



# THE AGA KHAN UNIVERSITY

Report 2012







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## Chancellor's Message

*“In too much of the developing world, the capacity to realise the potential of the human resource base is still sadly limited. Too many of those who should be the leaders of tomorrow are being left behind today. And even those students who do manage to get a good education often pursue their dreams in far off places – and never go home again. The result is a widening gap between the leadership these communities need – and the leadership their educational systems deliver.*

*For much of human history, leaders have been born into their roles, or have fought their way in – or have bought their way in. But in this new century – a time of unusual danger and stirring promise, it is imperative that aristocracies of class give way to aristocracies of talent – or to use an even better term – to meritocracies. Is it not a fundamental concept of democracy itself, that leadership should be chosen on the basis of merit?*

*Educating for leadership must imply something more than the mere development of rote skills. Being proficient at rote skills is not the same thing as being educated. And training that develops skills, important as they may be, is a different thing from schooling in the art and the science of thinking.*

*The temptation to inculcate rather than to educate is understandably strong among long frustrated populations. In many such places, public emotions fluctuate between bitter impatience and indifferent scepticism – and neither impatience nor indifference are favourable atmospheres for encouraging reasoned thought.*

*But in an age of accelerating change, when even the most sophisticated skills are quickly outdated, we will find many allies in the developing world who are coming to understand that the most important skill anyone can learn is the ability to go on learning.*

*In a world of rapid change, an agile and adaptable mind, a pragmatic and cooperative temperament, a strong ethical orientation – these are increasingly the keys to effective leadership. And I would add to this list a capacity for intellectual humility which keeps one's mind constantly open to a variety of viewpoints and which welcomes pluralistic exchange.*

*These capacities, over the longer term, will be critically important to the developing world.”*

**HIS HIGHNESS THE AGA KHAN**

**“The Peterson Lecture”**

**Annual Meeting of the International Baccalaureate  
marking its 40th Anniversary, Atlanta, Georgia**



## Chairman's Message



Across time and geographies, universities have existed as physical and intellectual spaces where ideas can be debated and explored without prejudice. In an increasingly globalized world, this diversity of thought, the freedom to express and experiment with a variety of ideas and the intellectual independence afforded by institutions of higher education, are paramount.

The Aga Khan University extends from a long, inherited tradition of educational commitment. The legacy goes back more than a thousand years to the time when the Fatimid Imam-Caliphs of Egypt founded Al-Azhar University and the Academy of Knowledge in Cairo. More recently, about a century ago, Sir Sultan Mohammed Shah, the grandfather of this university's Chancellor, built a network of some 300 schools in the developing world, the Aga Khan Education Services – in addition to co-founding Aligarh University in India. Today, the Aga Khan Development Network is home to the Aga Khan University and the University of Central Asia.

As a university of the developing world, AKU operates in regions of Africa and Asia where generations have grown up in volatile environments, with tribal, ethnic, religious and sectarian differences defining their lives. Young people in these countries are more familiar today with conflict than conciliation, with differences emphasized rather than diversity accepted. The dominant voice has not been that of the majority, but whoever is the loudest. As a result, the space for dialogue has shrunk with no clear solution at hand.

At the same time, the world has become a global village. Migration is changing the face of societies as people move in search of their dreams. With technology bridging people across continents and cities, the flow of information is forcing interaction and interdependence. Peace and the prosperity of humanity at large will depend on an active acceptance and engagement with diversity among its citizens.

One of the objectives of the Aga Khan University is to nurture the leaders, trail blazers and thinkers of the modern developing world. Hand in hand with this vision, and in keeping with the historical remit of universities has been a commitment to respect difference, honour diversity and nurture pluralism. However, pluralism cannot be understood as simply tolerating each other.

As the Chancellor, His Highness the Aga Khan, articulated at the University of Alberta Convocation ceremony in 2009,

“Pluralism means not only accepting, but embracing human difference. It sees the world's variety as a blessing rather than a burden, regarding encounters with the “Other” as opportunities rather than as threats. Pluralism does not mean homogenization – denying what is different to seek superficial accommodation. To the contrary, pluralism respects the role of individual identity in building a richer world. Pluralism means reconciling what is unique in our individual traditions with a profound sense of what connects us to all of humankind.”

As a university, we have seen our students, our faculty and community bring with them a diversity of faiths, opinions and beliefs to our campuses and successfully integrate into a single body. Mindful of how the societies outside the walls of our classroom stand and the potential power of the work inside the classroom to improve these societies, AKU is purposeful in its cultivation of pluralism. Our admission policies actively seek diversity in our student population on meritocratic grounds. Every student who attends AKU enters on his or her own strength, alleviating the belief that family connections, tribal affiliations or economic wealth make one applicant more deserving of a high quality education than another.

Once on campus, our partnerships with renowned universities and our research and public lectures at the Institute for the Study of Muslim Civilisations and in other entities expose the AKU community to experts from around the globe, encouraging diversity of thought. Moreover, through the programmes of the Aga Khan University Examination Board, students from a young age learn to think critically about the world around them, to question, to reason and grapple with important philosophical concepts.

In its vision, purpose and reality, our hope is that the Aga Khan University will be a place that cultivates mutual respect and regard for one another. Through the pages of this report, we share the stories of the Aga Khan University. I invite you to experience how AKU has chosen to live the values of pluralism in its daily work, in the students it educates, and the intellectual and physical spaces it provides.

**Ambassador Saidullah Khan Dehlavi**

## From the President



Across the developing world, people are striving to build more prosperous, free and just societies. Hope fills their hearts, and the list of their successes is long and growing. Yet the obstacles to self-sustaining development remain formidable. Indeed, in many cases, they are increasing.

For those societies that continue to battle extreme poverty and all its related ills, this is a pivotal moment. While they struggle, the world around them is evolving with unprecedented speed. In order to thrive, they must field new generations of men and women with the skills and determination to overcome a litany of challenges, seize on opportunities and lead progress. If they are to chart their own course, rather than being driven toward unknown destinations by the winds of global change, they must cultivate the leaders – the entrepreneurs, scientists, thinkers, professionals, artists and even politicians – the 21st century demands.

The need for outstanding and agile universities therefore has never been greater. For they alone possess the capacity to prepare young people to achieve their very highest potential and solve society's most intractable problems.

Driven by its mission of human development, the Aga Khan University is positioned to make an extraordinary impact in this era – not only as a builder of leaders, but as an engine of innovation, a bridge between cultures, an institution that sparks change and a creator and disseminator of new knowledge.

Guided by our Chancellor's emphasis on uncompromising quality, we have been preparing men and women to excel in the global knowledge economy and to lead the development of their societies for the past 30 years. Today, we can point to our achievements in maternal and child health research, which have been recognized repeatedly in *The Lancet*; to the success of our influential Urban Health Project, which has sharply improved the quality of life in squatter settlements in Karachi; to our many nursing graduates who now head other nursing schools; to our medical graduates who have gone on to stellar careers in a host of specialties; and to what independent evaluators have called AKU's "unique, effective, sustainable and dynamic approach to education reform for developing countries." Thanks to these accomplishments, we have become a trusted and sought-after partner for universities and international organizations wishing to make a difference in the areas where we work.

We can be proud of all that we have accomplished. But we cannot be complacent. Hope is, as His Highness the Aga Khan, our Founder and Chancellor, has said, "probably the single most powerful trampoline of progress." We realize that hope frustrated can exert an equally powerful force in the opposite direction. Our work is urgent.

The University's plans for the future reflect that urgency, the hopes of the societies it serves and the desire of countless people within those societies to fulfill their potential.

We will create a second full-fledged Faculty of Health Sciences, this time in Nairobi, and several Graduate Professional Schools in East Africa and Pakistan. Simultaneously, we will continue working to establish our first-ever liberal arts programmes in Arusha, Tanzania and outside Karachi. In Dar es Salaam, we are building the Institute for Educational Development to help improve the quality of teaching in schools in East Africa. In Afghanistan, with the help of our partners, we are expanding the French Medical Institute for Children in Kabul to add maternal care and train medical specialists and nurses. In the UK, we plan to relocate our Institute for the Study of Muslim Civilizations to a new facility in London to be shared with sister agencies of the Aga Khan Development Network. Meanwhile, our Stadium Road campus in Karachi is growing with the addition of new research, education and patient care facilities.

In each case, our work will be grounded in our belief in the individual's unlimited capacity for growth, and our understanding of the determinants of societal success and the process of development. Experience has shown us repeatedly that progress in one sphere of collective life is inextricably linked to that in other spheres. It also has taught us that whether one's goal is to launch a business, streamline a bureaucracy or increase girls' attendance at a rural school, certain abilities are indispensable.

Thus, we will develop men and women who are deeply versed in a discipline yet broadly educated and skilled, who deploy diverse perspectives in their search for solutions and view challenges as opportunities to make a difference. Our graduates must be critical thinkers, incisive analysts and clear communicators, embody the highest ethical standards, appreciate the strengths of pluralism and bring out the best in diverse and multi-disciplinary teams.

As we educate such leaders, we will work to demonstrate in our own practice as an institution the agility and power of intellectual integration we aim to cultivate in our students. To an even greater extent than today, we will blend teaching, research, service and partnerships into a dynamic whole, in which each contributes to improvement in the others.

Undoubtedly our plans for the future are ambitious. But they are no greater than what the age demands, or the capacities we have demonstrated over three decades. Working together, all of us – trustees, faculty, students, staff, partners, donors and volunteers – will prove the power of a great university to transform societies for the better.

**Firoz Rasul**







## Reflections of a Trustee

*Dr Robert Edwards served as President of Bowdoin College from 1990 until his retirement in 2001 and subsequently as President Emeritus; prior to that he was the President of Carleton College from 1977 to 1986. He has been awarded honorary doctorates by Bowdoin, Carleton, Colby Colleges and the University of Maine, and has been the Ford Foundation representative in Pakistan and the head of its Middle East and Africa office from 1968 to 1977. Dr Edwards served the Aga Khan University as a Trustee from 1987 to 1990 and was reappointed in 1999. He retired from this position in 2011.*

What enables a university or college, notably a private university, to perform successfully over the years – and the centuries? Leadership changes hands. Programmes come and go as problems are solved or mutate. The academic disciplines are protean, changing shape over time. Events revolutionize the societies in which universities live. Yet some institutions seem to have a deep structure, a nature akin to DNA that causes them both to endure and to maintain vitality and purpose over time.

Their common core seems often to have been a founding idea and a committed group – frequently a religious group seeking initially to meet the pressing needs of its own community. The guild that founded my Cambridge college 650 years ago sought urgently to replace the priests, decimated by the Black Death, who alone could administer the last rites to stricken guild members. The Lutherans who came in the 1800s to the Minnesota wilderness swiftly founded colleges, one each by German, Swedish and Norwegian Lutherans, that would educate serious Christian schoolteachers. Over the years the purpose and focus broaden beyond the immediate community; the institution extends its reach and its base of support as region and nation and non-community graduates develop reliance and loyalty. Identity, institutional personality and sense of mission, however, seem strangely durable. Corpus Christi College still holds a commemorative feast to honour its original benefactors and their purpose. It now educates classicists, economists, lawyers and doctors – but still sends graduates into the church.

Aga Khan University has followed a similar trajectory – but in less than a generation. The Ismaili community had to minister to its own needs in Africa and Asia before Independence, founding the schools, maternal/child health centres and hospitals that it would eventually have to reclaim and reconstitute when the disasters of nationalization, confiscation and expulsion subsided. But by then the wheel had turned. Education and healthcare were still community urgencies, but their standard had become international excellence, not local adequacy, as borders opened and populations and their services could move more easily. The new equation required an “apex institution” to create the model and provide a new level of expertness to modernize the emerging Aga Khan network of existing community schools and clinical bodies that now served widely diverse constituencies.

Thus came AKU, an institution of broad reach and aspiration but with a stated Muslim community identity. Its founder, His Highness the Aga Khan, stated at the Charter Presentation in 1983: “This will be a Muslim university ... it will draw [its] inspiration from the great traditions of Islamic civilisation and learning ...” But he also noted, “The Aga Khan University has a number of constituencies ... with which it must keep faith: the Pakistan nation, the Islamic Ummah, including my own Ismaili Community, the Third World countries of Asia and Africa.” In addition, “... the Charter specifically allows the University to establish faculties abroad ... to become an international University, able to mobilize resources from other countries ...”

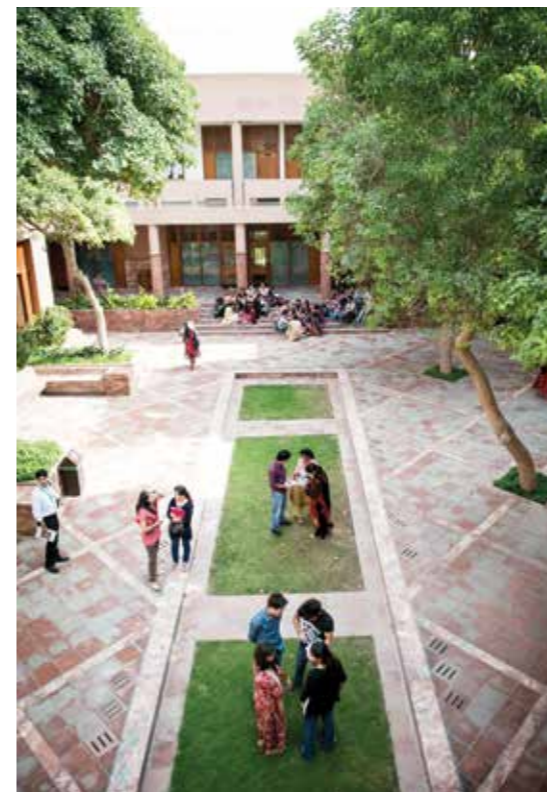
A generation later the early signs of institutional durability in the Founder’s “private, autonomous, international institution of quality and distinction” are in place: a distinctive programme mission targeted on an urgent human need.

In its first 25 years AKU began with healthcare. In a society of sparse excellence in care and education, its fresh methods of medical education and attention to community health and treatment have caused revisions in national standards. In conservative Pakistan, it was courageous of the University, and the young women who filled its first classes, to make its first programme the School of Nursing. The Aga Khan University Hospital, in turbulent Karachi, swiftly established strong ties to Karachi’s physician community. It now draws to its campus 25,000 visitors a day, who see its competences serving their hopes for healing. AKUH is now part of the national and international medical landscape.

In its early years of high clinical volumes, a strong focus on financial balance and a major recent allocation of human and financial resources to develop Aga Khan University Hospital in Nairobi, the hope of its planners that AKU would lead developing world universities also into research and scholarship has not been fulfilled. This must happen, not just because research is the heart of a modern university; it is because the unique responsibility of universities is, as the original Harvard Committee put it, “to provide their societies with deeper understanding of their nature and problems.” AKU’s new Institute for Human Development and its Faculty of Arts and Sciences in Arusha will be natural foci. It would be hard, however, to suggest that the University’s instinct to establish as its first mission an international level of clinical care and medical education has not served brilliantly the needs of Pakistan’s people and its own institutional security.

What are the perils to the long-term durability of AKU’s second 25 years?

Perhaps AKU’s greatest peril is growing complexity: the greater the institutional variety and geographical dispersion, the more difficult become governance, leadership and a retention of clear mission. Loyalty of staff is a corollary of institutional identity and a sense of shared purpose.





During the English Civil War the colleges of Cambridge were called to give their silver to be melted down for the King; Corpus Christi distributed its ancient plate among its loyal Fellows to be buried until things improved; it all came back. America's public universities with multiple campuses struggle with governance, leadership, fragmented identity and localised interests. The best private universities tend to be unitary, but AKU will have at least six campuses – or sister institutions – in different political, linguistic and educational regimes.

Accordingly, AKU and AKDN will be devoting much attention to governance in the next years. Even more important to future durability, however, may be a clearer understanding of the role of the AKDN culture – that indefinable devotion to its mission that is felt by all who touch it. An expression of shared history, stories, humour, personal loyalty and a sense of the ineffable, this culture underpins prodigious achievements. But developing world needs are limitless and opportunities are always legion and exigent, and leadership is even more essential and scarce than money. Even a culture of affirmation and confidence might usefully value modesty and restraint if it also values the sturdy durability of its creations over the decades.

What of material durability: long-term financial stability? AKU's second 25 years, its reputation established, inevitably hold the perils of an ageing plant and deferred maintenance and exhilaration of new campuses, as well as the other eternal problems of all private universities: tuition which never covers educational costs and which also requires financial assistance for its able but less-affluent students; endowments which rarely provide the desired 30-40 per cent of budget because they are too small or financial markets underperform.

History suggests no solution; only a constant struggle amongst good decades and bad and unfailing attention to budget, physical plant and founts of external generosity. Older private universities have a body of graduates who have prospered and understand their education flowed from the generosity of their predecessors. These contributions to AKU will gradually grow; so will research grants. As a high quality provider of health services, AKU will be able also to off-set clinical fees against education. Over time, with vigorous development programme outreach, international foundations and private donors will come to see the stabilising value of AKU, a modern, flexible, outward looking private university in Africa and Asia.

But history also suggests that as AKU's sails fill with the winds of new programmes, institutes, undergraduate programmes and specialised professionals from everywhere, the keel under the ship, for some time to come – perhaps for all time – will be the legendary abilities, generosity and loyalty of the Ismaili community and the far-seeing leadership of its Imam and Chancellor; for baked into the culture of the Community for hundreds of years is a deep understanding of the value of the knowledge, wisdom and open possibilities of a university.





# The AKU World

## PAKISTAN

Faculty of Health Sciences, *Karachi*  
Medical College  
School of Nursing and Midwifery

University Hospital, *Karachi*

Aga Khan Hospital for Women, Garden, *Karachi*  
Aga Khan Hospital for Women, Karimabad, *Karachi*  
Aga Khan Maternal and Child Care Centre, *Hyderabad*  
Aga Khan Hospital for Women and Children, Kharadar, *Karachi*

Institute for Educational Development, *Karachi*  
Professional Development Centre, *Karachi, Chitral and Gilgit*

Examination Board

Faculty of Arts and Sciences, *Karachi*\*

## EAST AFRICA

Faculty of Health Sciences\*  
Medical College (Postgraduate Medical Education)  
*Nairobi and Dar es Salaam*  
School of Nursing and Midwifery, *Nairobi, Dar es Salaam and Kampala*

University Hospital, *Nairobi*

Institute for Educational Development, *Dar es Salaam*

Faculty of Arts and Sciences, *Arusha*\*

Graduate School of Media and Communications, *Nairobi*\*

## UNITED KINGDOM

Institute for the Study of Muslim Civilisations, *London*

## AFGHANISTAN

French Medical Institute for Children, *Kabul*  
Teaching site supporting postgraduate medical education,  
nursing education and the professional development of  
teacher educators

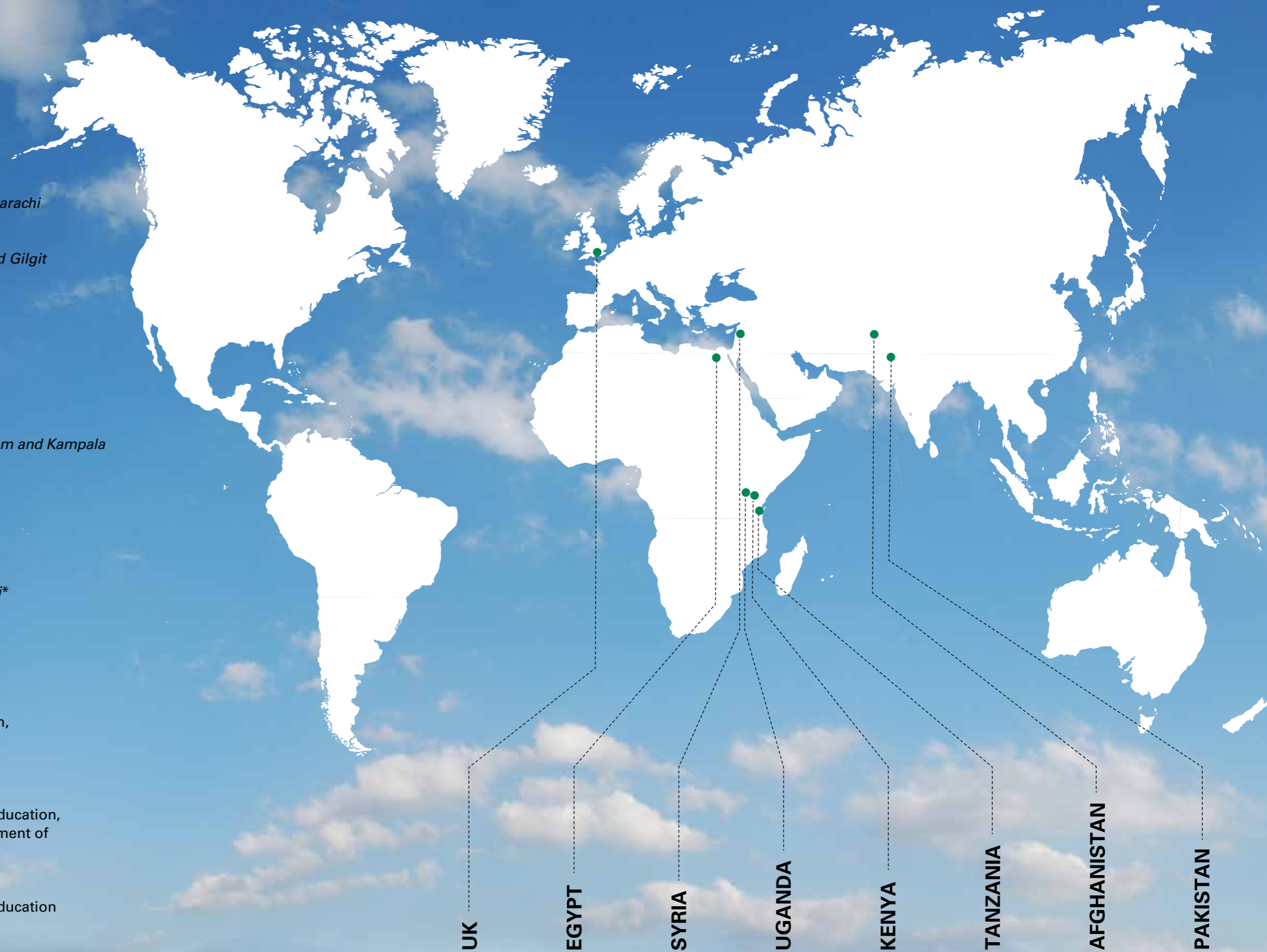
## SYRIA

Activities suspended. Teaching site supporting nursing education,  
hospital quality assurance and the professional development of  
teacher educators

## EGYPT

Activities suspended. Teaching site supporting nursing education

\*Campus Expansions; *Location*





## Overview Shaping the Future

Thirty years after it was chartered, Aga Khan University stands as a unique institution: both a model of academic excellence for the developing world and an agent of social change.

At each of its campuses and training sites in Pakistan, East Africa, Central Asia, the Middle East and the United Kingdom, the University offers an outstanding educational experience, empowering graduates to become innovative and ethical leaders and inspiring them to serve their communities. As an integral part of the Aga Khan Development Network, the University is committed to fostering intellectual freedom, distinction in scholarship, excellence in research to address problems of the developing world, active engagement with pluralism and creating a sustainable physical, social and cultural environment.

### Our Impact

AKU measures its success by the impact it has on the societies in which it works. Driven by the urgent need for quality healthcare and education in the developing world, it has graduated more than 10,000 doctors, nurses and teacher educators. AKU nurses and doctors are a lifeline, providing desperately needed medical care to all – because everyone deserves access to quality healthcare, regardless of their location, status or income. For women in Pakistan and East Africa, the University's success in elevating the status of the nursing profession has wrought a remarkable change for the better, creating opportunities for employment and personal growth for thousands. To children in areas where not many are literate, AKU-trained teachers and school leaders have brought new methods that sharpen students' problem-solving skills, helping to give them the opportunity they deserve to thrive in a rapidly changing world. Equally important is the University's uncompromising commitment to quality, which has repeatedly elevated local standards, extending AKU's positive impact far beyond those whom it serves directly.

The last few years have been among the most productive, eventful and exciting in AKU's history. New medical facilities are bringing world-class care to the developing world; innovative programmes are expanding access to quality primary, secondary and higher education; and the internet and technology are being tapped to overcome geographic isolation and treat patients in some of the poorest areas of the world. The University is playing a leading role in international research efforts that have the potential to improve the health and well-being of millions. In one of its finest hours, it responded to Pakistan's devastating flood with extraordinary resolve and effectiveness, treating over 1.3 million flood victims, primarily mothers and young children.

Never has the AKU community had more or better reasons to be proud. In a time of crisis across much of the globe, it has marched resolutely forward, guided by the vision of a better world upon which the University was founded.





## The University Hospitals

At the Aga Khan University Hospital in Karachi, state-of-the-art technology and Pakistan's first fully automated biochemistry laboratory have been introduced to improve patient safety and care. A new Ambulatory Care Building has been added and several new facilities proposed – a new Private Wing, plus medical, paediatric and neonatal intensive care units – to provide high quality environments for clinics and specialised care. Four existing community hospitals have been integrated into the University Hospital's network and the network of phlebotomy centres has expanded to 201. To ensure its facilities and services remain accessible, AKU continues to operate a generously funded patient welfare programme.

In East Africa, AKU has been equally active. With cardiovascular disease and cancer expected to become among the most common causes of death in the developing world, the Aga Khan University Hospital in Nairobi opened a Heart and Cancer Centre, bringing services and a level of care to sub-Saharan Africa that were previously unavailable. To bring quality care to smaller towns and rural areas, 15 outreach medical centres have been established in the last two years, 13 in Kenya, and one each in Tanzania and Uganda. They will become part of the integrated AKDN health system in East Africa, a broad, regional healthcare network providing a continuum of services from preventive and primary care to tertiary hospital-based care.

In Afghanistan, where mother and child mortality rates are among the highest in the world, the French Medical Institute for Children in Kabul managed by AKU and four partners has been providing cutting-edge treatment for a range of conditions that were previously untreatable locally. Paediatric cardiac care is an example: of the 10,000 total surgical procedures to date at FMIC, over 1,000 have been cardiac surgeries, offering children and their families hope for a better future. A Women's Wing, to be added by 2015, will extend quality care to pregnant women and mothers. Expanding its reach beyond Kabul, FMIC provides telemedicine services to provincial hospitals in Bamyan and Faizabad and the Khorog General Hospital in Tajikistan, and is on its way to becoming an important diagnostic and treatment referral centre for other regional hospitals in Afghanistan and Central Asia.

*Since 2006, FMIC has invested over US\$ 16 million in its Patient Welfare Programme, changing the lives of over 200,000 patients from all 34 provinces of Afghanistan.*



## Schools of Nursing and Midwifery

AKU's School of Nursing and Midwifery has repeatedly made history since it launched the first undergraduate nursing programme in Pakistan. The year 2013 will see another first, as the School introduces its Bachelor of Science in Midwifery degree programme. This will be the first such programme to comply with the standards set by the International Confederation of Midwives, putting AKU at the forefront of the global effort to reduce the millions of maternal and child deaths that occur every year in poor communities. A blended learning curriculum for post-RN students has been introduced that mixes face-to-face instruction with digitally delivered lessons. This will eventually allow the School to extend its reach to numerous underserved areas in Pakistan, East Africa, Central Asia and beyond, bolstering countries' efforts to meet a global recommendation that all nurses should hold a bachelor's degree. Already, the School is taking its programmes directly to nurses in remote areas with its two-year degree programme in rural Kenya.

## Medical Colleges

Graduates of our Medical Colleges continue to demonstrate the commitment to quality and patient-centred care for which AKU is renowned. Their ranks include a growing cadre of medical scholars and highly skilled specialists from more than 29 postgraduate residency and 28 fellowship programmes in Pakistan, plus nine postgraduate training programmes in East Africa. Despite having the skills and talent to work anywhere in the world, most of these professionals remain in either East Africa or Pakistan, and many choose to work in the University Hospital system. Those who do so join an institution whose reputation for excellence in healthcare and research grows with each passing year.

Indeed, our researchers recently have made a number of essential contributions in fields of special importance to the developing world. As key members of international teams, they have developed practical solutions to the under-recognized problem of stillbirth; identified essential interventions for saving the lives of mothers and their babies through work with over 500,000 women in Sindh, Pakistan funded by the Bill and Melinda Gates Foundation; and partnered with Oxford University to track thousands of pregnancies in Kenya as part of a global effort to help doctors better monitor the progress of fetuses and newborns.





Our research has been supported by institutions such as the Fogarty International Center of the US National Institutes of Health, GAVI Alliance, Grand Challenges Canada, Save the Children, Wellcome Trust and the World Health Organization, confirming the quality of our studies and their relevance to the problems and challenges of the developing world. AKU faculty have published in high impact journals such as *The Lancet*, *Blood*, *British Medical Journal*, *Journal of the American Medical Association* and *PLoS Pathology*. In 2012, AKU faculty published 514 papers, of which 76 per cent were research papers.

### Institutes for Educational Development

AKU's two Institutes for Educational Development, located in Karachi, Pakistan and Dar es Salaam, Tanzania, are making impressive contributions to improving education in Pakistan and East Africa. One of IED Pakistan's most important interventions is linking research to policy and encouraging evidence-based policy and practice. IED Pakistan is working closely with the Higher Education Commission in forming the National Accreditation Council for Teacher Education Programmes, covering the public and private sectors, to promote excellence in educator preparation. Under the Strengthening Teachers' Education Project in Sindh and Balochistan and the Education Development and Improvement Programme in Gilgit-Baltistan – supported by the Canadian International Development Agency and the Australian Agency for International Development respectively – IED is conducting research that sparks change while providing improved training for thousands of teachers and school leaders.

Across the Indian Ocean, IED East Africa can look back with pride on its first five years. Whether serving in the classroom, heading schools or influencing policy from key leadership positions, its graduates are helping to spread pedagogical approaches that produce reflective, engaged students in a region where rote learning has long been the norm. The Institute has made early years' education a priority, focusing on the development of both numeracy and literacy in the multi-lingual context of East Africa, as well as early concept formation in science. It has begun exploring the promise of information technology to enhance education through the development of digital literacies and is steadily building its research capacity in areas of special importance for East Africa, such as mathematics and science education, the use of information technology for teaching and learning and early childhood education, and maximising inclusion and equity in education through, for example, inclusive classroom pedagogies.

### Examination Board

Since 2003, AKU's Examination Board has played a unique and powerful role in improving education in Pakistan. Following on its success in establishing a school leaving assessment system that emphasises the understanding and application of knowledge rather than rote learning, the Board developed a Middle School Assessment Framework consisting of teaching syllabuses and progress tests for children aged 11-13. Since its introduction in 2012, 43 schools and 6,000 students have joined the programme, which aims to prepare students for success in high school, university and the knowledge economy of the 21st century.







### Institute for the Study of Muslim Civilisations

If by some measure the Institute for the Study of Muslim Civilisations in London is AKU's smallest outpost, its influence belies its size. In a short time, ISMC has reached thousands of young people through its work to help teachers in Europe and the United States convey the rich, complex history of Muslim societies. The Institute is also bringing a more nuanced analysis of Muslim civilisations to the wider world through its publications, many published by the Edinburgh University Press, which include five books released in 2012 that explore the diverse legal, political and religious heritage of the Muslim world.

### Awards

It is always gratifying to have one's work scrutinized and found worthy of praise by independent evaluators. Since 2006, when the Aga Khan University Hospital in Karachi became the first hospital in Pakistan to be accredited by the Joint Commission International (JCI), it has received outstanding reviews in subsequent triennial re-accreditation surveys. With the University Hospital in Nairobi's JCI accreditation in 2013, AKU is unique in operating teaching hospitals on two continents that achieve this international gold standard for healthcare delivery.

The University is also pleased to have received the MacJannet Prize for Global Citizenship, in recognition of its student-led Urban Health Programme, which serves squatter settlements in and around Karachi.

### Our Alumni

AKU's students come from 22 countries from across the globe, with 2,368 enrolled in 2012 and women outnumbering men by a ratio of 2 to 1. Over 10,000 people are proud to call themselves alumni, among them holders of leadership positions in governments and institutions in South and Central Asia, the Middle East, East Africa, North America and Europe. Many alumni are making significant contributions to universities and research institutes in North America and the UK, while others have returned to the University to assist as specialist doctors, nurses, researchers and educators.

### Partners

AKU's achievements would not have been possible without collaborations with governments, universities and development organizations from around the world. Our partners contributed to our vision for our academic programmes and clinical services; at the same time, they learned from AKU's expertise in the developing world. Today, our work with the University of California, San Francisco, University of Alberta, Johns Hopkins University and others is adding to the growing knowledge economy and services that support society.

### Donors and Volunteers

Equally, our donors – agencies, foundations, families and individuals – and professional volunteers have invested heavily in the University's academic programmes, intellectual capacity and physical capital over the past 25 years. Their generosity, knowledge and time have made an enormous difference in the lives of generations of students and their families, as well as in many communities.


### Our Ambitious Expansion Plans

AKU did not arrive at this juncture in its history by standing still, and its plans for the next decade and beyond are, if anything, even more ambitious than those that have guided its growth until now. From inception, AKU has planned to become a comprehensive multi-campus, multi-country university offering undergraduate and graduate degrees in a wide variety of disciplines. In the next several years, it will take a number of important steps toward making its unique founding vision a reality.

A new Centre for Innovation in Medical Education and an Early Childhood Development Centre are being constructed at the Stadium Road Campus in Karachi. Next year, AKU will launch its Graduate School of Media and Communications in Nairobi, followed by the Graduate School of Management. In 2016, the Faculty of Health Sciences will open its doors, also in Nairobi, and begin training doctors, nurses and other allied health professionals, becoming the first such private institution in the region. The Faculty of Health Sciences will be joined by the East African Institute, a regional policy think tank, as well as the Institute for Human Development, which aims to advance our understanding of early childhood development.

In addition, a permanent campus for IED East Africa will be built in Dar es Salaam. Still to come is the largest and most ambitious expansion in the University's history, the Principal Campus for East Africa in Arusha, which will be home to the Faculty of Arts and Sciences and graduate professional schools. A sister campus is also planned to house a Faculty of Arts and Sciences and graduate professional schools in Education City outside Karachi. The Institute for the Study of Muslim Civilisations will also move to permanent new facilities in London. As the University moves forward, it will continue to be guided by the principles upon which it was founded: quality, access, impact and relevance. Having stood the test of time, they are as relevant today as they were at the University's inauguration. We have no doubt that they will remain so in the decades ahead.





## Innovative Solutions in Unlikely Places

The Aga Khan University is using both new technologies and time tested methods to deliver programmes to young people and adults who otherwise might never receive the benefits of a first class education. In the developing world, poor infrastructure, low incomes and institutional limitations mean many people with the ability and desire to further their education never get a chance to realise their dreams. AKU's success in clearing the path to education and a better life is part of its long-standing commitment to engage directly with communities and promote self-sustaining development.





*Over 1,600 working teachers have completed IED East Africa's Certificate in Education programme and become part of the effort to improve teacher quality and student learning across the region.*

## Digital Solutions for Village Teachers

AKU's Institute for Educational Development, East Africa, based in Dar es Salaam, Tanzania has pioneered the use of inexpensive tablet computers to address one of the biggest challenges in African education: how to quickly and cost-effectively improve the quality of teaching.

From inception, IED has focused on helping practicing teachers improve their instruction and increase student learning through its master's degree and certificate courses. Underlying its strategy is a simple but powerful idea: teaching quality is crucial in determining how much students learn in school. More recently, IED has begun to explore the power of new technologies for learning to bring high quality professional development to teachers who live in rural areas and have no opportunities to further their education. The ICT Research and Development team is spearheading this initiative, led by Dr Brown Onguko and supported by colleagues who have participated in the AKU-wide Blended Learning Programme.

One of IED's first efforts in the field involved using mobile phone text messaging to provide feedback to head teachers in Kisumu, Kenya. More recently, IED faculty and alumni worked with colleagues at the University of Calgary to develop a multimedia course for a simple tablet computer that incorporates video, audio and text. The lessons were carefully designed to help teachers in an isolated village in western Kenya deal with class sizes of 50 or more and deemphasise rote learning in favour of encouraging students to ask questions and think for themselves.

Using the solar-powered tablets, teachers reviewed the lessons in their own time, and then met weekly to discuss their experiences implementing the techniques they had learned. The results were impressive: they quickly adopted new methods that increased student participation and they continued using them after the programme was over, as Dr Onguko confirmed on a return visit a year later.

"I wanted to know: could professional development be provided through technology to teachers in a rural area?" Onguko said. "Because right now, they have no access to training after they become teachers. Ultimately, it is the students who suffer as a result."

Since then, the Institute alumni who assisted in developing the course content have put their experience to use in Korogocho, an informal settlement in Nairobi, where they have used tablets to deliver a course to help teachers better assess student learning and their own performance.

Next up for IED: testing the approach on a larger scale, and investigating the possibility of establishing an Innovative Learning Centre to incubate and assess new methods for harnessing information technology to improve teacher and student performance. With the right blend of locally relevant content, face-to-face contact and digital delivery, IED could help revolutionize the delivery of professional development for teachers in East Africa, improving learning for thousands of children in the process.



The Examination Board's assessments support active learning in the classroom, translating the four Cs of learning – creativity and innovation, critical thinking and problem solving, communication and collaboration – into practice.



## Broadcast High School

Secondary school education in Pakistan is often of poor quality. Unimaginative teaching, overcrowded classrooms and a lack of basic resources prevent students from achieving their full potential, especially in rural areas.

AKU's Examination Board took an innovative approach to tackle this problem by broadcasting televised lessons in five Secondary School Certificate subjects: English, mathematics, chemistry, physics and biology.

For two years starting in April 2010, the live, hour-long programme *Laat: Endeavour for Change* ran on Kawish Television Network every weekday afternoon. The programme offered students and teachers across Sindh, Balochistan and southern Punjab access to lessons taught by experienced teachers as well as better learning materials to enable students to actively participate in their own education.

The lessons were aimed at the 35,000 students ages 14 and 15 living in the targeted districts. A viewership survey in 16 districts, 11 in Sindh and 5 in Balochistan, showed two-thirds of the respondents had watched the show and one-quarter did so every day. "We felt that we should play a role in providing access to quality education to children in remote areas, so that they too can have an equal opportunity to learn," said Ali Qazi, Chief Executive Officer of KTN, Pakistan's first private Sindhi television channel.

Students were especially attracted by the innovative technology used in the broadcasts – an interactive whiteboard onto which the presenters projected images and information. The instructors' use of the whiteboard also encouraged teachers in Pakistan to use diagrams, pictures, videos, multiple choice tests and a range of other tools to move beyond traditional teaching methods that emphasize rote learning and instead engage students in ways that enhance their critical thinking abilities.

Today, the model lessons of *Laat* are available to anyone with an internet connection or a DVD player. Ninety hours of lessons per subject along with notes and practice examination questions are posted online ([www.learningsupport.aku.edu.pk](http://www.learningsupport.aku.edu.pk)) and also available on DVD.

Twenty-nine hours of practical laboratory work in the sciences have been included to increase students' ability to recognise scientific concepts in action and teachers' ability to conduct laboratory work. The popularity of this content resulted in 39,000 visits to the Examination Board's learning website.

For countless students and teachers struggling to achieve in challenging circumstances, the *Laat* project has and will continue to provide the lasting benefit of an exceptional learning experience.





## Educating Nurses Where They Work

Located a 90-minute drive from the bustling port city of Mombasa, Kwale and Kaloleni are among the poorest districts in Kenya. Working in isolated dispensaries, nurses often treat over 100 patients in a day with severely limited medical supplies and an inadequate arsenal of knowledge and skills. Unfortunately, their remoteness and limited incomes make it nearly impossible for them to further their education.

With support from the Lundin Foundation, the School of Nursing and Midwifery, East Africa has answered the need for continuing nursing education in Kwale and Kaloleni with short courses in critical subjects and a two-year programme that enables Enrolled Nurses to become Registered Nurses. The result is better healthcare for numerous poor families, as graduates put their new skills to work in areas where nurses are often the sole health providers. As one nursing student in Kaloleni recently put it, in such communities “you are the nurse, the clinical officer, the doctor – without knowledge, you are nothing.”

First in Kwale and then in Kaloleni, AKU has offered three short courses a year on reproductive health, leadership and management, and health education/promotion in coordination with the Kwale and Mariakani District Health Management Teams and the Community Health Department of Aga Khan Health Service, Kenya. So far, 180 Registered and Enrolled Nurses from hospitals and health centres have been able to improve their nursing practice while continuing to be employed.

In Kaloleni, AKU has partnered with St Luke’s Mission Hospital’s School of Nursing and the Government of Kenya to launch a two-year programme for nurses to upgrade their qualifications from Enrolled Nurse to Registered Nurse. Students attend classes in Kaloleni taught by AKU faculty, then continue to practice at their hospital, health centre or dispensary, applying what they have learnt and receiving periodic visits from their instructors, who review their performance and recommend strategies for improvement. Thirty nurses have already graduated, and another 38 are enrolled.

“I feel good working in my community,” said AKU Kaloleni instructor Esther Nderitu, who received her bachelor’s degree in nursing from AKU, worked at Aga Khan University Hospital in Nairobi for 15 years and moved to Kaloleni after receiving her master’s in nursing at the University of Alberta.

“You can see the need, and I know I’m making a difference,” she added.

*In East Africa the School of Nursing and Midwifery is running programmes in Nairobi, Dar es Salaam and Kampala. Since 2001, over 1,700 nurses have graduated and most have stayed back to work in their communities.*







## **Strong Mothers + Healthy Children = A Better World**

Major progress has been made on reducing maternal and child deaths in poor countries under the unifying banner of the Millennium Development Goals agreed to in 2000 by 189 nations. Yet much remains to be done. The University continues to help lead the push to prevent the millions of needless and tragic deaths of mothers and their children. While the methods it employs are sophisticated, its goal is simple: to ensure that the outcome of every pregnancy is cause for joy instead of sorrow. Here, as in many other areas, AKU seeks to bridge the gap between theory and practice, yielding results in the real world.





*AKU has provided solid recommendations for action by governments and international agencies based on its research in rural Sindh: its work has shown that vitamin A supplements can reduce mortality amongst children under the age of 5 by nearly a quarter and that cleansing the umbilical cords of newborns with chlorhexidine can reduce mortality rates by 38 per cent.*

## Every Mother, Every Child Counts

AKU recorded a remarkable success with global implications when a pilot project it conducted in two rural communities in Pakistan's Sindh province reduced the rate of newborn deaths and stillbirths by 15 to 20 per cent. AKU collaborated with the government's Lady Health Workers programme, providing LHWs in Hala and Matiari with additional training focused on maternal and child health. The LHWs then worked with traditional birth attendants and community health committees to teach pregnant women and new mothers simple health practices. If the programme can be scaled up in Pakistan, and other countries where cadres of community health workers can follow suit, the lives of countless mothers and children can be saved.

“Far greater numbers of mothers and babies can be saved globally with simple interventions,” said Dr Zulfiqar Bhutta, founding director of the AKU Centre of Excellence in Women and Child Health. “Not only do we do the research and advocate about what needs to be done, but we are able to actually demonstrate exactly how it can be done.”

Pregnancy and giving birth remain risky in poor countries. A woman's lifetime risk of maternal death – the probability that a 15-year-old will eventually die from a maternal cause – is 25-fold higher in the developing world than in the developed world. Meanwhile, infant mortality rates are up to six times higher in poor countries compared to wealthy countries. In addition to conducting interventions that provide immediate relief to local women and their babies, the Division of Women and Child Health at AKU is contributing to international research efforts that promise to further reduce maternal and paediatric deaths around the world.

Worldwide, more than 7,000 babies are stillborn every day. These deaths are devastating, occurring just when parents expect to welcome a new life into the world. AKU researchers were part of an international team spanning more than 50 organizations in 18 countries that conducted an in-depth investigation of the stillbirth problem and offered new solutions. Their findings were featured in *The Lancet*, which published six papers and two research articles to highlight this neglected public policy issue and the newly proposed solutions. An AKU-led subgroup, with three academic partners and six collaborators, concluded that if 10 interventions were implemented in 68 countries, the rate of stillbirths could be cut by half.

In another effort to support effective public policy, AKU, the Partnership for Maternal, Newborn & Child Health and the World Health Organization collaborated on a three-year global study, *Essential Interventions: Commodities and Guidelines for Reproductive, Maternal, Newborn and Child Health*. The study identified 56 essential interventions, which if implemented in “packages” relevant to local settings, will save lives. Published in 2011, it has become the benchmark for interventions across the continuum of care for mothers and children, providing policymakers in low- and middle-income countries with the information needed to make informed choices about where to focus limited resources to produce maximum change.

With practical applications at hand, policy recommendations as a guide and the support of institutions such as AKU, developing countries increasingly have the tools to ensure the health of women and their children.





### Charting Growth Curves for Babies

The Aga Khan University Hospital, Nairobi is collaborating with Oxford University and other international partners on a major global study that will help doctors to monitor the growth of fetuses and newborns and determine if their health is at risk. Started in 2009 and funded by the Bill and Melinda Gates Foundation, the INTERGROWTH-21st study will enable health workers to assess pregnancies and infant development the world over using standardised growth charts. AKUH, Nairobi is one of just nine centres chosen to take part in the study and the only one in Africa.

Premature deliveries and related low birth weight and undernutrition are becoming more common in the developed and developing worlds. Each year, up to 12 per cent of babies are born prematurely across the globe and four million die soon after birth as a result of fetal malnutrition and undernutrition at birth. For those that do survive, low birth weight often leads to subsequent health and developmental problems.

As part of the study, which is coordinated by the Nuffield Department of Obstetrics and Gynaecology at Oxford University, AKUH, Nairobi is monitoring the pregnancies of healthy mothers and their babies in order to develop growth standards. It will also report morbidity and mortality rates among all newborns. Thus far, AKUH, Nairobi has compiled information on 7,622 pregnancies and births within the hospital itself and two other hospitals in the city. In addition to monitoring the children at birth, full-term babies are followed up at one and two years of age; pre-term babies are followed up every two weeks until they are three months old, then every month until they are one year old, with additional reviews at 15, 18 and 21 months.

“Internationally representative data on normal growth of babies during intrauterine life will help us to monitor growth more accurately,” said Dr William Stones of the Department of Obstetrics and Gynaecology at AKUH, Nairobi. “This research on the growth of healthy babies will also lay the foundation for improved understanding of the impact on fetal growth of medical problems during pregnancy such as nutritional deficiencies, diabetes and malaria.”

Ultimately, AKU’s research will contribute to global standards that help doctors to take action when babies are at risk.

### *Mama Na Mtoto*

High rates of maternal, neonate and child mortality continue to exact a terrible toll in rural Kenya, where fewer than half of all deliveries are attended by a nurse or midwife.

AKU and the Community Health Department of the Aga Khan Health Service, Kenya are working in poor rural communities in three districts of Kenya’s Coast Province to help public health professionals deliver better care to mothers and young children. The *Mama Na Mtoto* project – mother and child in Kiswahili – provides community-based training for midwives, nurses and other health workers in 10 local health facilities in the districts of Kwale, Kinango and Msambweni. There almost three-quarters of residents live below the poverty line.

AKU is carrying out the operational research component of the project, which will help improve understanding of maternal and child health needs in these and other rural communities. One study, led by the Department of Obstetrics and Gynaecology at AKU’s Medical College, East Africa, seeks to understand why many women prefer to deliver at home rather than at the nearest health facility. One early finding is that while distance is a major factor, sometimes the main barrier to using health facilities is cultural.

“Many cultures have a tradition of burying the placenta after delivery,” noted Dr Aryn Lakhani, Director, Community Health Department, AKHS, Kenya. “Government health facilities don’t do that. Instead, they throw the organ away, distressing people who feel that improper respect has been shown to their baby’s placenta.”

Meanwhile, a verbal autopsy study led by AKU’s School of Nursing and Midwifery, East Africa aims to collect reliable information on the causes of maternal and child mortality by asking relatives and caregivers about the signs and symptoms that preceded death. Findings from both studies will be shared with the provincial government as part of advocacy for appropriate reforms.





## Education for Impact

As a university for the developing world, we are promoting knowledge in two distinct but interrelated and equally important ways. First, through research that advances the state-of-the-art, contributing to inventive solutions and opening up new horizons for exploration and advancement. And second, by adding to the ranks of those who possess the skills, pluralistic vision, historical knowledge and commitment needed to thrive in a changing world. We believe that both dimensions are critical to our success and define our role as a university.





## Improving Teaching Practice

A wide-ranging study of nearly 200 schools in Sindh by AKU's Institute for Educational Development, Pakistan yielded a startling finding with important implications: most primary school teachers spend a mere 15 minutes or less of each 35-minute period actually teaching. Ten per cent offer students less than five minutes of teaching time. Only 20 per cent teach for more than 20 minutes. One of the biggest problems is simple absenteeism: teachers arrive late to class and/or leave early.

“We are all concerned about the many children who are ‘out of school’,” said IED’s Dr Takbir Ali, Coordinator of the Strengthening Teachers’ Education Project, “but what this study shows is that we need to be much more concerned about the many girls and boys who are ‘out of an education’ despite being in school.”

*Through the Strengthening Teachers’ Education Project, AKU has mentored teachers in 110 primary and elementary schools in rural Balochistan and Sindh, upgrading their basic skills and impacting the quality of education for 27,000 students.*



Funded by the Canadian International Development Agency, the study assessed 196 schools and more than 6,000 students from classes IV and V across several districts of Sindh. It gathered information on student populations and prevailing teaching, learning and management practices, as well as data on student learning in four core subject areas: mathematics, science, English and social studies.

The study contains essential lessons for policymakers, both in Pakistan and around the world, showing that there is no substitute for rigorous observation of classroom dynamics, as well as reinforcing the importance of focusing on the most basic elements of good teaching practice.

Better management by head teachers is one solution to the problem of limited teaching time. However, the study also found a dearth of leadership skills among head teachers, indicating that they require additional support and training.

The study’s authors also recommend enhancing teachers’ morale, involving the community at various levels and establishing a province-based examination authority for primary schools to ensure standardised exams and periodic testing. Such testing could have a major impact on 50,000 schools across Sindh, covering 4.5 million primary school-age children.

“The STEP project has been designed based on the need to build capacity of teachers, teacher educators, educational managers and other stakeholders,” said Dr Muhammad Memon, former director of IED. “The project incorporates a number of innovative and contextually relevant approaches. In just a short period of time, it has started to make a significant difference in thinking and practice. More visible differences will certainly occur as we move forward.”



## Expanding Access to Educational Opportunity

The lack of skilled nurses in the developing world is one of the chief obstacles to improving healthcare and the well-being of millions of the poor. Yet many women and men who are eager to pursue a career in nursing are unable to do so because of their poor English language skills and weak grasp of the sciences. AKU has tackled this problem through short-term enrichment programmes that prepare aspiring nurses to succeed at AKU by improving their English and other basic skills prior to enrolment.

“There is a chronic shortage of nurses globally,” said Dr Keith Cash, Dean of the School of Nursing and Midwifery, Pakistan, “but expanding the healthcare workforce while maintaining the quality of an academic degree programme is a real challenge.”

The programme is open to high school students and working nurses. Both spend the first portion of the programme developing their proficiency in English to assist them in further education, knowledge acquisition and research. High school students then focus on basic physics, chemistry, biology and mathematics, while post-RN students fill in the gaps in their nursing knowledge.

Between 2007 and 2012, more than half of AKU’s nursing students in Pakistan entered through the enrichment programme.

The result was a significant increase in the economic and geographic diversity of AKU students, as the School welcomed students from Karachi, Gilgit and Hyderabad in Pakistan as well as Tajikistan, Syria and Afghanistan. Numerous students from underprivileged areas gained access to quality education, equipping them to provide outstanding care to their communities.



*For nursing students from Syria and Afghanistan, the Aga Khan University provides an opportunity to acquire a quality education and to improve healthcare services in their home communities.*







ISMC's Research Fellowship Programme has brought together scholars from across many geographies and academic backgrounds to explore issues of contemporary relevance to Muslim societies.

## Building Bridges, Connecting Cultures

The University's Institute for the Study of Muslim Civilisations is reaching beyond academic circles to inform public opinion in Europe and the United States of America and to create a more balanced perspective on key questions concerning Muslim societies.

AKU has partnered with the University of Texas at Austin to support excellence in the teaching of Muslim cultures through the Muslim Histories and Cultures Project. As part of this collaboration, AKU faculty work with UT Austin faculty, who in turn train teachers and develop curricular materials for use in Texas high schools. Over the past five years, this project has trained, directly and through locally organized programmes, more than 2,000 teachers and reached 500,000 students. A further 1,000 teachers and 250,000 students have attended presentations at conferences and workshops that foster an understanding and appreciation of the rich history and diversity of Muslim civilisations around the world. This joint programme encourages teachers to act as independent thinkers and thoughtful leaders, not only in their schools but in their communities as well.

Across the Atlantic Ocean, the Georg Eckert Institute for International Textbook Research in Germany is collaborating with ISMC to develop new teacher education materials on Muslim cultures for German schools. This project has trained approximately 800 teachers, including teachers from schools in Austria and Switzerland, providing an opportunity for them to explore and understand Muslim cultures and their contribution to humanity's development over time.

In the same vein, in partnership with the Aga Khan Academies, ISMC is working with the International Baccalaureate Organisation to develop teacher resource materials on Muslim histories and cultures. In 2011, faculty from the Institute addressed curricula planners on educating students about Islam and its adherents in ways that recognise both the diversity of human experience and the common history of humanity.

ISMC also seeks to broaden current debates regarding Muslim civilisations by publishing scholarly works that showcase the modern and contemporary thinking of the Muslim world, its intellectual debates, dynamic processes of self-scrutiny and vibrant cultural expressions.

To this end, in 2012 ISMC published five books: *Interpretations of Law and Ethics in Muslim Contexts*; *Cosmopolitanisms in Muslim Contexts: Perspectives from the Past*; *Ethnographies of Islam: Ritual Performances and Everyday Practices*; the English language translation of Ali Abdel Razek's groundbreaking essay *Islam and the Foundations of Political Power*; and *The Construction of Belief: Reflections on the Thought of Mohammed Arkoun*.





## Acting on Our Values, Leading the Way

As a member of the Aga Khan Development Network, AKU's ability to multiply its impact in the real world is unparalleled. Indeed, no university is better equipped to connect with and improve life beyond its walls. Whether responding to crisis, increasing access to outstanding medical care in remote areas or systematically developing an integrated health system, the University's actions offer eloquent testimony to its values. With each step it takes beyond the classroom, it moves closer to its essence as an institution.





## Fighting for Health in the Flood's Wake

The devastating floods that struck Pakistan in July 2010 destroyed vast tracts of agricultural land and hundreds of towns and villages, leaving one-fifth of the country's arable land under water and 20 million people homeless, most of them subsistence farmers and their families.

With financial support from the US Agency for International Development, AKU responded immediately, assembling interdisciplinary teams of healthcare workers and partnering with local district governments and health departments to deliver essential services in 15 districts of Sindh, southern Punjab and Balochistan.

From July 2010 to the end of 2011, AKU teams treated over 1.3 million flood victims. AKU's work placed special emphasis on women and young children, as it provided gynaecological, obstetric and paediatric services, including care for women with pregnancy complications from anaemia and infections.

The floods exacerbated many underlying chronic health problems in the impacted communities, particularly malnutrition. A rapid survey of children under five and their mothers in University-run relief centres revealed not only a high proportion of malnourished children but also that almost half of 15- to 49-year-old women were wasted or anaemic.

AKU provided ready-to-eat therapeutic foods to women and children at risk. As part of a longer-term nutrition intervention strategy, it also linked women in food insecure households to existing district support mechanisms that provide food or cash assistance.

Another long-standing health issue that resurfaced was ignorance of basic hygiene practices. AKU developed a pictorial WASH (water, sanitation and hygiene) manual in Urdu to educate the community. "It worked marvellously in the field," said Dr Iqtidar A. Khan, Chair of the Flood Response Programme and Professor, Department of Paediatrics and Child Health, Division of Women and Child Health at AKU.

"We found the local communities very receptive to our messages on the benefits of hygiene, clean drinking water and proper disposal of home waste. They are now keen to continue to improve their health and hygiene conditions on a self-help basis," he added.

Through these initiatives, AKU and Aga Khan University Hospital brought immediate relief to families devastated by one of Pakistan's largest natural disasters. Their interdisciplinary approach and work with local partners has also strengthened community engagement for preventive healthcare and reduced the risk of endemic undernutrition in flood-affected areas.



## The Care Continuum

Making high quality healthcare geographically and financially accessible is a challenging proposition across urban and rural areas of Pakistan and East Africa. AKU and its sister agencies of the AKDN have a long-term vision to build an integrated health system that will ensure delivery of quality health services across these regions.

In Pakistan, in July 2008, AKU began integrating Aga Khan Health Services' mother and child hospitals – 3 in Karachi and 1 in Hyderabad – into its University Hospitals network, a first step towards allowing patients to move seamlessly through primary, secondary and tertiary care with consistent standards of care.

The expanded network now includes the Aga Khan University Hospital, the newly incorporated secondary hospitals, the Clifton Medical Services and eight integrated medical service centres across Karachi. Together they handled around 73,000 hospital admissions in 2012, more than double the number a decade ago, and almost 1 million outpatient visits, almost triple the number 10 years back.

In addition, the phlebotomy network has grown to 201 centres across 92 towns and cities in Pakistan. With the introduction of a fully automated biochemistry laboratory, 8 million lab tests were processed, up from 2.5 million in 2002, with lab results available online. This countrywide laboratory system has allowed people convenient access to quality tests and accurate, reliable results, the cornerstones of effective diagnosis and treatment.

In East Africa, the health system has expanded to include 36 facilities, a mix of medical, radiology and phlebotomy centres across Kenya and Tanzania. In the five years to 2012, hospital admissions have increased by 25 per cent, outpatient visits by almost 75 per cent and lab tests by 138 per cent.

*AKU's diagnostic laboratories are located in 92 cities across Pakistan, offering patients a choice of 700 tests, including many high-end specialty tests.*





*The University manages the French Medical Institute for Children as part of an innovative four-way partnership between the Governments of France and Afghanistan, AKDN and the French NGO, La Chaîne de l'Espoir.*

## Bridging the Access Divide

The eHealth programme in Afghanistan demonstrates the University's ability to leverage its position within the Aga Khan Development Network to promote health in some of the most difficult environments in the developing world.

The programme brings together the Aga Khan University Hospital in Karachi, the Aga Khan Health Service in Afghanistan, AKDN's eHealth Resource Centre and the Roshan telecom business in Afghanistan, and the French Medical Institute for Children – managed by the University – in Kabul. Together, they are using information technology to improve access to quality healthcare in a country where there are only two doctors for every 10,000 people.

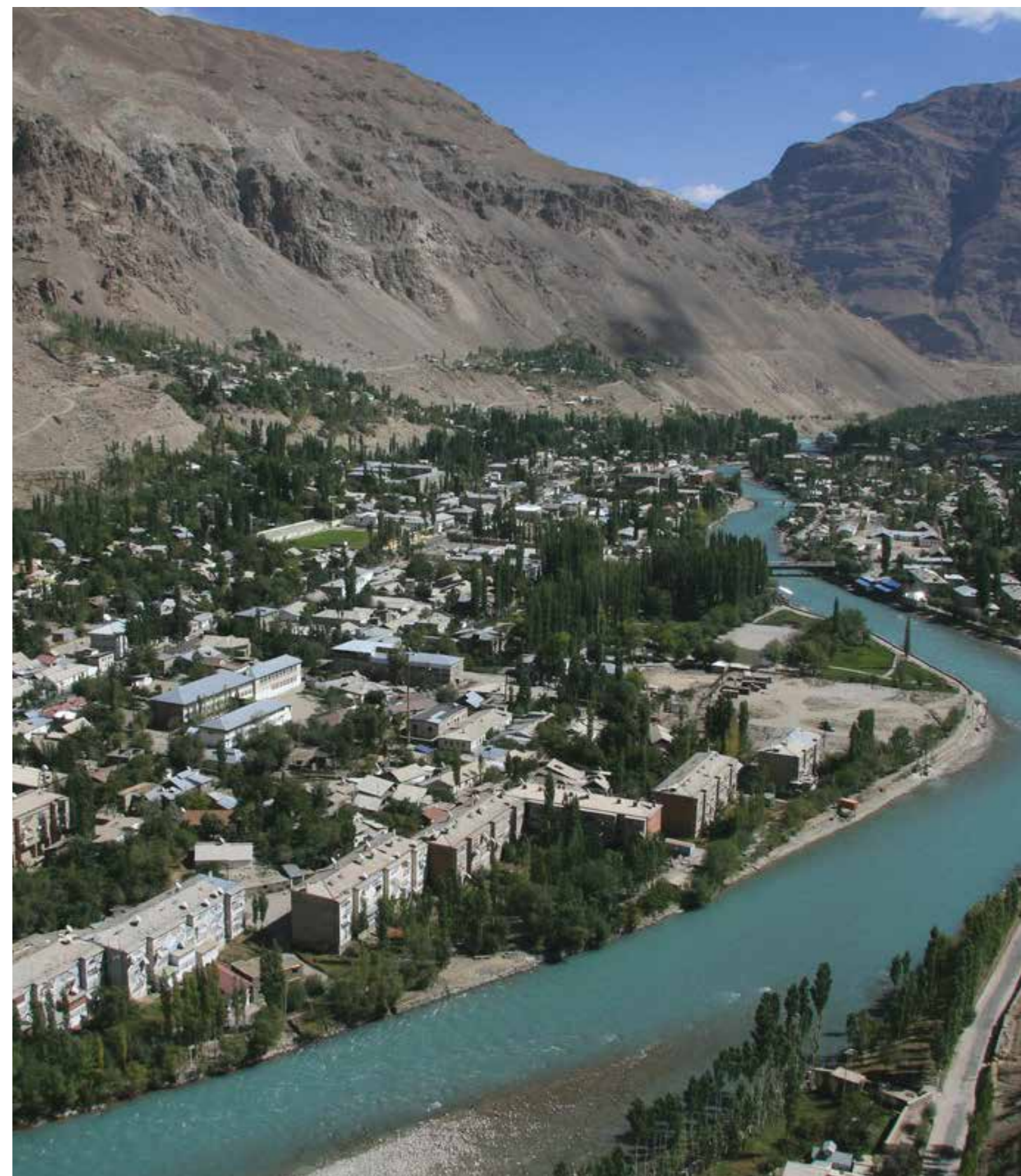
CT and MRI scans taken at FMIC are transmitted to AKUH for analysis and reporting, enabling doctors in Kabul to confer with specialists in Karachi, 1,400 kilometres away. After the programme's successful debut in 2007, researchers from AKU and eHealth Resource Centre studied the potential benefits of establishing a similar link between FMIC and two hospitals managed by the Aga Khan Health Service, Afghanistan. Based on their recommendations, FMIC established eHealth partnerships with Bamyan Provincial Hospital in north-central Afghanistan in 2008 and the more rural and remote Faizabad Provincial Hospital, near the border with Tajikistan, in 2011. Under these partnerships, x-rays and scans are sent from Bamyan and Faizabad to FMIC doctors for review. To date, the caseload has almost doubled each year, reaching 1,421 in 2012.

In November 2012, following another study by AKU, FMIC established a link with Khorog General Hospital – also managed by AKHS – in the cross-border region of Gorno-Badakhshan Autonomous Oblast in Tajikistan. Eventually, public sector hospitals in Jalalabad and Kandahar will also connect to FMIC, which will act as a regional hub for eHealth activities in Central Asia. At Bamyan and Faizabad hospitals, the programme has expanded beyond assistance with scans to include eClinics, where patients and doctors consult experts at FMIC on complicated cases. The range of clinics has grown quickly, and they now cover cardiology, dermatology, ENT, obstetrics/gynaecology, orthopaedics, paediatrics and pain management, with 7,228 consultations taking place in just the last three years. Patients in Bamyan save, on average, US\$ 200 and five days as a result of these eHealth services.

The same link is being used to hold eLearning sessions to improve the skills of doctors, nurses and allied health personnel. Between 2008 and 2012, approximately 2,300 staff of Bamyan and Faizabad hospitals have benefitted from these eLearning sessions. In December 2012, FMIC initiated eLearning sessions for Khorog General Hospital.

Enabled by Roshan, which has brought modern telecommunications to war-torn Afghanistan and is the country's largest investor, the eHealth programme is extending access to quality healthcare services and enhancing the capacity of health professionals in Afghanistan. It is the first step towards an integrated healthcare system for the region.

*The eHealth programme is delivering quality health services to remote Khorog, Tajikistan, providing teleconsultations for patients and eLearning seminars that enable healthcare professionals to improve their skills.*





## Strength Through Collaboration

Collaborations with governments, universities and development organizations from around the globe have been essential to our success. These partnerships have brought an array of benefits to both parties and many societies, with Aga Khan University gaining from the knowledge and experience embedded in some of the world's best-known institutions, and its partners benefitting from insights made possible by AKU's unique position, perspective and expertise in the developing world. Early in AKU's journey, universities such as Harvard, McMaster and Toronto collaborated in creating the vision for AKU's academic programmes.

In later years, partnerships with other leading institutions in the USA, Canada and Europe provided opportunities for faculty development and exchanges, as well as research that benefitted communities. More recently, AKU has worked to develop "South-South" partnerships with countries in the developing world, dispelling the myth that the flow of learning and innovation can only run from West to East or North to South.

### *WHO Collaborating Centre*

AKU's Department of Emergency Medicine in Karachi is a designated World Health Organization Collaborating Centre in emergency medicine and trauma care, one of the first in the developing world.

The designation reflects the Department's active engagement in primary prevention, capacity building, injury research and trauma management at the national, regional and global levels. Backed by resources from the WHO Violence and Injury Prevention Unit, the collaboration expands AKU's research scope in emergency medicine to WHO's Eastern Mediterranean Region, including Afghanistan and most countries of the Middle East.

In early 2004, the Emergency Room of the Aga Khan University Hospital was incorporated into the Department of Medicine as a section. In July 2008, the University established the Department of Emergency Medicine as an academic entity, a change that reflects the growth and importance of Emergency Medicine as a specialty. Previously it was a purely service-based unit. The Department serves about 60,000 patients each year and is considered a pioneer in introducing emergency medical services in Pakistan.

### *Partnering with UCSF to Help the Underprivileged*

Building on an existing partnership, AKU and the University of California, San Francisco, have launched a joint project to improve primary healthcare across East Africa and Asia. The two organizations will work to reduce maternal, newborn and child mortality through an integrated primary healthcare model, training health professionals in family medicine, nursing and midwifery. A pilot project is underway in Kenya's Coast Province to measure the effectiveness of training in changing health outcomes.

AKU and UCSF are also working to initiate a stem cell research programme that will evolve into a regional Centre of Regenerative Medicine developing stem cell therapies for individual and public health. The programme will develop and enhance capacities across both universities in niche areas, with the goal of developing treatments for cardiovascular diseases, cancer, diabetes, spinal cord injuries and inherited illnesses.

### *Expanding Collaboration with the University of Alberta*

The partnership between AKU and the University of Alberta in Canada established in 2009 is growing in strength with each collaboration. In the health sciences, UAlberta is working with AKU to develop modern undergraduate medical and nursing curricula for AKU's new Faculty of Health Sciences in East Africa, scheduled to open in 2016.

UAlberta also is helping AKU in two ways with its planned Faculty of Arts and Sciences, East Africa, which aims to become a world-class liberal arts university in sub-Saharan Africa. Not only has it assisted with the development of the curriculum for FAS East Africa, its Faculty of Agriculture, Life and Environmental Sciences is helping AKU reclaim eroded land at the campus site.

With international funding, AKU is working with UAlberta on a math literacy programme in Tanzania, as well as on strengthening teacher education in Pakistan through joint research initiatives to inform pedagogical practices and approaches.

Since establishing its partnership with AKU, and with the recent Accord of Cooperation with the Province of Alberta and the Aga Khan Development Network, the University of Alberta has gone on to work with other AKDN agencies in the areas of health services, teacher education, culture and disaster management.

### *Building a Grassroots Partnership with Johns Hopkins*

The partnership with Johns Hopkins University involves faculty collaborations focusing on developing capacity, quality and innovation in research, service and education. Twelve grants, worth US\$ 2.25 million, submitted jointly with Johns Hopkins faculty in paediatrics, emergency medicine and surgery have been awarded funding; eight have been completed with four still in progress. Seventeen AKU alumni are based at Johns Hopkins as fellows, residents and doctoral students – for Johns Hopkins, AKU students represent a high quality resource. AKU students continue to visit Johns Hopkins for their electives, with 19 AKU students having been accepted to date. Furthering the bond between the two institutions are AKU faculty, many of whom have worked with Johns Hopkins faculty, teach courses at JHU, or are researchers and visiting fellows.

As a result of these significant linkages, AKU is currently in discussions with Johns Hopkins on new programme areas that would be of mutual benefit to both institutions and could strengthen the bonds already established.



## Our Partners

American Academy of Neurology  
American Heart Association  
Bill & Melinda Gates Foundation  
Butabika National Referral and Teaching Hospital, Uganda  
Canadian Foreign Service Institute  
Catholic University of Portugal  
College of Physicians and Surgeons Pakistan  
Commonwealth Foundation  
Dow University of Health Sciences, Pakistan  
Edinburgh University Press, UK  
European Society for Paediatric Endocrinology  
Georg Eckert Institute of International Textbook Research  
German Foreign Service Institute  
Gertrude's Garden Children's Hospital, Kenya  
Ghazanfar Institute of Health Sciences, Afghanistan  
Government of Afghanistan  
Government of France  
Health Department, Government of Sindh  
Institute of Education, University of London  
International Baccalaureate Organisation  
International Pharmaceutical Federation  
Johns Hopkins University, USA  
Kabul Medical University, Afghanistan  
Karolinska Institutet, Sweden  
Khyber Institute of Ophthalmic Medical Sciences, Pakistan  
Khyber Medical University, Pakistan  
La Chaîne de l'Espoir, France  
London School of Hygiene & Tropical Medicine  
Massachusetts General Hospital, USA  
Mengo Hospital, Uganda  
Ministry of Health, Government of the Syrian Arab Republic  
Ministry of Higher Education, Government of the Syrian Arab Republic  
Ministry of Medical Services, Government of Kenya  
Ministry of Public Health, Government of Afghanistan  
National Institutes of Health, USA  
Pakistan Institute of Community Ophthalmology  
Pakistan Medical & Dental Council  
Pakistan Medical Research Council  
Pakistan Nursing Council  
Room to Read, USA  
School of Oriental and African Studies, University of London, UK  
Simon Fraser University, Canada  
South Valley University, Egypt  
St Francis Hospital Nsambya, Uganda  
Talloires Network, USA  
University of Texas at Austin, USA  
University of Alberta, Canada  
University of Calgary, Canada  
University of California, San Francisco, USA  
University of Illinois, USA  
University of Nairobi, Kenya  
University of Oxford, UK  
University of Virginia, USA  
University of Waterloo, Canada  
Wellcome Trust





In the Spotlight







### *Worlds of the Indian Ocean*

The Worlds of the Indian Ocean conference and festival in Nairobi provided an exciting glimpse of the rich academic and cultural adventure promised by AKU's planned Faculty of Arts and Sciences in East Africa. For millennia, the trade routes of the Indian Ocean have shaped societies and civilisations along its rim, a rich and complex heritage that has yet to be fully explored. This five-day event brought together academics, business leaders, policy planners, artistes, civil society and community activists to discuss themes from coping with climate change to the role of storytelling in African culture. The festival underscored the critical position that AKU will occupy in a century in which the nations of the Indian Ocean will likely play an ever more important role in world affairs.

### *Chronic Diseases Summit*

Of worldwide deaths from chronic diseases – heart disease, stroke, cancer, chronic respiratory illness and diabetes – 80 per cent occur in low and middle-income countries. Young and middle-aged people are increasingly afflicted by lifestyle diseases induced by unhealthy diets and physical inactivity. To address this challenge, AKU hosted a Chronic Diseases Summit in Kampala, Uganda in collaboration with the Government of Uganda and with the technical support of the World Health Organization. The summit, attended by ministers and senior officials from 25 countries, represented the first major effort by policymakers from Africa and Asia to develop a collaborative strategy to combat chronic diseases. One outcome was the formation of an African-Asian multi-sector alliance of governments, academia, civil society and the private sector aimed at sharing resources, expertise and good practices in support of WHO's action plan for non-communicable diseases.

### *Scholarship Beyond Borders*

While the historical contributions of Muslim scholars to global knowledge are widely acknowledged, the vibrancy and scope of current Muslim scholarship remain largely unknown in Europe and America as well as within the Muslim world itself. This is due, in large part, to the barriers posed by language.

To promote intellectual exchange across linguistic boundaries, the Institute for the Study of Muslim Civilisations has partnered with the Edinburgh University Press to publish important works on Muslim civilisations originally written in languages other than English. As a result of this partnership, EUP launched three series of publications: *In Translation: Modern Muslim Thinkers*; *Exploring Muslim Contexts*; and the *Muslim Civilisations Abstracts*. For example, the first MCA volume, *Encyclopaedias about Muslim Civilisations*, is a unique reference catalogue of encyclopaedias about the Muslim world published around the globe in numerous languages over the last two centuries. The catalogue contains 200 annotated bibliographies and abstracts in English, Arabic and Turkish.

### *Reframing Biomedical Ethics*

Pakistan's healthcare system has limited policies and codes of practice on biomedical ethics. Where they do exist, guidelines are usually based on Western models that do not take account of local contexts and ethical frameworks. At the 14th National Health Sciences Research Symposium hosted and organized by AKU in Karachi, speakers addressed ethical issues related to education, research and healthcare in Pakistan. Themes included the challenges of applying secular contemporary bioethics in non-Western settings, the relationship between health professionals and pharmaceutical companies and the ethics of organ transplants and clinical trials in the context of low and middle income countries.

### *Understanding Inequities in Health and Well-being*

Hosted and organized by AKU in Karachi, the 15th National Health Sciences Research Symposium highlighted the need to address the social and economic determinants of health in order to combat inequities in health services. Children and mothers from poor households lag far behind their better-off peers in terms of mortality and malnutrition. These children are more likely to be exposed to disease causing agents, more vulnerable due to lower resistance and low coverage of preventive interventions, and less likely to have access to quality medical services and lifesaving treatment. Health services play a major role in the generation of inequities but even in the best of circumstances, they can only attempt to compensate for the differentials. Unless the social determinants causing the differentials are addressed, inequities in health will persist.



## Some of Our People



Paediatrician, professor and civil society leader in Pakistan, **Dr Abdul Gaffar Billoo** became Professor Emeritus in 2012. Joining AKU in 1997, he has served the University in various capacities, most significantly as Chair of the Department of Paediatrics from 1998 to 2004. During his tenure Dr Billoo introduced reforms in postgraduate medical education, developed faculty capacity and built comprehensive continuing medical education opportunities for health professionals. The wider AKU community knows Dr Billoo as the Chair of the Faculty and Staff Resource Development Committee and a tireless fundraiser for patient welfare.



As Dean of the University's School of Nursing and Midwifery in Pakistan, **Dr Keith Cash** brings a wealth of international experience in nursing education, practice and research. Dr Cash holds a PhD in Nursing from the University of Manchester and has published internationally on clinical and educational nursing issues. Besides holding leadership positions at Durham and Leeds Metropolitan universities in the UK, he has worked at the American University of Beirut and consulted for the World Health Organization and the European Union. In these roles he has been instrumental in designing and implementing nursing programmes at the graduate and postgraduate levels as well as in policy-making.



**Dr Alan DeYoung**, Director of the Institute for Educational Development, Pakistan, has had a notable career as a researcher, teacher and leader in social and economic development. He holds a PhD in Anthropological and Sociological Studies in Education and an MA in Child Development from Stanford University. Prior to joining AKU in 2013, Dr DeYoung was a distinguished faculty member at the University of Kentucky for 30 years. He has extensively explored and researched the dynamics of education in rural areas in West Virginia, USA and post-Soviet Central Asia, particularly Kyrgyzstan, Tajikistan and Turkmenistan.



**Dr Muhammad Memon** has been with the Institute for Educational Development, Pakistan for two decades, serving as its Director from 2004 to 2012. He holds a PhD in Curriculum Evaluation from University of Surrey and graduate degrees in Educational Planning and Management from Allama Iqbal Open University, Islamabad and in Curriculum Planning from the University of Karachi. Previously, Dr Memon served in the public sector as a teacher educator, project manager, educational planner and evaluator. His research interests include educational leadership styles, and the role of professional and organizational learning and the role of culture in school improvement.



The Dean of the Medical College in Pakistan, **Dr Farhat Abbas** has been with AKU since 1985, serving previously as Associate Dean Postgraduate Medical Education, Medical Director, Associate Dean Clinical Affairs and Chief Operating Officer of the University Hospital, Karachi. He is a Fellow of the European Board of Urology, the College of Physicians and Surgeons Pakistan, the American College of Surgeons and the Royal Colleges of Surgeons of Edinburgh and Glasgow. In parallel with his other activities, he has maintained a strong commitment to care for patients, and to mentoring and developing students. In 2010, Dr Abbas was awarded the *Tamgha-e-Imtiaz* for achievements in the field of medicine.



**Professor Pauline Rea-Dickins**, Director of the Institute for Educational Development, East Africa, is an internationally recognised researcher and scholar in the areas of language testing and classroom-based assessment as well as a leading scholar on formative language assessment and language programme evaluation. She previously held the position of Chair in Applied Linguistics in Education of the Graduate School of Education, University of Bristol, UK, besides posts at the University of Lancaster and the University of Warwick in the UK and the University of Dar es Salaam in Tanzania.



**Dr Junaid Razzak '94**, Chair, Department of Emergency Medicine, has always been interested in emergency healthcare. He completed his residency in emergency medicine from the Yale-New Haven Hospital in the US and his PhD in Public Health from the Karolinska Institutet in Sweden. Returning to AKU, he introduced Pakistan's first emergency medical service training programme, which eventually led to emergency medicine as the newest medical specialty in the country. During his sabbatical leave, Dr Razzak as executive director of AmanHealth, played a key role in revolutionizing the quality of emergency care available to people.



**Dr Robert Armstrong** is Founding Dean of the Medical College in East Africa. Prior to joining the Aga Khan University, Dr Armstrong was Associate Professor and Head, Department of Paediatrics at the University of British Columbia and Chief of Paediatric Medicine at the BC Children's Hospital and the BC Women's Hospital & Health Centre. He holds a PhD in human growth and development from McMaster University, where he also trained as a doctor. Dr Armstrong has extensive experience in clinical child development and disability and has provided consultation provincially, nationally and internationally in areas of clinical programme development and evaluation.





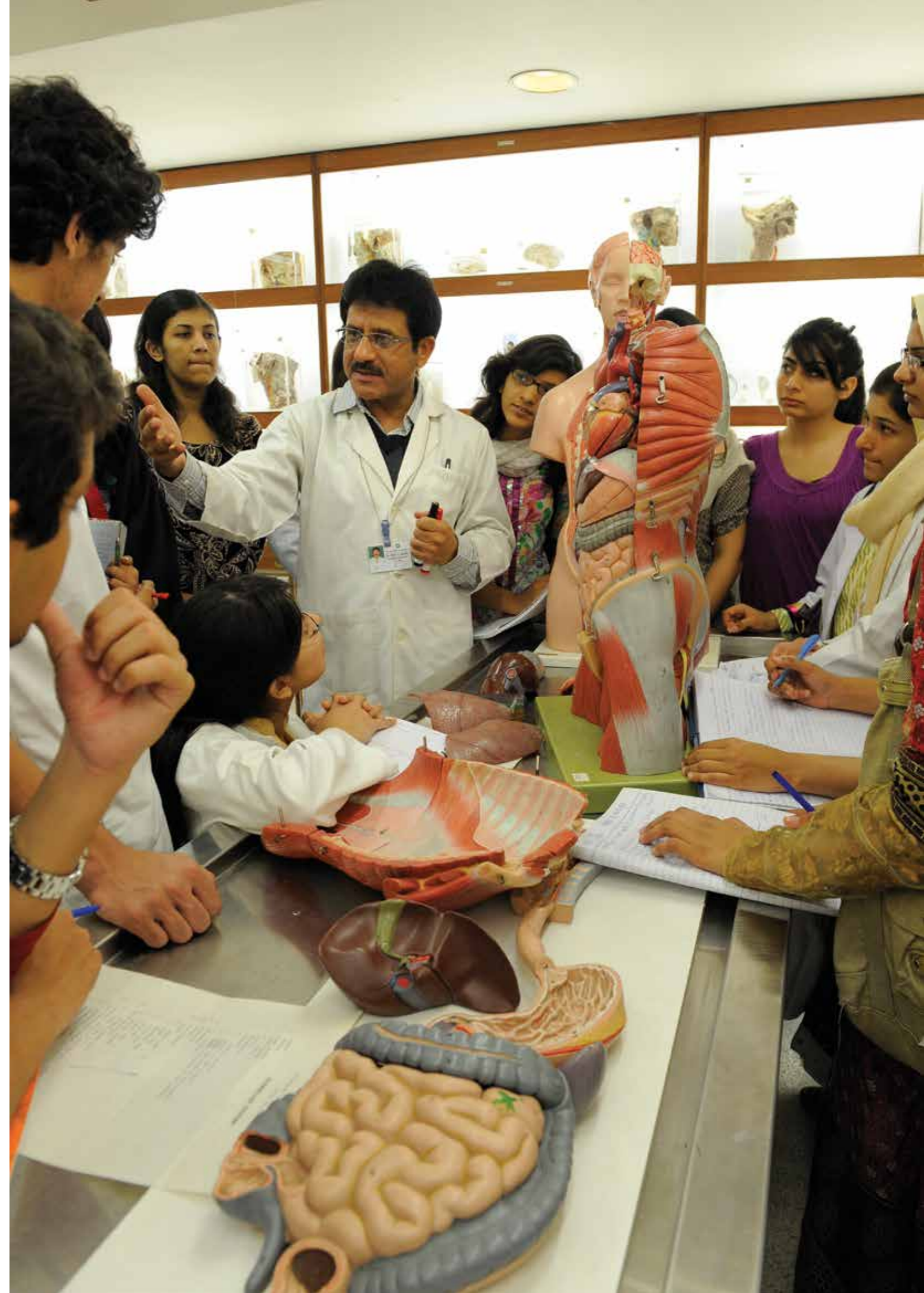
**Dr Thomas Christie**, Director of the Examination Board, has been in the educational measurement and evaluation business for nearly 50 years. In the past, he has served as the Dean of the Faculty of Education and Head of the Department of Education at the University of Manchester besides working as an educational consultant, trainer and reformist in many developing countries, including Mongolia, Jamaica, Vietnam, Zambia and Zimbabwe. Dr Christie played a central role in the design of primary, secondary and tertiary examinations systems on behalf of the British Government and his portfolio includes more than 30 externally funded research and development projects.



The Founding Dean of the School of Nursing and Midwifery, East Africa **Dr Yasmin Amarsi** was awarded an honorary Doctor of Science degree by McMaster University, Canada in June 2009. This prestigious award is bestowed on individuals who have made a significant impact in public service at a national or international level. Initially trained as a nurse at AKU, she went on to earn a PhD in Health Human Resource Development and Programme Evaluation from McMaster University in 1998. She has served as a faculty member at AKU since 1980, including in the capacity of Dean of the School of Nursing and Midwifery, Pakistan.



Identifying simple solutions to daunting challenges in child health is the hallmark of **Dr Zulfiqar Ahmed Bhutta**, recipient of the AKU Award of Distinction 2012 and the founding director of the AKU Centre of Excellence in Women and Child Health. Dr Bhutta played an instrumental role in the formation of the Division of Women and Child Health at AKU, which combined various service delivery and research programmes into a single cohesive framework for improved health outcomes. His internationally acclaimed research focuses on community-based perinatal care, interaction of nutrition and infections, micronutrient malnutrition, and maternal and child health policy.







## Awards

The University received a second international design award for the Faculty of Arts and Sciences, Pakistan campus. AKU's innovative land-use plan for a University Village adjacent to the FAS campus won the Merit Award for Excellence in Planning for District or Campus Component from the Society for College and University Planning in 2010. Earlier, the University's Faculty of Arts and Sciences master plan won a SCUP Honour Award for Excellence in Planning for a New Campus.

The University Village will foster a community where learning and living are integrated into everyday life. Both the teaching campus and the village will be environmentally sustainable and use alternative energy, including wind, solar and geo-thermal sources.

The Department of Community Health Sciences' Urban Health Programme in Karachi was awarded first prize by the MacJannet Prize for Global Citizenship. The Talloires Network and the MacJannet Foundation established the prize to recognize exceptional student community engagement initiatives at Talloires Network member universities. The Urban Health Programme, which began in 1983, provides critical health and socio-economic support to squatter settlements around Karachi through a student-led civic engagement model.

The communities involved have mobilized, with the help of AKU students, to form their own management organizations and initiate microcredit and skill-building projects. Since the programme's inception, other universities in Pakistan have modelled their own public health programmes after UHP.

AKU won an award at the World Bank's South Asia Development Marketplace 2009 competition, with the theme Innovate For Nutrition. The winning programme was initiated by the Department of Community Health Sciences and implemented in Gadap Town, a low-income area in Karachi. It aims to improve the nutrition of stunted children under the age of two through a special diet that includes chicken liver, a rich source of zinc and iron; by offering nutrition counselling to affected mothers and family members; and by building capacity among government health workers.

A select group of Lady Health Workers were trained to counsel mothers and family members on the safe preparation of appropriate weaning food, better sanitation practices, the importance of vaccinating children and key warning signs of intestinal and respiratory tract infections.



## Campus Expansions

### *Labour and Delivery Suite Expansion, AKUH, Karachi*

The expanded labour and delivery suite (the Aziz T. Valimohammed Building) has effectively trebled the floor area dedicated to the delivery and care of babies and their mothers. The two-phase US\$ 3.3 million project, completed in April 2010, added four delivery rooms, bringing the total to 12, including an isolation delivery room for exceptional cases. The well-baby nursery is now larger and there are additional testing and counselling facilities, extra private rooms and, for the first time, facilities for on-call doctors and healthcare staff. The project has enabled the hospital to improve the quality of its labour and delivery services for a larger number of mothers.

### *Utilities Master Plan, Stadium Road Campus, Karachi*

It is critical for AKU to have the ability to operate when the public utilities fail, which happens often. The University has an ambitious plan to upgrade its infrastructure. New switchgear has been installed in eight campus electricity substations, enhancing the electrical distribution system; an additional 1.75 MW gas generator fitted to reduce dependency on erratic city power; a 1 million-gallon water storage tank added, providing self-sufficiency for almost 5 days; and a storm water drain built to prevent flash floods on campus. As part of its continued efforts to ensure the safe disposal of infectious waste, the University has installed a highly sophisticated incinerator that minimises human exposure to waste while meeting European Union clean air emission standards; by-product heat from the incinerator is used to generate almost 50 per cent of the campus' hot water.

### *Clinical Trials Unit, AKUH, Karachi*

To enable the University to carry out clinical research, a state-of-the-art Clinical Trials Unit opened in January 2011 with a mandate to become a leader in the delivery of human clinical trial services. The unit facilitates clinical trials that are relevant to the populations and healthcare challenges of the developing world. Recent examples include assessing the effectiveness of a new typhoid vaccine, aggressive blood pressure management in stroke patients and zinc supplements for infants. Research partners include the World Health Organization and the Novartis Vaccines Institute for Global Health.

### *Ambulatory Care Building II, AKUH, Karachi*

The US\$ 14.5 million Jenabai Hussainali Shariff Building is part of an ambitious expansion plan that envisages a series of ambulatory care buildings along the southern end of the University Hospital campus in Karachi. The new facility, completed in 2012, accommodates outpatient clinics for 11 medical and surgical specialities, day care surgery and chemotherapy services. It is the largest patient care space added to the University Hospital since 1985.

### *Centre for Innovation in Medical Education, AKU, Karachi*

To ensure the University remains at the forefront of medical education pedagogies and technologies, work will begin in 2013 on construction of the Centre for Innovation in Medical Education. This will be a state-of-the-art facility that uses leading-edge virtual reality simulators to enhance undergraduate, postgraduate and continuing education programmes at AKU's Stadium Road campus in Karachi. The simulators will enable nursing, medicine, dentistry and allied health students, faculty and practising professionals to respond realistically to lifelike medical situations without risking patient safety. The Centre also will support research on low-cost surgical techniques, enable tele-health consultations for patients in poorly served rural areas and could allow remote surgeries in the future.

*The Centre for Innovation and Medical Education's highly sophisticated simulators will revolutionize education, research and practice, offering health professionals an opportunity to practice their skills before treating people.*







*Heart and Cancer Centre  
Aga Khan University Hospital, Nairobi*

On July 25, 2011, His Highness the Aga Khan, joined by President Mwai Kibaki, inaugurated the US\$ 50 million Heart and Cancer Centre. The Centre provides care and treatment to the people of sub-Saharan Africa comparable to the best centres in the West, while building much needed human resources in East Africa. It is part of the University's programme for the planned Faculty of Health Sciences in Nairobi, which includes the expansion of the University Hospital to a 600-bed tertiary care facility and the establishment of undergraduate programmes in medicine and nursing, and a School of Allied Health. The new facility will form the hub of an integrated Aga Khan Development Network health system in East Africa which, when fully realised, will provide a continuum of care – from community and primary care to tertiary care – underpinned by teaching and research. With the generous donation of the Sayani family, the edifice housing the Heart and Cancer Centre was named the Jimmy Sayani Building.

*Graduate School of Media and Communications, Nairobi*

The Graduate School of Media and Communications is scheduled to open its doors in 2014 in interim premises. The School is dedicated to advancing excellence in journalism and media management with a focus on creating new media professionals and enterprises across the developing world. GSMC will offer master's degrees and professional education programmes designed to enhance journalistic skills, inculcate ethics in media practice and build competence in media management. The School will be located in the Westlands district of Nairobi; design work for the permanent facility by architects Legorreta + Legorreta of Mexico City is underway.

*The Aga Khan University Hospital, Nairobi opened 15 new outreach centres between 2011 and 2012, improving access to quality healthcare across Kenya, Tanzania and Uganda.*





### *AKU's Principal Campus in East Africa*

AKU's largest project since its inception is its planned Faculty of Arts and Sciences in Arusha, Tanzania, which will educate a new generation of leaders for East Africa. Undergraduates will receive a world-class liberal arts education, while seven Graduate Professional Schools will train innovators in fields such as management and law. Located halfway between Cairo and Cape Town, the campus will occupy part of a pristine, 3,000 acre site that offers dramatic views of 15,000-foot Mount Meru. The campus design draws its inspiration from the local environment and emphasizes sustainability and community. Plans for the remainder of the site include a hospital, a retirement community, a hotel/conference centre and a golf course as well as schools, housing, and recreation and sports facilities.

The campus land use plan was completed by New York-based firm Beyer Blinder Belle and represents a flexible framework for the phased development and growth of the site over several decades. Beyer Blinder Belle is also preparing the campus master plan.

### *Institute for Educational Development, East Africa*

Based in Dar es Salaam, Tanzania, IED, East Africa is preparing to build a new campus on Sam Nujoma Road on a site to be shared with a planned Aga Khan Academy. The master plan for the 43 acre site has been approved, and UK-based architectural firm HOK has been retained to design IED's new home. The campus will feature instructional spaces, offices for faculty and administration, housing for students and faculty, and recreational spaces.

### *Faculty of Arts and Sciences, Pakistan*

In Pakistan, the AKU Faculty of Arts and Sciences will be built as part of Education City, a regional development of education and health institutions located 50 kilometres east of Karachi. The 1,200 acre campus will include the academic buildings of the FAS and Graduate Professional Schools; student, faculty and staff residences; recreational facilities; commercial and healthcare services; K-12 schools and a hotel/conference centre, as well as infrastructure comprising water treatment and power generation facilities utilizing renewable energy sources. As part of the University's evolution into a comprehensive place of learning, the Faculty will offer undergraduate and graduate programmes in disciplines ranging from drama and philosophy to engineering sciences and physics.



## Executive Team



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### **2. Ms Carol Ariano**

*Vice President, Human Resources  
and Communications*

Ms Carol Ariano joined AKU in 2007. With 28 years of experience in the public, private and voluntary sectors, Ms Ariano has worked extensively in the research, development, implementation and evaluation of human resource programmes and policies. Before joining the University, she was Vice President, Human Resources for Global Operations at CGI – the largest Canadian IT service firm – for nearly a decade, during which the firm grew from 2,000 employees in Canada to 25,000 in 21 countries worldwide.

### **3. Mr Al-Karim Haji**

*Director General and  
Chief Financial Officer*

Mr Al-Karim Haji joined AKU in 2002. A Canadian chartered accountant, Mr Haji is also a member of the Aga Khan Development Network Endowment Investment Committee. Prior to joining AKU, Mr Haji was the Principal of his own corporate finance firm, Intercontinental Capital Corporation, and Vice President of Deloitte & Touche Corporate Finance Canada, Inc. Earlier in his career, he had spent five years at KPMG, Canada.

### **4. Dr Greg Moran**

*Provost*

Dr Greg Moran joined AKU as its Provost in 2011. Since 1977, Dr Moran had been a member of the faculty of the Western University in London, Ontario, Canada and has been a full Professor since 1992. He also has held a number of administrative positions, including Chair of the Department of Psychology, Dean of Graduate Studies, Provost and Vice-President (Academic) and twice Acting President. Dr Moran obtained his undergraduate degree in Psychology from McGill University, Montreal, and his graduate degrees from Dalhousie University, Halifax, Canada.

### **1. Mr Firoz Rasul**

*President and Chief Executive Officer*

Mr Firoz Rasul joined the Aga Khan University in May 2006. Prior to that, from 1988 to 2003 he served as President and Chief Executive Officer for Ballard Power Systems, a world leader in fuel cell technology. He also has served as a member of the University of British Columbia's Board of Governors and as a Director on the Board of Science World, British Columbia. Mr Rasul holds a Bachelor of Industrial Engineering from the University of Hertfordshire, UK and a Master of Business Administration from McGill University, Canada. In 2001, Simon Fraser University in British Columbia, Canada conferred on him the degree of Doctor of Laws, *honoris causa*.

### **5. Mr Salim Hasham**

*Vice President, Health Services*

Mr Salim Hasham was most recently Senior Vice President at Johns Hopkins Medicine International, responsible for the management of their expansion outside USA. He has served and consulted for governments and healthcare institutions in the USA, Canada, China, GCC, East Asia, Southeast Asia and South America. He has an undergraduate degree (with honours) in Mathematics from the University of Nairobi, and graduate degrees in Systems Engineering from Clemson University, USA and in Health Care Administration from the University of Ottawa, Canada.





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*Chancellor*

**1. His Highness The Aga Khan**

*Board of Trustees*

**Chairman**

**2. Ambassador Saidullah Khan Dehlavi**

*Former Ambassador of Pakistan*

A graduate in philosophy, politics and economics from Oxford University and a career diplomat, Ambassador Dehlavi served, inter alia, as Pakistan's ambassador to France, Switzerland, UNESCO and the European Union. He was appointed Chairman of the Aga Khan University Board of Trustees in 2001. His decorations include the Légion d'Honneur from France.

**Members**

**3. Princess Zahra Aga Khan**

*Director, Social Welfare Department,  
Aga Khan Development Network*

Princess Zahra is the eldest child and only daughter of His Highness the Aga Khan. She heads the AKDN Social Welfare Department with specific responsibility for health, education and built environment issues in the developing world. She is on the AKU Board of Trustees and plays a key role in policy and strategy matters relating to other institutions of AKDN. In addition, Princess Zahra works on social welfare, women's activities and youth programmes of the Ismaili Muslim community. She also oversees the Aga Khan's bloodstock interests. Princess Zahra holds a BA Honours degree in Development Studies from Harvard.

**4. Dr J. Robert Buchanan**

*Trustee Emeritus,  
Aga Khan University  
Former Dean, Cornell University  
Medical College and  
General Director (CEO), Emeritus,  
Massachusetts General Hospital,  
Boston, USA*

A leader in medical education and healthcare administration, Dr Buchanan is Professor of Medicine at Harvard. He has served as President of Chicago Hospital and Medical Center, Dean of Cornell University Medical College and as Professor of Medicine at the University of Chicago. Dr Buchanan is a founding Trustee of AKU.

**5. Dr Philip L. Clay**

*Former Chancellor,  
Massachusetts Institute of Technology,  
Boston, USA*

A faculty member at MIT since 1975, Dr Clay has held academic leadership positions at MIT for nearly two decades. He is a professor of Urban Studies and Planning and his research has contributed to a range of public and private initiatives influencing US housing and urban policy. Dr Clay served as chancellor of MIT from 2001 to 2011. He was recently appointed to the Board of Trustees of the University of North Carolina at Chapel Hill and is also a member and Vice Chair of the Board of The MasterCard Foundation. Dr Clay joined the AKU Board in 2012.



#### **6. Dr Haile T. Debas**

*Senior Global Health Advisor,  
University of California, San Francisco, USA and  
Executive Director, UC Global Health Institute*

An MD from McGill University, Dr Debas' career as a physician, researcher, teacher and academic administrator spans approximately four decades and includes positions at hospitals, medical centres and universities in Canada and the USA. Dr Debas is an influential voice in academic medicine and issues of global health. He is a fellow of the Royal College of Physicians and Surgeons of Canada and the American Academy of Arts and Sciences. A recipient of the UCSF medal, the highest honour conferred by the University, Dr Debas is also former Chancellor and Dean Emeritus of the School of Medicine at UCSF. Dr Debas was appointed to the AKU Board of Trustees in 2010.

#### **Dr Roderick D. Fraser**

*President Emeritus and Professor Emeritus,  
University of Alberta, Edmonton, Canada*

Dr Fraser served as President and Vice-Chancellor of the University of Alberta from 1995 to 2005. Before joining UAlberta, he served at Queen's University in Ontario as Vice Principal (Resources) as well as Dean, Faculty of Arts and Science. Dr Fraser holds a BA in History and Economics and an MA in Economics, both from the University of Alberta, as well as a PhD from the London School of Economics. He joined the AKU Board in 2005.

#### **7. Mr Munnawar Hamid, OBE**

*Chairman, Linde Pakistan, Karachi, Pakistan*

Mr Hamid is Chairman of Silkbank Limited as well as Advisor and Consultant to the Huntsman Corporation of USA (Singapore). Formerly Chairman and Chief Executive of ICI Pakistan (Subsidiary of ICI PLC UK), Mr Hamid holds a BSc (Hons) from the University of Punjab and a BA (Hons) and MA from the University of Cambridge. He was appointed to the AKU Board in 2000.

#### **Dr Syed Sibit-ul-Hasnain**

*President, Pakistan Medical and Dental Council,  
Islamabad, Pakistan*

Dr Hasnain, a recipient of the President's Pride of Performance award, is a fellow of the College of Physicians and Surgeons Pakistan, the Royal College of Surgeons (Edinburgh and Glasgow), the American College of Physicians and the American College of

Gastroenterology. He graduated from King Edward Medical University, Lahore in 1971. Dr Hasnain joined the AKU Board in 2007 as a nominee of the Pakistan Medical and Dental Council.

#### **8. Mr Yusuf Habib Keshavjee**

*Chairman, White Rose Group of Companies,  
East Africa, Nairobi, Kenya*

Mr Keshavjee, formerly Chairman of the Aga Khan Foundation East Africa, brings to the AKU Board a wealth of experience from East Africa's private, government and civil society sectors. He is a co-founder of Honey Care Africa Ltd., a groundbreaking social enterprise, and is also Chair of the White Rose Group of Companies. Mr Keshavjee completed a BSc (Hons) in Economics from the London School of Economics and the Executive Management Program at Harvard Business School. He was honoured in 2005 with a "Head of State Commendation" for exemplary service to Kenya.

#### **9. Dr Tom Kessinger**

*Former General Manager  
Aga Khan Foundation, Geneva, Switzerland*

Dr Kessinger holds a PhD from the University of Chicago and has taught South Asian History at the universities of Virginia and Pennsylvania. In 1977, he joined the Ford Foundation in India and then headed the Foundation's office in Indonesia as Representative for Southeast Asia. In 1988, he became Haverford College's 11th president. He served as General Manager of the Aga Khan Trust for Culture from 1996 to 2002, when he became General Manager of the Aga Khan Foundation. Dr Kessinger was appointed to the AKU Board in 2008.

#### **Mr Naguib Kheraj**

A graduate in Economics from the University of Cambridge, Mr Kheraj has held senior management positions in international banking over the course of the past 25 years at Barclays, JP Morgan Cazenove and Salomon Brothers. Mr Kheraj spends the majority of his time in the not-for-profit sector serving on a number of international boards within AKDN in the fields of education, healthcare, rural development and culture and is Chairman of the Network's endowment fund. Mr Kheraj is a member of the Investment Committee of Wellcome Trust, a member of the Board of the UK-US Fulbright Commission, and a Non-Executive Director of the National Health Service Commissioning Board. Mr Kheraj has served on the AKU Board since 2008.

#### **10. Mr Rafiuddin Zakir Mahmood**

*Former CEO and President,  
Habib Bank Limited, Karachi, Pakistan*

Mr Mahmood holds graduate degrees in Business Administration (Finance) and Electrical Engineering from the University of California, Los Angeles as well as a Bachelor's in Electrical Engineering from NED University of Engineering and Technology in Karachi. With extensive experience in banking, he has served as President/CEO of Habib Bank Limited, Pakistan and in senior positions with Credit Agricole Indosuez and the Bank of America. He is Chairman of Habib Allied International Bank Plc in the UK and a director on the boards of HBL, Khushhali Bank Limited and Jubilee Insurance Pakistan. Mr Mahmood has served on several Government of Pakistan Commissions and as Chair of the World Economic Forum's Global Agenda Council on Pakistan. He was appointed to the Board in March 2013.

#### **11. Mr Firoz Rasul**

*President and Chief Executive Officer,  
Aga Khan University*

#### *Recent Trustees*

#### **Mr Robert H. Edwards**

*Trustee Emeritus, Aga Khan University  
Former President, Bowdoin College and  
Carleton College, USA*

Mr Edwards is a graduate of Princeton, read law at Cambridge University and received an LLB from Harvard. Mr Edwards has held senior positions with the Ford Foundation, Carnegie Foundation for the Advancement of Teaching, as well as the Secretariat of His Highness the Aga Khan. He served as a Trustee of the Aga Khan University, from 1987 to 1990 and again from 1999 to 2011.

#### **Late Dr J. Fraser Mustard (1927-2011)**

*Trustee Emeritus, Aga Khan University  
Founding President, The Founder's Network  
Founding President,  
The Canadian Institute for Advanced Research,  
Toronto, Canada*

Recognized internationally for his innovation in medical education and research, Dr Mustard played a significant role in establishing AKU's School of Nursing and in ensuring the standards of AKU's academic programmes. He was a trailblazer in the area of early childhood development and one of

his final projects was to conceptualize and plan an Institute for Human Development at the University of Toronto, which is named after him. Dr Mustard was a founding Trustee of AKU and served on its Board for 26 years until his demise in November 2011.

#### **His Excellency Benjamin William Mkapa**

*Former President of the United Republic of Tanzania*

H.E. Benjamin Mkapa served as President of the United Republic of Tanzania for two terms from 1995 to 2005. He is involved in conflict prevention, management and resolution in the Great Lakes Region of Africa, and is an active player in regional economic cooperation within the East African Community as well as the Southern African Development Community, of which he is Chairperson. He holds a BA from Makerere University, Uganda and a Master of International Relations from Columbia University, USA. He served as a Trustee of AKU from 2007 to 2011.

#### **Dr Anna Kajumulo Tibaijuka**

*Minister of Lands,  
Housing and Human Settlements Development,  
The United Republic of Tanzania*

Dr Tibaijuka was the first African woman elected by the UN General Assembly as Under-Secretary-General of a United Nations programme and also served as the Executive Director of UN Habitat. She was a member of the World Health Organization Commission on the Social Determinants of Health, and a member of the Advisory Board of the Commission on the Legal Empowerment of the Poor. Dr Tibaijuka served as a Trustee of the Aga Khan University from 2010 to 2012.

#### **12. Mr Guillaume de Spoelberch**

*Member, Board of Directors  
Aga Khan Foundation, Geneva, Switzerland*

Having studied at Princeton, Harvard, the University of Capetown and the London School of Economics, Mr Spoelberch joined the UN Special Fund as Assistant to the Managing Director before becoming a Programme Officer and then the UNDP's Deputy Representative for Europe in Geneva. In 1970, he joined the Ford Foundation and served as representative in Tunis, Jakarta and Cairo. From 1981 to 1989, he was the General Manager of AKF, and subsequently its Executive Director. As a founding Trustee of Aga Khan University, he served on the Board from 1985 to 2006.

As of April 2013



## University Numbers

PROGRAMME	GRADUATES
<b>School of Nursing and Midwifery, Pakistan</b>	
Master of Science in Nursing	69
Post-RN Bachelor of Science in Nursing	648
Bachelor of Science in Nursing	374
Diploma in General Nursing	2,051
<b>Total</b>	<b>3,142</b>
<b>Medical College, Pakistan</b>	
PhD in Health Sciences	10
Master of Science in Health Policy & Management	54
Master of Science in Epidemiology & Biostatistics	99
Master of Science in Clinical Research	19
Master of Bioethics	58
Bachelor of Medicine, Bachelor of Surgery (MBBS)	1,901
Advanced Diploma in Health Professions Education	39
Advanced Diploma in Human Development	56
Postgraduate Medical Education	2,198
<b>Total</b>	<b>4,434</b>
<b>Institute for Educational Development, Pakistan</b>	
PhD in Education	4
Master of Education	491
Advanced Diploma in Education	595
Advanced Diploma in Teaching English as Foreign Language	59
<b>Total</b>	<b>1,149</b>

PROGRAMME	GRADUATES
<b>School of Nursing and Midwifery, East Africa</b>	
<b>Kenya</b>	
Bachelor of Science in Nursing	311
Kenya Registered Community Health Nursing Diploma	445
Clinical Specialist Diploma	36
<b>Tanzania</b>	
Bachelor of Science in Nursing	265
Diploma in Nursing	294
<b>Uganda</b>	
Bachelor of Science in Nursing	207
Diploma in Nursing	230
<b>Total</b>	<b>1,788</b>
<b>Medical College, East Africa</b>	
<b>Kenya</b>	
Master of Medicine	65
<b>Tanzania</b>	
Master of Medicine	4
<b>Total</b>	<b>69</b>
<b>Institute for Educational Development, East Africa</b>	
Master of Education	132
<b>Total</b>	<b>132</b>
<b>Institute for the Study of Muslim Civilisations</b>	
Master of Arts (Muslim Cultures)	57
<b>Total</b>	<b>57</b>
<b>TOTAL</b>	<b>10,771</b>

February 2013



## Financial Highlights

The Aga Khan University is a private, not-for-profit<sup>1</sup> university that promotes human development through research, teaching and community service initiatives.

The University subsidizes the cost of tuition. Tuition fees are set, on average, at a quarter of the actual cost. This means that, on average, every student receives a 75 per cent tuition fee subsidy. In 2012, the aggregate tuition fee subsidy provided by the University was US\$ 26.5 million; in 2011, it was US\$ 23.7 million. Providing this high level of subsidy is becoming increasingly challenging given devaluating currencies and rising inflation in the countries where the University operates.

In addition, a generous financial aid programme supports students with a demonstrated financial need with grant assistance and interest-free loans. To date, over US\$ 19.6 million has been provided, including US\$ 2 million in grants and US\$ 1 million in interest-free loans in 2012. In 2011, US\$ 2 million was provided, half as grants and half as interest-free loans.

The principle of access is equally important for the University Hospitals. Patients in need of treatment but unable to pay receive assistance through the Hospitals' patient welfare programmes. Since 1986, the Aga Khan University Hospitals' patient welfare programmes have assisted over 629,000 patients, providing US\$ 69 million in support, of which US\$ 8 million was provided in 2012, an increase from US\$ 7 million in 2011. In spite of challenging economic environments, the University continues to ensure access to world-class health services for those who cannot afford it.

The University Hospital in Karachi also provides a significant subsidy on all general ward beds as well as the clinics at the Community Health Centre.

<sup>1</sup>AKU's income and property are used only for the promotion of its objectives and no payments, directly or indirectly, are made by way of dividend or profit to any individual or institution. Independent firms of international repute audit the institution's financial statements annually.

Consolidated Financial Performance	2012 (US\$ in millions)	2011 (US\$ in millions)
<b>Income</b>		
Hospital Revenues	231	198
Patient Welfare	(8)	(7)
Tuition Fees	8	6
Financial Aid – Grants to Students	(2)	(1)
Research Grants	11	5
Programmatic Grants	5	9
Donations	10	11
Endowment Income	9	10
Other Income	30	30
<b>Total Income</b>	<b>294</b>	<b>261</b>
<b>Operating Expenses</b>		
Faculty and Staff	134	114
Medical and Other Supplies	66	57
Other Operating Expenses	60	52
<b>Total Operating Expenses</b>	<b>260</b>	<b>223</b>
Capital Equipment	27	28
Investment in Facilities	26	30
<b>Total Expenditure</b>	<b>313</b>	<b>281</b>
<b>Shortfall of Income over Expenditure</b>	<b>(19)</b>	<b>(20)</b>
<b>Funding from the Chancellor, His Highness the Aga Khan</b>	<b>17</b>	<b>17</b>
<b>Increase / (Decrease) in Reserve</b>	<b>(2)</b>	<b>(3)</b>

The University is grateful to the Chancellor and to its well-wishers and supporters who have helped meet the financial requirements for its continuing expansion, as well as its financial needs for education and patient welfare, including *zakat* from The Patients' Behbud Society for Aga Khan University Hospital, Karachi.



## Capital Investments

AKU will be making significant capital investments in the coming years in Pakistan, East Africa and the United Kingdom.

In total, six new campuses will be constructed, including one in Arusha, Tanzania and one in Karachi, Pakistan. In both locations, a Faculty of Arts and Sciences and Graduate Professional Schools will be built. These campuses will be 10 times the size of the present Stadium Road campus in Karachi, requiring investments in physical facilities, academic programmes, faculty and staff.

Campuses also will be built for the Faculty of Health Sciences in Nairobi; the Graduate School of Media and Communications in Nairobi; the Institute for Educational Development in Dar es Salaam, where Salama House also will be expanded; and the Institute for the Study of Muslim Civilisations in London.

A new Centre for Innovation in Medical Education and an Early Childhood Development Centre will be added in Karachi. New research facilities will be built in Pakistan and East Africa.

In Karachi, several new hospital buildings are envisioned including the expansion of the University Hospital's Private Wing, a Medical Intensive Care Unit, Paediatric Intensive Care Unit, Neonatal Intensive Care Unit and a University Office Building. In Nairobi, planned expansions include a Doctors' Plaza at the University campus in Parklands.

*The much-needed expansion of the Private Wing at AKUH, Karachi will house 82 beds – 58 private beds, 8 VIP beds and 16 special care beds – allowing an additional 7,500 patients to be treated annually.*



Planned Capital Investments	Project Value (US\$ in millions)	Completion Date
<b>PAKISTAN</b>		
<i>AKU Stadium Road Campus</i>		
Pedestrian Precinct	3.4	2013
Heat Recovery from Self-Generation Power Plant	3.0	2013
Renovations to Create Additional Beds	5.0	2014
Electric Grid Station	8.4	2014
Centre for Innovation in Medical Education	14.9	2015
Early Childhood Development Centre	1.7	2015
Neonatal Intensive Care Unit	2.0	2015
Paediatric Intensive Care Unit	1.6	2016
New Private Wing Expansion	34.7	2017
Medical Intensive Care Unit	2.7	2018
<i>Renovation of Four Secondary Hospitals</i>	TBD	TBD
<i>AKU Link Road Campus</i> Faculty of Arts and Sciences and Graduate Professional Schools	TBD	TBD
<b>Total</b>	<b>77.4</b>	
<b>EAST AFRICA</b>		
<i>AKU Peponi Road Campus, Nairobi</i> Graduate School of Media and Communications	TBD	TBD
<i>AKU Parklands Campus</i> Doctors' Plaza / FHS Building	28.0	2016
<i>Permanent Facilities, Dar es Salaam</i> AKU Institute for Educational Development, East Africa	40.0	Under construction
<i>AKU Principal Campus, Arusha</i> Faculty of Arts and Sciences and Graduate Professional Schools	TBD	TBD
<b>Total</b>	<b>68.0</b>	
<b>UNITED KINGDOM</b>		
<i>AKU Kings Cross Campus, London</i> Institute for the Study of Muslim Civilisations	TBD	TBD
<b>Total Planned Investments*</b>	<b>145.4</b>	

\*Projects are in various stages of development and exact investments and/or completion dates are still to be determined.



## Contact Us

### **Aga Khan University**

Tel: +92 21 3493 0051  
Email: aku@aku.edu  
[www.aku.edu](http://www.aku.edu)

### **Websites**

Aga Khan University  
[www.aku.edu](http://www.aku.edu)

Aga Khan University Hospitals  
[hospitals.aku.edu](http://hospitals.aku.edu)

Aga Khan University  
Examination Board  
[examinationboard.aku.edu](http://examinationboard.aku.edu)

Aga Khan Development Network  
[www.akdn.org](http://www.akdn.org)

### **PAKISTAN**

**Aga Khan University Hospital, Karachi**  
Tel: +92 21 3493 0051  
Email: akuh.karachi@aku.edu

**Faculty of Health Sciences**  
Tel: +92 21 3493 0051  
Email: fhs.pk@aku.edu

**Medical College**  
Tel: +92 21 3493 0051  
Email: mc.pk@aku.edu

**School of Nursing and Midwifery**  
Tel: +92 21 3493 0051  
Email: sonam.pk@aku.edu

**Institute for Educational Development**  
Tel: +92 21 3634 7611-4, 3682 6991  
Email: ied.pk@aku.edu

**IED Professional Development Centre, Gilgit**  
Tel: +92 5811 454132-4  
Email: pdc.gilgit@aku.edu

**IED Professional Development Centre, Chitral**  
Tel: +92 943 414155-57  
Email: pdc.chitral@aku.edu

**Faculty of Arts and Sciences**  
Tel: +92 21 3482 9535-7  
Email: fas.pk@aku.edu

**Examination Board, Karachi**  
Tel: +92 21 3522 4702-9  
Email: examination.board@aku.edu

**Examination Board Liaison Office, Lahore**  
Tel: +92 111 505 505, Ext. 2939  
Email: examination.board@aku.edu

### **EAST AFRICA**

#### **KENYA**

**Aga Khan University Hospital, Nairobi**  
Tel: +254 20 374 0000, 366 2000  
Email: akuh.nairobi@aku.edu

**Faculty of Health Sciences**  
Tel: +254 20 366 2000/2106, 374 0000  
Email: fhs.ea@aku.edu

**Medical College**  
Tel: +254 20 366 2000/2106, 374 0000  
Email: mc.ea@aku.edu

**School of Nursing and Midwifery**  
Tel: +254 20 374 7483/5808  
Email: sonam.ea@aku.edu

### **TANZANIA**

**Institute for Educational Development, East Africa**  
Tel: +255 22 215 0051, 215 2293  
Email: ied.ea@aku.edu

**School of Nursing and Midwifery teaching site**  
Tel: +255 22 212 2740/44  
Email: sonam.ea@aku.edu

**Medical College teaching site**  
Tel: +255 22 212 2740/44  
Email: mc.ea@aku.edu

**Faculty of Arts and Sciences**  
Tel: +255 68 570 1606  
Email: fas.ea@aku.edu

### **UGANDA**

**School of Nursing and Midwifery teaching site**  
Tel: +256 414 349 494, 349 307  
Email: sonam.ea@aku.edu

### **UNITED KINGDOM**

**Institute for the Study of Muslim Civilisations**  
Tel: +44 207 380 3800  
Email: ismc@aku.edu

### **AFGHANISTAN**

**Aga Khan University Programmes in Afghanistan**  
Tel: +93 795 461 880  
Email: aku.af@aku.edu

**French Medical Institute for Children**  
Tel: +93 75 202 3912-14  
Email: info@fmic.org.af

### **UNITED ARAB EMIRATES**

**Aga Khan University Hospital, Karachi**  
Representative Office, Dubai  
Tel: +97 14 324 8081  
Email: akuh.dubai@aku.edu

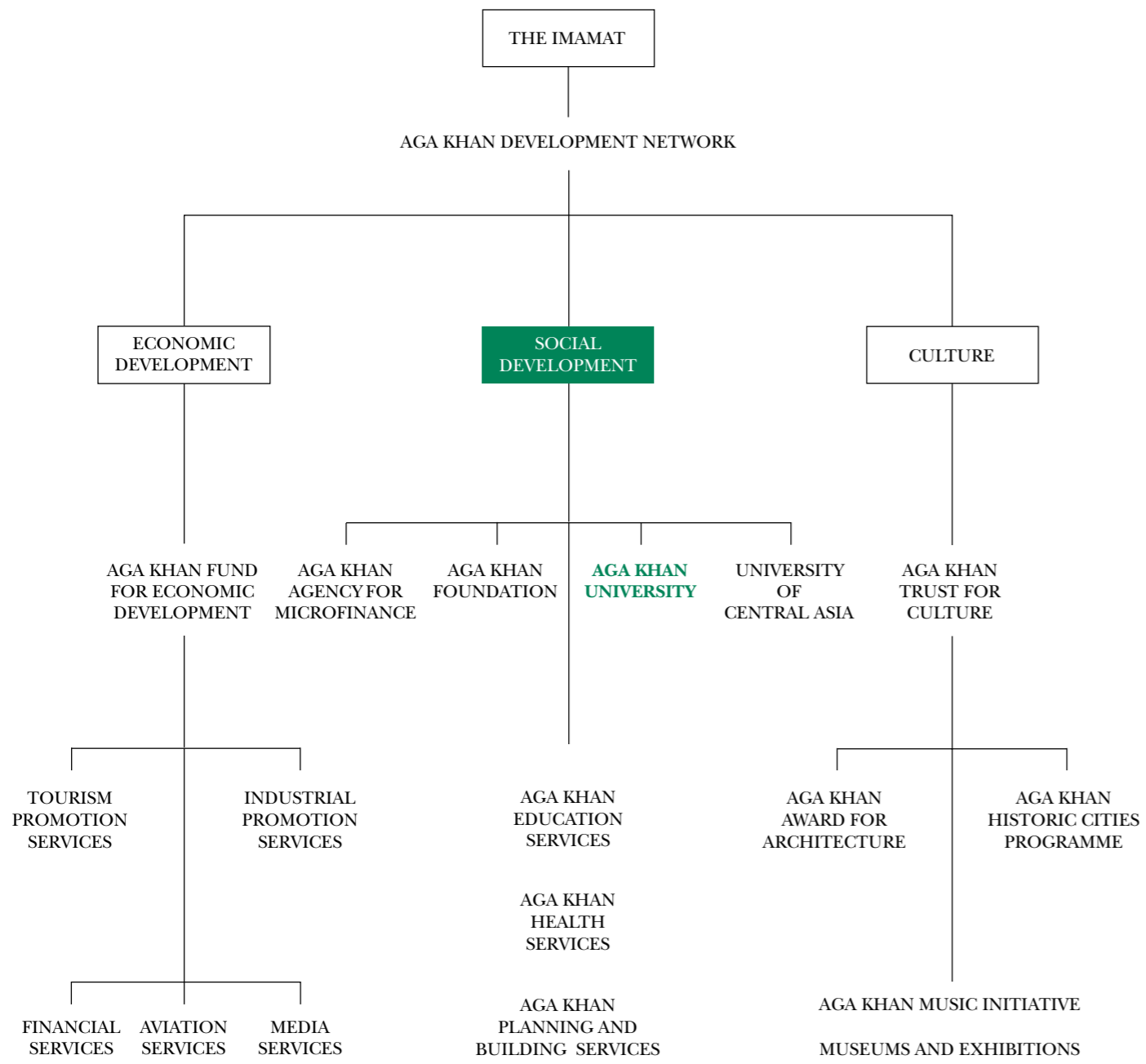
### **NORTH AMERICA**

**North America Development Office**  
Tel: +1 312 624 9241 (Chicago)  
Email: resource.development@aku.edu

**Photography:** Amir Tariq, Gary Otte, Kashif Dossani, Kohi Marri, Mikhail Romanyuk, Paul Hicks, Tina Hager, Titus Musau, Zahur Ramji and Zaigham Islam

**Renderings:** Beyer Blinder Belle Architects & Planners, Payette and Pixarch Architectural Visualization









THE AGA KHAN UNIVERSITY

Stadium Road, P.O. Box 3500  
Karachi 74800, Pakistan  
Email: [public.affairs@aku.edu](mailto:public.affairs@aku.edu)  
[www.aku.edu](http://www.aku.edu)