State University, Northridge
Carnegie Mellon University
Central Oregon Community College
Chapman University
Clark Atlanta University
Clark University
Clemson University
Colorado Christian University
Colorado State University
Columbia College Chicago
Cornell University
Daemen College
DePaul University
Drexel University
Duquesne University
Elon University
Embry-Riddle Aeronautical University
Emerson College
Emory University
Endicott College
Flagler College
Florida A&M University
Florida Institute of Technology
Florida State University
Fordham University
George Mason University
Georgetown University
Georgetown University Qatar
Georgia Institute of Technology
Georgia State University
Gustavus Adolphus College
Hamline University
Hardin-Simmons University
Hofstra University
Illinois Institute of Technology
Indiana University at Bloomington
Jacksonville University
James Madison University
Johns Hopkins University
Kenyon College
Lake Forest College
Lawrence University
Lone Star College - North Harris
Long Island University, Brooklyn
Loyola Marymount University
Loyola University Chicago
Loyola University New Orleans
Macalester College
Michigan State University
Middle Tennessee State University

Milwaukee School of Engineering
Mississippi State University
New College of Florida
New York Film Academy
Newcastle University
North Carolina State University
Northeastern University
Northern Arizona University
Northern Illinois University
Northern Virginia Community College
Northwestern University
Norwich University
Nova Southeastern University
Oakland University
Occidental College
Oklahoma State University
Old Dominion University
Otis College of Art and Design
Pace University
Pennsylvania State University
Prairie View A&M University
Pratt Institute
Purchase College, SUNY
Purdue University
Radford University
Rensselaer Polytechnic Institute
Richland College
Roanoke College
Rochester Institute of Technology
Rollins College
Rose-Hulman Institute of Technology
Rutgers University-New Brunswick
San Jacinto College
Savannah College of Art and Design
Smith College
Southern Oregon University
Southern Virginia University
St. Edward's University
Stetson University
Stevens Institute of Technology
Suffolk University
Swansea University
Syracuse University
Temple University
Texas A&M University
The College of Saint Rose
The George Washington University
The New School
The Ohio State University
The University of Alabama
The University of Arizona
The University of Oklahoma
The University of Texas, Arlington
The University of Texas, Austin
The University of Texas, Dallas
The University of Texas, Tyler
Truman State University
Union College (New York)
University at Buffalo,
The State University of New York
University of Alaska
University of California, Berkeley
University of California, Davis
University of California, Los Angeles
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Central Florida
University of Colorado at Boulder

University of Colorado Colorado Springs
University of Connecticut
University of Evansville
University of Florida
University of Georgia
University of Hawaii at Manoa
University of Houston
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Kentucky
University of Maryland, College Park
University of Massachusetts, Amherst
University of Massachusetts, Boston
University of Michigan
University of Michigan, Dearborn
University of Minnesota, Twin Cities
University of Missouri Columbia
University of Missouri Kansas City
University of New Hampshire at Durham
University of North Carolina at Charlotte
University of North Texas
University of South Carolina
University of South Florida, Tampa
University of St. Thomas
University of Vermont
University of Washington
University of Wisconsin Colleges
University of Wisconsin, Madison
Utah State University
Virginia Commonwealth University
Virginia Tech
Wake Forest University
Washington and Jefferson College
Washington State University
Watkins College of Art
Wayne State University
Wellesley College
Western Oregon University
Western Washington University
Wheaton College IL
Whittier College
Woodbury University
Yale University

CANADA

Brock University
Carleton University
Concordia University
Dalhousie University
Laurentian University
McGill University
McMaster University
Ontario Tech University
Queen's University
Ryerson University
Universite de Montreal
University of Alberta
University of British Columbia
University of Calgary
University of King's College
University of Ontario
Institute of Technology
University of Ottawa
University of Toronto
University of Waterloo
University of Windsor
Western University
Wilfrid Laurier University
York University

UNITED KINGDOM

City of London College
City University of London
Goldsmiths, University of London
Heriot-Watt University
Imperial College London
King's College London
Lancaster University
Leeds Beckett University
Loughborough University
Middlesex University
Queen Mary University of London
Regent's University London
Robert Gordon University
Royal Veterinary College
St Mary's University
The University of Edinburgh
The University of Manchester
The University of Nottingham
University College London
University of Bath
University of Birmingham
University of Bradford
University of Bristol
University of Derby
University of Glasgow
University of Greenwich
University of Huddersfield
University of Leeds
University of Leicester
University of Liverpool
University of St Andrews
University of Surrey
University of Sussex
University of the Arts London

EUROPE

CEU Cardenal Herrera University
ESADE Business School
EU Business School Barcelona
Geneva Business School
IE University - Madrid Campus
IE University - Segovia
Katholieke Universiteit Leuven
Paris College of Art
Universidad Carlos III de Madrid
Universiteit Maastricht
Universiteit Twente
Universiteit van Amsterdam
University of Wollongong
Vrije Universiteit Amsterdam

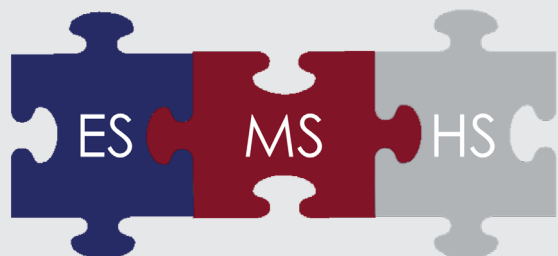
QATAR

Carnegie Mellon University in Qatar
Northwestern University in Qatar
Texas A&M University at Qatar
Virginia Commonwealth University
Qatar
Weill Cornell Medical College in Qatar

WORLD

American University of Beirut
American University of Sharjah
Institute of Technology at Bandung
Lebanese American University
Stellenbosch University
The American University in Cairo
University of Sydney
Yale-NUS College

STRATEGY THREE



PERSONAL DEVELOPMENT

We foster the social, emotional and physical development of our students and adults through positive school culture, engaging programs, and inclusive opportunities for understanding the world in which we live.

Students at ASD are fortunate not only to receive a world-class education but also to be part of a community where their social, emotional and physical wellbeing is promoted as a critical part of their learning and development.

Elementary School: Pre-K to Grade 5

Lower Elementary School: Pre-K to Grade 2

Upper Elementary School: Grade 3 to Grade 5



In the Lower Elementary School, this strategy was supported through the division's participation in a variety of events and programs such as Wellbeing Awareness Week, during which students engaged in a variety of wellbeing-focused learning activities. The division also participated in the Great Kindness Challenge for the third year in a row. During this challenge, students were encouraged to engage in acts of kind and selfless acts toward others, keeping kindness at the forefront of their thinking.

Significantly, the Lower Elementary School faculty engaged in professional learning on Responsive Classrooms. Teachers engaged in professional and collaborative

discussions about the use of reinforcing, reminding and redirecting language in the classroom based on shared readings and experiences. In addition, Lower Elementary School learning assistants have engaged in professional learning on classroom management on a monthly basis throughout the year.

In the Upper Elementary School, counselors Sara MacDonald and Mike Olsen led parents in the Love and Logic Course. This course ran weekly for six weeks, and the purpose was to support positive parenting and teaching techniques to build healthy relationships with children while preparing them to be positive members of society.

Another effort to promote wellbeing in the division has been the inception of Mindful Mondays. Student council members were responsible for writing a mindfulness-focused script and reading it over the loudspeaker to the Lower and Upper Elementary School. They then played several minutes of relaxing music, giving time for students and teachers to start their day in a mindful way. In terms of physical wellbeing, the Upper Elementary School introduced several new game options for students. Tetherball, 4-square, slackline, and cornhole equipment was placed in the playground so students had more choices. Students were given instructions on how these games and activities were played to ensure the rules and expectations were clear, with a focus on sportsmanship and fair play.

Middle School: Grade 6 to Grade 8

In the Middle School, strides have been made in bolstering school climate and continuing to promote a positive school culture.

This year, the Middle School introduced the new faculty position of School Climate Coordinator to take the lead on the division's efforts to learn more about how it can maintain and enhance a positive school climate for students and for faculty.



Strides were made in this area as the Middle School hosted a consultant who worked closely with division members as they identified areas for continued celebration as well as areas for growth. As part of its divisional goal on school culture, the Middle School also hosted a community collaborative called World Café, which brought groups of teachers, students, and parents together to explore diverse perspectives about our ASD values.

These conversations centered around coming to an understanding of what each of our ASD values - Respect, Honesty, Responsibility, and Compassion - look like for all members of the Middle School community in different contexts. From this event, the Climate and Culture Innovation Team will work to develop a set of Middle School definitions for each value, which will serve as a “North Star” for the work to be done around climate and culture in the future. Additionally, several faculty piloted a new Social and Emotional Learning program called “Second Step,” which provides a plethora of resources aimed to complement their existing Advisory program.

High School: Grade 9 to Grade 12

This year in the High School, the Advisory Program continued to grow in scope and impact. The faculty started the year with a host of professional learning opportunities to become more confident and well-resourced Advisors. Much of this professional learning took place during a week-long visit from an outside consultant who provided a plethora of resources and learning opportunities for Advisors. The consultant gave a very positive assessment of

the ASD Advisory Program upon his departure and shared areas for growth upon which High School Advisory Leaders have been able to act.

The High School also augmented its PSAT day in October to include an afternoon of community-building activities through Advisory which carried positive relationships into the remainder of the school year. Like other divisions, the High School continues to seek ways in which it can better support the wellbeing of students in the midst of a constantly changing world; one way this is happening is through strategic efforts to explore the impact of devices and social media on social development and learning. In conjunction with the IT Department, efforts are underway to ultimately provide information to both students and parents regarding the impact of reliance on devices and social media, as well as recommendations about how to mitigate some of the less positive impacts identified.

All School

As we conclude a second year in which ASD’s participation in the Middle East South Asia Conference (MESAC) was compromised by regional political realities, the Athletics and Activities Department continued to go above-and-beyond to ensure that the opportunities our students and student-athletes train for nonetheless lead to great opportunities that support their physical wellbeing. This year, students traveled not only to our usual MESAC partner sites in Muscat and Delhi, but also participated in new invitationals and tournaments in Taipei, Moscow, Bangkok, and Kuala Lumpur.

While the social, emotional and physical development of ASD students is always front and center in the minds and hearts of ASD faculty, the 2018-2019 school year was an exciting one because it put the faculty front and center in one of its most important initiatives: the WHATT Program. Wellbeing and Happiness Activities To Thrive, is a menu of activities available to any and all ASD faculty and staff, and is intended to build community among the hundreds of teachers and supporters of learning at ASD.

This year, ten separate activities were offered by generous ASD faculty members, and their colleagues could then enroll in one or more of these offerings which took place regularly throughout the second semester. These activities ranged from athletic events like ultimate frisbee and rock climbing, to creative endeavors such as silk painting and guitar jam sessions.

The program provided an important opportunity for those in our community who devote themselves to the wellbeing of our students to have their own wellbeing looked after as well. ASD remains committed to this popular program, which will expand for the 2019-2020 school year. A note of thanks goes also to the PTA, who provided funding that supported several aspects of this burgeoning program at ASD.

Wellbeing at ASD has never been better served than it is right now. Efforts to ensure a healthy and happy community at ASD continue full speed ahead into the future.





STRATEGY FOUR

COMMUNITY ENGAGEMENT

We develop and maintain strong partnerships with the Qatari and global community to ensure great opportunities for students and to support delivery of the ASD Mission.

Growing ASD's Community Connections

This year's efforts to engage the community took the faculty and staff from school into the community as part of our learning plan. To develop a better understanding of Doha's local offerings, the school scheduled professional visits to various sites so that teachers, coordinators, principals, and directors could experience first-hand what is possible with students in Doha.

The site visits included lectures at Georgetown University Qatar, Carnegie Mellon University Qatar; behind the scenes visits at the Qatar National Library, the Fire Station and Msheireb museums; tutorials on cyber security from Qatar Computing Research Institute; and informational sessions on physical and mental health from Aspire, the Mind Institute, and the Ontario Center.

A new partnership with the Supreme Committee for Delivery and Legacy has been forged this year as Doha prepares for the World Cup 2022. A proud ASD alum has taken a post with the Supreme Committee, and so we look forward to developing this partnership in the coming years to provide great opportunities to engage and be part of the legacy that will be the World Cup 2022.

Enhancing Existing Community Connections

Existing partnerships were further developed this year with numerous groups and organizations to enhance our students' experiences and contribute positively to Doha's service landscape.

The PAWS animal shelter partnership expanded with Middle School and High School students visiting the shelter

regularly and supporting their efforts in numerous ways to raise awareness of animal issues in Doha. Their efforts were enhanced with sponsorship from Mars, Inc. as they donated food to the shelter as a result of the work of the groups. Likewise, partnerships with Step by Step school, have provided students with opportunities to learn what service means in our community.

The second annual Maker Faire at ASD was held this year with nearly twice the number of offerings for nearly twice the number of attendees. Adding the Robotics Rumble to the Faire brought teams of students from other schools across Doha for healthy competition. This Faire is sponsored by our consistent and generous partner Chevron Phillips.



Continued connections with Sidra Medical on students' wellbeing and counselor training has been invaluable. In collaboration with Sidra, ASD held the first Annual School Counselor's Symposium coordinated by ASD counselors Sara MacDonald and Izzet Sengel. The theme for the symposium was "Stress Across the Ages." Approximately 80 school counselors, psychologists, and psychiatrists from various schools, health organizations, and hospitals across Doha attended the conference. The psychologist and psychiatrists from Sidra Medical Hospital work regularly

with ASD counselors and volunteered their valuable time to improve the mental and emotional health of our communities.

This year, in alignment with strategy one we also became an Eco-School and received the Green Flag award. The Eco-Schools Green Flag is an internationally recognized award for excellence in environmental action and learning. This accomplishment was made possible by an all-school Sustainability Committee lead by Middle School teacher Marcia Jones.

Partnerships with the community were an integral part of achieving the goal of becoming an Eco-School. Those partnerships included the support of Chevron Phillips for school initiatives such as The Go Refillable campaign, the ASD Dragon Dirt composting program as well as support for student-led Eco Councils throughout the school.



The Qatar Green Building Council, The Water Sustainability Center, and ConocoPhillips were also integral in supporting and encouraging our students with the creation of the first annual Waste Less Sustainability Film Project. Other community sustainability collaborations included Torba Market sustainable products sales on campus, new recycling initiatives, a more sustainable Friendship Festival as well as partnerships with Jazz Cafe (our Cafeteria provider), Nakheel (our Landscaping company) and Acciona (our school facilities management company.)

The U.S. Embassy in Qatar continues to support and advise the school in many ways. The school benefits from the Embassy's support of the ASD curriculum, programs and calendars with the Ministry of Education and Higher Education, and the Regional Security Officer at the Embassy provides great consultation and support for the safety and security issues with busing and events at the school.

In addition to the Embassy support, ASD benefited immensely from the partnership with the U.S. Military. Volunteers from the Al Udeid Air Base, Doha (Air Force) and the Camp As Sayliyah, Doha (Army) that helped support our Friendship Festival, sports activities, baseball program, foreign language, and music programs, and many other special events at the school. In addition, the military invited our students and parents for special events at the bases to learn more about the service being provided by the U.S. Armed Forces. One of the highlights of any event at ASD was the appearance of the Air Force Central Command (AFCENT) military band who performed for the school community on two occasions.

Continued partnerships with Qatar Little League, Boy Scouts, Girl Scouts, H2O Swimming, BE Basketball and Evo (basketball and soccer), Doha Soccer League, many musicians from the Qatar Philharmonic, and various other specialty groups provide ASD students with learning opportunities second to none in Doha.

Annual Fund

As part of the 30th anniversary, ASD erected the Legacy Wall to commemorate the people who have contributed financially to the previous building projects at ASD. This project also opens the possibility to add the legacy of families across the school for years to come. This year, as a kick-off of the legacy wall, sale of the plaques contributed to the completion of the Machakos Education Center. The school building is scheduled to be completed by March of 2020.



Partnering with Parents

The ASD parent volunteer groups (PTA, Booster, AMA, CAST and Jr./Sr. Committee) have all contributed to the 30th year of One Community, Learning Together. Amazingly, each of these volunteer groups transitioned new leadership this year, and because of the strong and vibrant community and legacy of the groups, the new leadership has thrived. We are grateful for these groups supporting the school, sports, activities, the arts, culture, and Jr./Sr. experiences for our students. Their contributions included technical/computer equipment, service scholarships, sponsorship of authors and artists, travel bags and travel expenses, support for travel costs of coaches/advisors, and so much more.

Partnering with Corporate Sponsors

This year we committed to a specific five-year corporate sponsorship arrangement with long-time supporters of the school, ExxonMobil and Chevron Phillips. We are delighted to be partnering in a formal capacity, and look to expand that partnership with other companies in the years to come.

These partnerships, and so many more have added immeasurably to the school with both financial and other types of support. Truly, ASD is a better place thanks to the partners who help engage our community.



SUPPORTING INFRASTRUCTURE

We advance an effective and efficient infrastructure which supports student learning, facilitates professional staff growth, and encourages community involvement.

A solid operational foundation and infrastructure are necessary to ensure educational excellence. Strategy Five emphasizes the implementation and on-going development of the core systems that support the day to day stakeholder experience and long term sustainability of the school. 2018-2019 was a year to fine tune back office operations with an approach that encourages an innovative allocation of school resources to maximize efficiencies, maintain a balanced budget and ensure institutional sustainability.

Admissions and Development

The emergence of new competitive schools in Qatar in addition to changes in the economy and corporate compensation structures necessitates ASD being more strategic in how we attract and retain qualified students. Even with these challenges, ASD continues to maintain capacity enrollment at 2250 and qualified wait pools in nearly every grade and are expected to do the same in the 2019-2020 school year.

The Office of Admissions has concentrated efforts to solidify relationships with local preschools and relocation offices to ensure a natural feeder network into ASD for qualified students. Additionally, working with the Marketing and Communications Department, Admissions has taken action to strategically increase our local and global presence through social media, a newly designed website and Sahifa, the school's formalized communication strategy for prospective, current and alumni families.

To celebrate its 30th anniversary, ASD released a series of promotional videos that highlight the ASD experience for employees, students and families. Finally, after months of preparation, 2019-2020 will see the final launch of Teneen, the student and parent portal that streamlines all student information.

Throughout the 2018-2019 school year, ASD signed Corporate Sponsorship Agreements with two U.S. companies ensuring their employees and families the ability to receive the ASD experience as they continue to bring new families to Qatar. Concurrently, ASD continues to maintain relationships with Non-Sponsorship partners who are so important to our community and who support our school and programs.

Facilities

2018-2019 launches year two of a five year Master Facilities Plan put in place to ensure major initiatives, security and safety measures and standard upkeep is scheduled and funded. In the past 12 months, the school has installed new gymnasium flooring for our High School and Middle School programs, as well as updating the appearance of the Elementary School buildings with new motion detected lighting, new ceiling tiles, and flooring.



The plan also saw the completion of 16 upgraded bathrooms and air conditioning throughout the school with more to come. These projects will continue to move forward through the summer and into the coming years to ensure our facilities support the school's programs.

To that end, working with ASD's facilities service provider, Acciona, the school implemented a new online ticketing system for faculty and staff to submit maintenance requests and receive immediate feedback from initial submission to completion. Monthly reporting is in place to understand specific areas that require more significant focus to ensure a safe and functioning facility to support student learning and programs.

Sustainable Finances

The school continues to effectively and efficiently manage its budget while ensuring the quality of the student experience and programs. By actively managing costs, the school has been able to limit tuition increases over the past few years and has announced a 15% reduction in capital fees for the coming year. While continuing to pay down the debt financing that was put in place to help fund the Campus Improvement Project, the school anticipates being debt free in 2019.

Closing out the 2018-2019 school year, a new integrated Finance and Human Resource system will be launched that will streamline operations, reduce the possibility of manual errors and provide timely reporting to allow for improved decision making. Using these tools, we will continue to evaluate and fund existing programs and new initiatives to support the ASD mission, vision and strategies.

at ASD. Additionally, there was the implementation of the Wellbeing and Happiness Activities to Thrive (WHATT) Program. The WHATT program allows teachers and staff to share skills that they might not get to use during the normal school day. By making courses open to everyone, the courses often bring diverse faculty and staff together as a community of learners. This also serves the purpose of encouraging staff morale, retention, and easy integration of new staff.

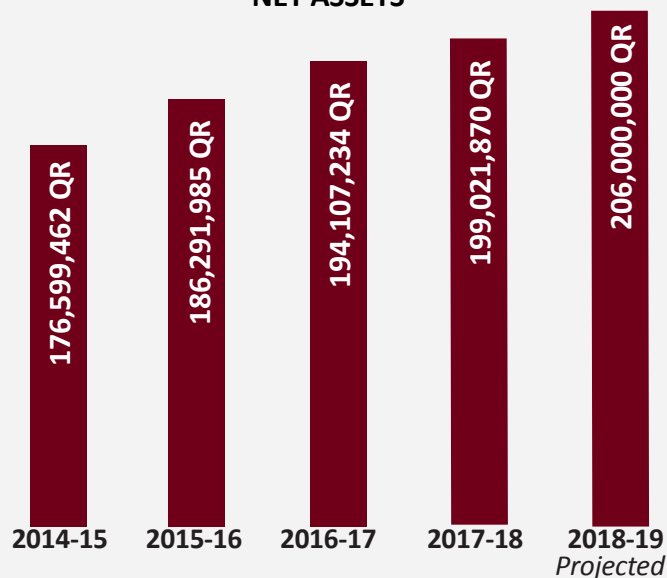


Although travel restrictions are still in place, this past year saw teachers and administrators take advantage of numerous professional learning activities outside Qatar once again participating in NESA training and workshops in addition to many other learning opportunities. Locally, the school continued to build up its in-house programs where our teachers highlighted their skills, expertise, and knowledge. Additionally, an extensive program of visiting consultants supported teachers across the institution. All of these efforts combined, ensure that ASD continues to provide professional learning opportunities for its teachers to ensure they stay challenged, motivated and current with high-quality educational practice

Finally, ASD continuously benchmarks its salary and benefits programs against other Tier 1 international schools. We are committed to supporting our faculty and staff by ensuring our compensation structures and other benefits are targeted at the right levels to attract and retain top tier talent to deliver our academic programs.

Excellence in education requires high-quality operational infrastructure. Through investments in physical infrastructure, fiscally prudent policies and development of human resources, ASD's infrastructure not only remains strong but continues to develop and improve.

NET ASSETS



People

While physical improvements and financial health are necessary components of excellence, they are not sufficient in creating a high-quality school. This year saw ASD implementing programs and teams focusing on community engagement and wellbeing. Specifically, originally starting as a task force, the Faculty and Staff Engagement Committee was established as a full-time committee with a revised charter to garner input and support at all levels regarding things that matter most to all employees

2018-19

YEAR IN REVIEW

SPONSORS AND ASD COMMUNITY GROUPS

Thank you to our major donors and ASD Community Groups whose contributions benefit various schoolwide programs to stay ahead of standard curriculum and allow ASD students to gain an advantage in learning through advanced technology.

NEARLY 1.8 MILLION QR

in SUPPORT from our Sponsors and ASD Community Groups



ExxonMobil



Occident | Petroleum
أوكسيدنتال للبترول

ConocoPhillips
Proud Partner of QatarGas

INNOVATION @ASDoha

Robotics
Rumble

Green Flag
Award

HYDRA
Swim Club

Film
Production
Lab



Junior Senior
PARENTS



LIVING OUR MISSION






25
SERVICE
GROUPS

457,654 QR

Donated to 28 charities/NGO's
by ASD Student and Community
Groups

ASD Learning Service around the World

Key Service Projects

-  **171,000 QR**
Machakos Education Center, Kenya
-  **77,500 QR**
Support for organizations in Qatar
-  **54,385 QR**
Habitat for Humanity, Thailand
-  **40,275 QR**
Hope for Leadership and Education,
Afghanistan (HELA)
-  **22,995 QR**
Whale Shark, Maldives



376,501 QR

Donated to organizations and NGO's

81,153 QR

Donations during service trips

4 Services Trips

1 Teacher Design Thinking and
Tech Training, Tanzania



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