

# Aga Khan Education Services



THE IMAMAT

AGA KHAN DEVELOPMENT NETWORK

ECONOMIC  
DEVELOPMENT

SOCIAL  
DEVELOPMENT

CULTURE

AGA KHAN FUND FOR  
ECONOMIC DEVELOPMENT

AGA KHAN  
FOUNDATION

AGA KHAN  
UNIVERSITY

UNIVERSITY OF  
CENTRAL ASIA

AGA KHAN TRUST  
FOR CULTURE

TOURISM  
PROMOTION  
SERVICES

INDUSTRIAL  
PROMOTION  
SERVICES

AGA KHAN EDUCATION SERVICES

AGA KHAN  
AWARD FOR  
ARCHITECTURE

HISTORIC  
CITIES SUPPORT  
PROGRAMME

FINANCIAL  
SERVICES

AVIATION  
SERVICES

MEDIA  
SERVICES

AGA KHAN HEALTH SERVICES

AGA KHAN PLANNING AND  
BUILDING SERVICES

EDUCATION  
AND CULTURE  
PROGRAMME

# Aga Khan Education Services



The symbol of the Aga Khan Education Services is based on the form of an open book containing a double image of the word IQRA (to read) from the first revelation of Allah to Prophet Muhammad (Sura 96 : Verses 1-5 of the Holy Quran)



## O V E R V I E W

Aga Khan Education Services (AKES) is a network of educational institutions that combines the operation of over 300 schools with the management of programmes to enhance the quality of teachers, academic resources and learning environments in Asia and Africa.

AKES seeks to respond creatively to the educational needs of children in the developing world in a way that will enable those children better to shape their future. It believes that all children must have access to good schools, effective teachers and the best learning resources possible. AKES wants children to learn to live in *their* world and to make it better for themselves and others. It wants teachers to enjoy teaching, and students to like learning and to want to continue to learn throughout their lives. AKES wants communities to take responsibility for ensuring that their children receive quality education.

AKES is part of the Aga Khan Development Network (AKDN), a group of private development agencies established by His Highness the Aga Khan, the 49th hereditary Imam (spiritual leader) of the Ismaili Muslims, to improve living conditions and opportunities for people of all faiths and origins in specific regions of the developing world. The AKDN's agencies and their constituent institutions have individual mandates that range from health, education, and the built environment to rural development, infrastructure and the promotion of private sector enterprise. They work in close partnership with governments, multilateral agencies, non-governmental organisations, private sector institutions, communities and individuals.

Although established in its present form in 1986, AKES originates in institutional endeavours initiated by the Ismaili community in Eastern Africa and South Asia in the early 1900s under the guidance of the Aga Khan's grandfather and predecessor, Sir Sultan Mahomed Shah Aga Khan. These initiatives, in turn, have long and deep historical roots in Muslim traditions of learning and self-help on which Ismailis have drawn, and which they have adapted to the various cultural contexts in which they have lived. AKES brings together resources from across the developed and the developing worlds and commits them to long-term objectives. Addressing present and immediate educational needs is also seen as an investment in future generations. Building and running schools is only part of the effort. Training teachers and administrators is vital to assuring quality. AKES is striving to share experiences across the profession, within academia and beyond its own geographic boundaries.

From community-based literacy classes taught in remote rural settings in Africa and Asia at the turn of the 19th century, has emerged one of the largest private educational networks in the developing world. Today, comprehensive school systems from pre-primary to higher secondary are underpinned by innovative teacher development programmes. In the face of historical prejudices and inequitable environments, local initiative has prevailed to permit affordable access to quality education. The first of an international network of "schools of excellence" - the Aga Khan Academies - has been established in Mombasa, Kenya. The Academies will be characterised by superior facilities, student and faculty exchanges and a teaching approach that emphasises analytic and critical thinking, creativity, problem-solving, moral reasoning and cultural pluralism. Their curricula of international standing will cover information technology, humanities, economics, sciences, sports and fine arts. Everywhere that AKES currently operates (Afghanistan, Bangladesh, India, Kenya, Kyrgyz Republic, Madagascar, Mozambique, Pakistan, Syria, Tajikistan, Tanzania, Uganda), it benefits from the International Academic Partnership (IAP) which today includes AKES ; Phillips Academy, Andover, USA ; Schule Schloss Salem, Germany ; and the Institute for Educational Development of the Aga Khan University, Karachi, Pakistan. Linkages are being enhanced with the University of Central Asia, Harvard University, the Massachusetts Institute of Technology, the University of Texas at Austin, Oxford University, the University of Calgary and the University of Toronto. Building on its experiences, adapting to evolving needs, promoting curricular reform and broadening policy dialogue, AKES is making quality education more accessible and impacting learning environments well beyond the developing world.

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## IMPROVING THROUGH LEARNING

**learn** get knowledge of (subject) or skill in (art etc.) by study, experience or being taught

**improve** make or become better

Concise Oxford Dictionary

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*We wonder if we could choose  
what we want to do...*

*do it the way we want to...*

*see life our own way*

*not as adults want us to...*

*Experience, explore and ask questions  
about anything that we are curious...*

*Create our own environment*

*find our own space...*

*Have fun, get messy*

*taste, smell, touch, feel...*

*We wonder if...*

*We could just be...*

## SIP and the Student: Through the Child's Eyes\*

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*I have to teach*

*50-60-70 children*

*day in and day out...*

*I have to travel...*

*long distances, juggle my priorities...*

*I have to see that*

*all my students acquire skills, learn, pass...*

*I have to recognise*

*that my skills may not be adequate...*

*that others may know more...*

*that perhaps I need to learn...*

*I have to accept*

*that I need to adapt, overcome my fears*

*Perhaps I need to remember*

*that I, too, was once a child*

*...perhaps it would help me understand*

*how children learn and how to reach out to them.*

## SIP and the Teacher: Redefining Roles\*

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\* School Improvement Programme:

Footprints of Change

by Sucharita Narayanan for

Aga Khan Education Service, India, 1999.





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## *making schools better*

*Improved learning environments will make better students. AKES has established resource centres where teachers are trained in child-centred methodologies and can access the latest materials. It has designed and introduced new curricula successfully. School management is made more accountable. Better examination results, more confident, qualified and committed students and teachers, upgraded facilities, more responsive administrators and positive reactions from parents bear testimony to AKES's commitment to making schools better.*



## E A S T E R N A F R I C A

AKES's history in Eastern Africa is the story of innovation in the face of evolving environments. From literacy classes in small community centres in the early 1900s to the pioneering of the "service company" concept in the 1970s and the establishment of an international network of schools of excellence in the early 2000s, creativity has responded to historical, political and social constraints.

The system administered in the British colonies discriminated in both the content and quality of education. Different races went to different schools and used separate curricula. For communities whose children were ineligible for missionary schools, options were extremely limited. One option was for a community to develop its own means of teaching essential skills.

AKES traces its origins in East Africa and the Indian Ocean region to classes set up by the Ismaili Muslim community in which its youngsters were taught basic literacy and numeracy. In places even today considered remote by many, from Kendu Bay and Homa Bay (in Kenya), to Lindi and Sumbawanga (in Tanzania), Arua and Gulu (in Uganda), and Marovoay and Mahajanga (in Madagascar), community volunteers taught primary school age children in a "multi-class" format. The earliest such centre may have been started in Bagamoyo in 1895. After 1905, these centres became better organised by local and provincial Education Boards appointed by Sir Sultan Mahomed Shah Aga Khan (the present Aga Khan's grandfather and predecessor as Imam).

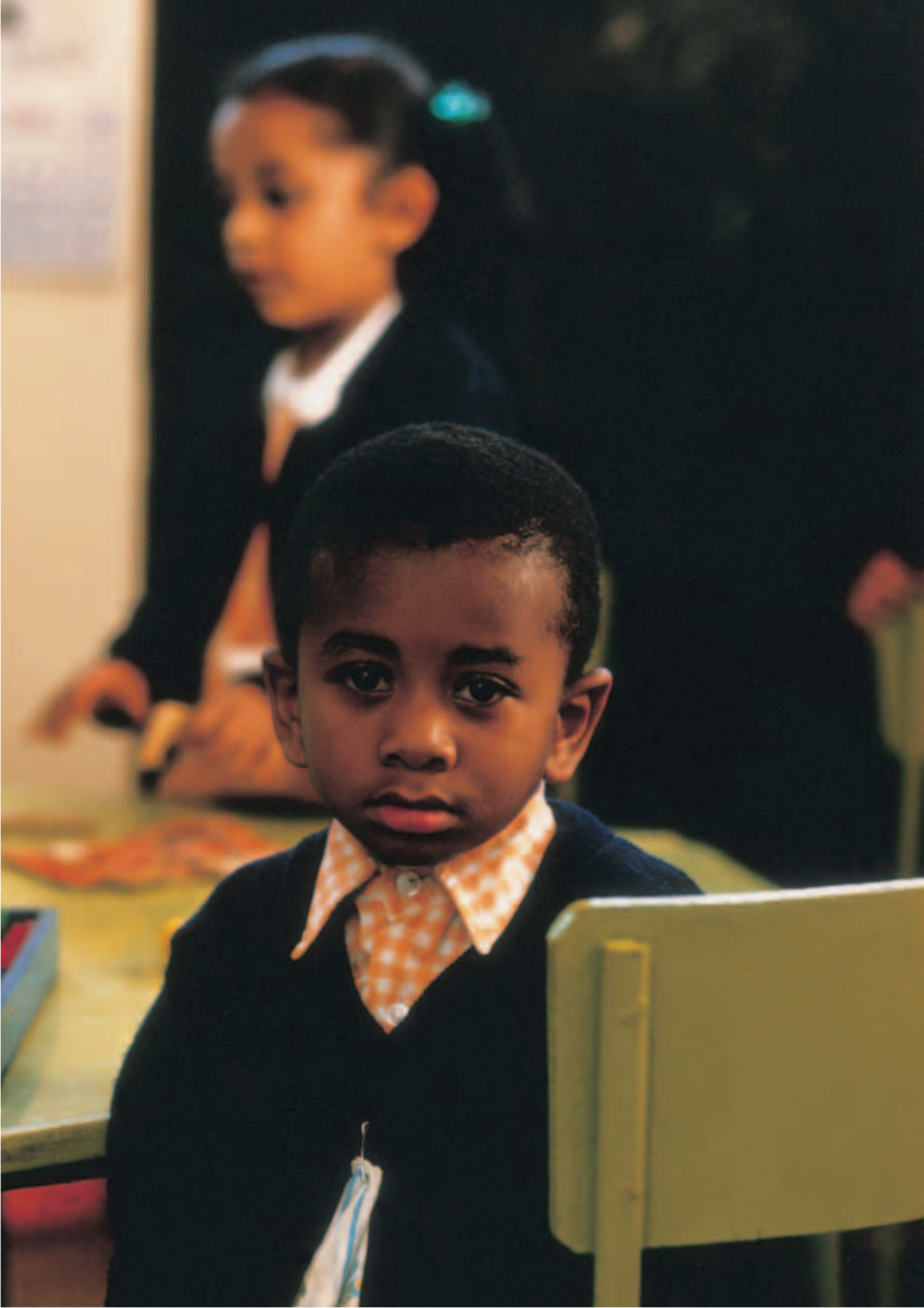
Colonial authorities, having eventually recognised the need, began providing some funding during the 1920s for Indian communities to set up schools. The findings of a private Educational Commission chaired by Princess Joan Aly Khan (mother of the present Aga Khan) led, in the 1940s, to a revised structure and the establishment of more Aga Khan primary and secondary schools in the 1950s (Mombasa, Dar es Salaam, Kampala, Nairobi). Schools for girls preceded those for boys.

Concern for quality remained paramount. Teachers and principals were recruited in India and in the United Kingdom. Growing in number and size over the next decades, at their peak, Aga Khan Schools in East Africa numbered at least sixty in the early 1960s. Premises were generally custom-built and included laboratories, libraries and playgrounds. Schools, although initially mainly patronised by Ismailis, were the first to open their doors to people of all races and faiths. In pre-independence East Africa, the phenomenon was not merely innovative; it was little short of original.

Independence in Uganda, Kenya and Tanzania in the 1960s increased educational and other opportunities for disadvantaged communities amongst their populations. With expansion and the emergence of new national identities, came challenges. New governments asked schools to admit a larger number of indigenous citizens. In Tanzania, all aspects of educational activities of non-Governmental schools, other than their land and buildings, were nationalised in 1967. The nationalised school system was unable to maintain satisfactory educational standards nor was it able to meet the demands for education from the expanding student demography. Private Aga Khan Schools opened in the late 1960s in Dar es Salaam, Kampala, Mombasa and Nairobi to cater to students who could not get into nationalised or government schools. There were some setbacks to growth. The expulsion of Asians from Uganda and the expropriation of their properties in 1972 halted the operation of Aga Khan Schools in that country.







The first Aga Khan Education Service Companies, incorporated in 1979 in Kenya, and in 1986 in Tanzania, introduced improved resource management, better co-ordination and professionalisation of the academic and educational policies.

Curricular reform was a principal challenge for Aga Khan Schools in East Africa during the 1980s. Kiswahili has, since 1967, been the medium of instruction in all Tanzanian primary schools whereas secondary and tertiary education continued to be provided in English. Recognising a desperate need of students seeking to enter secondary schools and aspiring to higher education both locally and abroad, AKES helped devise for its schools in the country, transitional curricula in English, history, geography, mathematics and science. This pioneering approach has since been adopted by state schools in Zanzibar and southern Tanzania. AKES's schools in Kenya, faced in the 1980s with the introduction of the "8-4-4 curriculum," responded with additional facilities to the reconfigured sixteen-year educational programme that increased the number of years of primary school to eight, and of university education to four, while reducing secondary education from six to four. Aga Khan Schools were amongst the first to introduce computers into schools in Kenya in 1982. Technical and financial support from the Aga Khan Foundation enabled expansion of this technology to government schools across the country.

The return by the Ugandan Government of AKES properties in 1992 after their nationalisation by the Government of Idi Amin led to the extensive rehabilitation of the Aga Khan School Complex on Makerere Road where pre-primary, primary and secondary schools are now fully under AKES management.

School Improvement Programmes (SIP) launched by AKES during the 1990s are strengthening the quality of teaching and resources in Kenya, Tanzania and Uganda. Teachers from some 170 schools in Kisumu and Mombasa (Kenya), Kampala (Uganda) and Dar es Salaam (Tanzania), most of them state schools, benefit from the training workshops and resource centres set up under these programmes. SIPs are helping teachers to teach more creatively and children to learn faster through the introduction of child-centred activities. They involve working hand in hand with governments while involving parents and communities in management in order to make schools more efficient, effective and sustainable.

The International Academic Partnership (IAP) has benefited East African schools through faculty exchanges and enhancements in library and information technology resources, in the application of computer-assisted learning and in innovative approaches to teaching subjects such as English, science, mathematics and economics. IAP's objectives are to promote global education and student-centred teaching, with a particular focus on professional development for teachers and curriculum innovation. Since its founding in 1993, IAP has linked over 400 schools in Bangladesh, India, Kenya, Pakistan, Tajikistan, Tanzania, Uganda and the United States.

Following the Aga Khan Academy, Mombasa, other AKES schools in Dar es Salaam, Kampala and Nairobi have been designated for development as future Academies. From each existing school so designated have already emerged graduates of leading universities in both the developing and the developed world. Sites under development for additional Aga Khan Academies include Antananarivo, Madagascar; Bamako, Mali; Kinshasa, Democratic Republic of Congo; Maputo, Mozambique; Dhaka, Bangladesh; Hyderabad, India; Karachi, Pakistan; Dushanbe, Tajikistan; Kabul, Afghanistan; Khorog, Tajikistan; Osh, Kyrgyz Republic; Damascus, Syria; and Salamieh, Syria.

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## WE MADE SCHOOLS FOR OUR DAUGHTERS

*“Attitudes of girls and more importantly, their parents, towards education have been transformed. When the School opened here in 1996, a few parents enrolled their daughters, but there were no opportunities for them to study further than class five. There was no school building. And, there was little enthusiasm for educating girls.”*

*“Now, AKES has worked with the community on a new school building and has helped the community run classes beyond Class 5. Parents’ attitudes have changed very quickly. Within six months, eighty girls have joined the school – this is 60% of those of school-going age. Both parents and their daughters are excited about the school. Parents are now freer with their girls – they allow them to come to school and let them dream about becoming teachers, doctors, engineers and lawyers. And, of course, these girls will be better mothers. Before, all girls did was herd animals and get married. Now, parents are willing to give girls more responsibility. They are even willing to allow girls to study beyond Class 10 away from the village – something they would never have considered earlier.”*

*“A revolution has occurred in people’s expectations and willingness to contribute to education. There is excitement about education now and with this school, there are now more girls in school than boys! Only a few years ago, parents would get angry if you talked about girls going to school – you can see the changes for yourself.”*

*“The community sees the school as playing a key role in its future. Their daughters will be literate. Consequently, there will be positive changes within family and community. Some hope female education will improve the community’s living standards.”*

*“Things are not easy. Running a school calls for resources and know-how. But, having a proper school building has brought a sense of pride, capability and ownership. Girls studying in senior classes have said they wish to teach in this school. There are even suggestions that an adult literacy centre be run at the school because it is considered a unique asset.”*

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**Amarah is a teacher from Tokerkhai in the Nagar Valley of Northern Pakistan where the village decided in 1995 to establish a school for girls under AKES’s Self-Help School Construction Programme.**



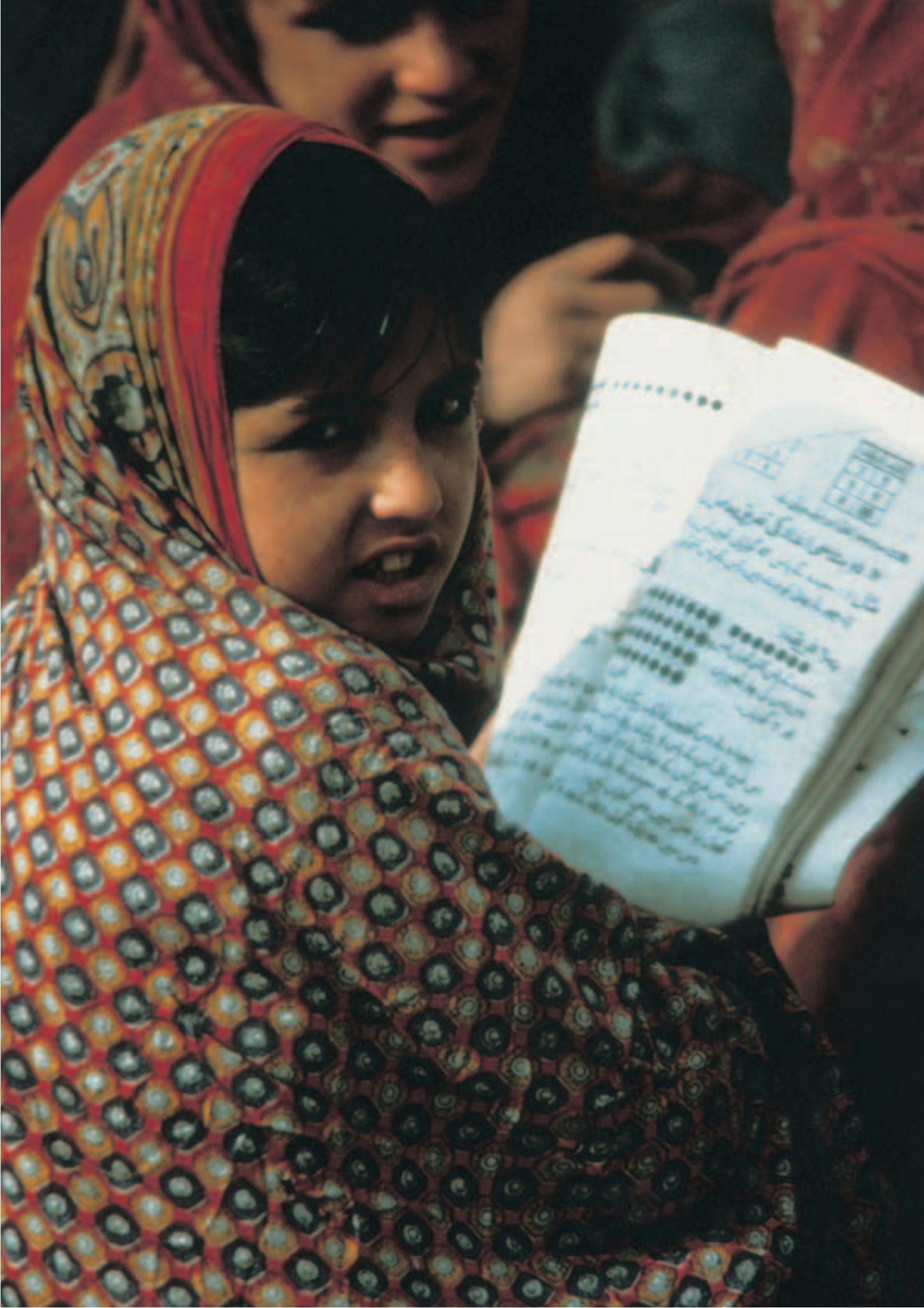


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## *making better schools*

*AKES strives to advance its objective of providing more and greater learning opportunities to disadvantaged communities. Combining a self-help school construction programme with training, technical advice and cultural sensitivity, AKES has found ways of empowering remote rural communities to overcome dependency and mediocrity and respond to their own educational needs. For such communities, building their own future means making better schools.*





مدرسة ابتدائية  
الاسم: .....  
الرقم: .....  
التاريخ: .....  
المادة: .....  
المعلم: .....  
الموضوع: .....  
الهدف من هذا الموضوع: .....  
المحتوى: .....  
الوسائل: .....  
الخطوات: .....  
الخلاصة: .....  
التعليق: .....

## S O U T H   A S I A

Access to affordable quality education, adaptability to local circumstance and anticipation of future needs, have, historically, been the priorities of endeavours today administered by AKES. In India, rural and urban schools have been set up in Andhra Pradesh, Gujarat and Maharashtra beginning with one of the oldest existing schools in the AKES system, Aga Khan School, Mundra (Gujarat) founded in 1905. Community-based literacy centres for girls in villages scattered across the remote Karakorum Mountains of Northern Pakistan in the late 1940s, have since become a series of primary and secondary schools. Across Pakistan's Baluchistan and Sindh provinces, AKES has introduced programmes to upgrade curricula and improve the quality of teaching, in addition to establishing schools in Gwadar, Hyderabad and Karachi. Together, these institutions and a major complex in Dhaka, Bangladesh, form the core of South Asia's largest private education network.

Over forty day-care centres in rural Gujarat have been working since 1982 to improve learning about life skills, through teaching better health and nutrition practices alongside basic skills. The approach at these centres, often involving mothers, emphasises the role of the family in early childhood education. In areas where primary schools are not of a quality comparable to the day-care centres, "graduates" from these centres sustain their "head start" at after-school classes organised by AKES's Rural Primary Education Programme.

Whether established anew or integrated into its network over years, AKES-managed urban schools in Andhra Pradesh and in Mumbai have benefited from School Improvement Programmes which have focused upon the learner and the learning process. This experience has led to the creation of Education Resource Centres at the four urban schools (two in Mumbai and one each in Hyderabad and Warangal) and the three rural schools (Sidhpur, Chitradav and Mundra). The intention, as in School Improvement Programmes applied in East Africa, is to broaden the reach of new methodologies and teacher education to local government agencies, non-governmental organisations and other schools. Technologies and methods applied at these centres will also inform the planning of new AKES schools which are envisaged for areas where great need has been identified: North Mumbai, Vapi and Surat. It is planned to develop an Aga Khan Academy in Hyderabad.

Embodying distinctive traditions of philanthropy and education, Diamond Jubilee Schools were established for girls across Pakistan's Northern Areas and the Chitral District of its Northwest Frontier Province, with the generous contributions of the Ismaili community to commemorate, in 1946, Sir Sultan Mahomed Shah's sixty years as Imam. Initially literacy centres, Diamond Jubilee Schools are today typically leaders in their region. Most have, over the 1980s, been housed in new physical premises built under a self-help School Construction Programme launched by AKES with the Aga Khan Planning and Building Services and the Aga Khan Foundation. Local community initiative and contributions are matched with skilled resources in the use of seismic-proof design modules adapted to local conditions. Field-Based Teacher Development Programmes that prepare teachers without formal education for government certification, and the opening of two role model secondary schools for girls (the Aga Khan School, Sherqilla (in 1983) and the Aga Khan School, Karimabad (in 1986)), underpin the academic standards of female education across the AKES system in the region. Both the Self-help School Construction Programme and the Field-Based Teacher Development Programme are extensively used by schools all across northern Pakistan.

Parallel to the growth of schools in the Northern Areas during the last two decades of the twentieth century, AKES schools in Pakistan's Sindh Province have undergone significant physical and academic revitalisation. School complexes in the Kharadhar, Garden and Karimabad areas of Karachi (established as early as the 1930s) and in Hyderabad were nationalised in 1972. Denationalisation of the Sultan Mahomed Shah Aga Khan School, Karimabad the following year, and of the Aga Khan School, Garden and the Aga Khan Schools in Kharadhar and Hyderabad, twelve years later, gave occasion for extensive renewal. Training and career opportunities were introduced for teachers. New academic and governance structures were established. School Improvement Programmes drew the Sindh campuses together into a single system where each shares the expertise it has built up in specific disciplines.

In 1994, the Aga Khan University established the first Professional Development Centre of its Institute for Educational Development on the campus of the Sultan Mahomed Shah Aga Khan School. Its purpose is to provide in-service teacher training and opportunities for research. The School has also, since 1995, become the first of AKES's Pakistan schools to offer higher secondary education. Since then, similarly, the Aga Khan School in Karimabad, the Aga Khan School in Gilgit, and the newly-established Aga Khan School in Gahkuch have become the first private schools to offer higher secondary education. An Aga Khan School and support for professional development activities are in planning for Punjab and an Aga Khan Academy is planned for Karachi.

Over nearly half a century, AKES's school network in India has expanded through the opening of new schools but also by absorbing private facilities operated by philanthropic trusts established outside the AKES context by Ismaili individuals and families. Amongst the facilities that will benefit from this expansion are student residences to accommodate students who, without such lodging, would not have access to schools, particularly in rural environments. By creating environments conducive to learning and engendering tutorial discipline in a collegiate setting, these hostels also enhance the quality of the student's educational experience. In Pakistan, too, AKES includes student residences amongst its facilities; the Aga Khan School, Karimabad being the first in the Northern Areas, followed by others in Booni, Chitral and Hyderabad.

AKES's initiatives in both India and Pakistan have been invaluable in the development of the Aga Khan School in Dhaka. The AKES in Bangladesh has designed and is now implementing a longer-term expansion plan. Starting in 1988 with the secondary and higher secondary levels – where the need appeared to be greatest – the School, which caters to boys and girls, has initiated a primary section since early 1999. AKES, Bangladesh, which was incorporated in 1993, has identified a site for a custom-built complex that will expand the School to provide pre-primary to higher secondary education. Already well-regarded for its application of information technology in the classroom, the School, when it moves to its new purpose-built campus, is to become a future Aga Khan Academy. As in centres across Eastern Africa, AKES schools in India, Pakistan and Bangladesh have been active and contributing partners in the IAP.





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**TO START NEARER THE PEAK, CLIMB AS YOU WALK**

**What does a school need to do to produce the best students?**

*“Distinguish itself across many disciplines.”*

*“Recognise obstacles and not be defeated by them.”*

*“Adopt a pace of change that is controlled to allow plenty of discussion and review.”*

*“Have the courage and determination to develop and implement a vision that defines the desired student product and the methods and resources needed to best produce it.”*

*“Encourage a high degree of student autonomy. Judiciously trust its students to take on responsibility for their own learning.”*

*“Provide varied opportunities, both in the style of its pedagogy and in the curriculum, to cater to the widely differing types of intelligence within our student body.”*

**How do you create an environment where students can fulfil their potential?**

*“Foster an open and trusting professional climate where views are freely exchanged amongst staff – and, where the staff accepts monitoring and evaluation of work quality.”*

*“Teamwork and dedication. Long hours. Building staff capacity, confidence and commitment.”*

*“With teachers who are good counsellors. With teachers who see themselves as educators and mentors rather than classroom practitioners. With a full-time careers advisor.”*

*“Emphasise student leadership and responsibility, community service and outdoor adventure activities. Stretch the horizons of young people.”*

*“Appropriate levels of physical, emotional and intellectual space for students.”*

*“Encourage students to construct their own value systems through constant reflective discussion with one another, without imposing ready-made, unquestioned codes of conduct. To the questions that are really worth asking, there are always alternative answers: we must ask such questions and appreciate the diversity of thinking that answers to them represent.”*

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**Excerpts from conversations with John Pragnell, Headmaster of the Aga Khan High School, Kampala, Uganda and Elizabeth Mehta who is the recently retired Education Officer, Aga Khan Education Service, India**





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## *schools of excellence*

*Establishing quality standards in curricular and extra-curricular activities, academic performance, governance and physical facilities, Aga Khan Academies will promote an international outlook, creativity, problem-solving, moral reasoning, cultural pluralism and active learning. Science and information technology laboratories, playing fields, multipurpose halls and libraries provide space for self-discovery. To furnish dynamic environments in which can be formed the best minds and bodies, in each country where it operates schools, AKES is creating an international network of schools of excellence.*



## C E N T R A L   A S I A

Consonance with the needs of a globalised economy and relevance to cultural context have been the defining contours of AKES's engagement in Central Asia. Coming as it did as the Soviet Union collapsed, AKES's involvement in the region, beginning in 1995, had to respond to the aftermath of civil conflict in Tajikistan and to the rebuilding of a new identity in the Kyrgyz Republic as well as elsewhere in Central Asia. In 2003, a further challenge presented itself with the AKDN's commitment to contribute significantly to the reconstruction of civil society in Afghanistan.

In Central Asia, AKES is faced with highly literate, educated societies. Political and economic misfortunes have temporarily disabled sophisticated educational systems. Enabling them to adjust to the region's future needs is a key premise of AKES's approach in Tajikistan and the Kyrgyz Republic.

An assessment made as Tajikistan was still in political upheaval highlighted certain immediate needs, but also, the tremendous potential that strategic educational interventions could mean for economic, political and social stability. Tajikistan needed to be connected to the world economy. Its decision-makers and its citizens needed to learn how the market economy worked and to be able to communicate successfully with the rest of the world. Like its neighbours, as an inheritor of multiple cultures, the country would need – in the interests of its own future stability – to reinforce an appreciation of this diversity within the minds of its own citizens. A series of initiatives launched by the Aga Khan during his visit to Central Asia in 1995 form the basis of AKES's work in the region.

The Aga Khan Education Fund has enabled the strengthening of national human resources in the English Language and Market Economics. Faculty from institutions of higher education in Tajikistan and the Kyrgyz Republic have been provided with instruction and materials to enable universities and secondary schools in both countries to increase their capacity to teach the two subjects. Courses for selected faculty were especially designed at Durham University for instructors of the English Language and at the London School of Economics, for teachers of Economics. Teaching materials developed by the group as part of their course are being used in their home universities.

In the next phase of the Economics programme, AKES is organising instruction in microeconomics and practical business skills through courses which will be taught using the case study methodology. In the case of the English Language programme, the materials provided to the participating institutions have been supplemented by modern, computer-based language laboratories supplied by AKES and installed in five institutions (Tajik State Pedagogical University, Dushanbe, Kulob State University, Kulob, Khorog State University, Khorog, Khujand State University, Khujand, and Osh State University, Osh).

Following the return to their home countries, the trainers have initiated semester-long sessions for teachers at the university and secondary school level.





A third component of the Education Fund is administered by the Aga Khan Trust for Culture. The Aga Khan Humanities Project for Central Asia is involving scholars from countries in the region in an effort to develop curricula that will incorporate languages, literature and art of various Central Asian cultures. The initiative is intended to increase and deepen understanding of these cultures within their own and neighbouring societies, but also to heighten awareness of them amongst people from outside Central Asia. Embodying a comparative perspective, the Project will orient students to cultural pluralism and the foundations of civil society in a variety of cultures.

It was premised on the notion that one measure of the cultural resilience of a people is their ability to recognise greatness in other cultures. Such perspectives have begun to help students address current challenges, predicaments and opportunities and build bridges across communal boundaries in the region.

AKES is also involved directly in the provision of education services in the region. AKDN's early interventions, in supplying urgently needed materials for schools in the Gorno Badakhshan Autonomous Oblast of Tajikistan and subsequent survey of the school systems in the region, led AKES to launch projects to establish two schools of high quality, one in Khorog in Tajikistan and one in Osh in the Kyrgyz Republic. The Aga Khan Lycee in Khorog is the result of a major rehabilitation of existing school premises. The Aga Khan School, Osh is a custom-designed complex catering to students at the secondary and higher secondary levels. The introduction of information technology, the upgrading of language studies and the enhancement of library, laboratory and gymnasium facilities are some of the initial steps, along with teacher development programmes that have been implemented at both schools. Teachers from Khorog and Osh have been trained at the Aga Khan University's Institute for Educational Development to prepare for staff and curriculum development initiatives at these schools. Aga Khan Academies are being planned for Dushanbe, Khorog and Osh.

In collaboration with other AKDN agencies, AKES has begun its interventions in Afghanistan by providing technical support and assistance in the rehabilitation and reconstruction of schools in Baghlan and Bamiyan provinces and in Kabul. It has also begun to develop teacher development programmes and is planning to establish an Aga Khan Academy in Kabul. AKES has also been facilitating the provision of primary and secondary level programmes, particularly in English language and computer literacy.

Although outside its usual mandate, AKES is contributing to the development of the University of Central Asia, the world's first university that is dedicated to the challenges of mountain societies. With parallel residential campuses under development in Khorog, Tajikistan ; Naryn, Kyrgyz Republic and Tekeli, Kazakhstan, the University will address post-secondary educational needs at the undergraduate, post-graduate and mid-career levels. The University, a component of the AKDN, is intended to help assure the sustainable development of the region's economy and societies. AKES is gearing the provision of its educational programmes across Central Asia to enable students to access learning environments of high quality from the primary to the post-secondary levels, including universities of international standing.

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## EDUCATING THE EDUCATOR

**technology** a manner of accomplishing a task especially using technical processes, methods, or knowledge ... the specialised aspects of a particular field of endeavour

**teaching** the act, practice, or profession of a teacher

WWWebster Dictionary, [www.m-w.com](http://www.m-w.com)

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*"The quality of teachers is one of the factors that helped me decide where to send my child to school."*

*"Teachers are important in an education system as they teach the pupils."*

*"I can tell how good a teacher is by the way she puts questions to her students."*

*"Times have changed since I was at school (in the 1960s). There is a vast difference from my own experience as a student. Teachers are now professionals."*

*"Students are "updated" through teachers attending professional development training."*

*"From parent-teacher conferences I can tell you that the school is concerned about the quality of its teachers."*

**Parents of students attending the Aga Khan Mzimba Secondary School, Dar-es-Salaam, Tanzania**

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*"I am convinced we should present multiple solutions or approaches to a single problem in class because it enhances students' interest in the topic and creates good communication between student and teacher so that we can motivate our students to study mathematics happily."*

**Teacher at the Aga Khan Higher Secondary School, Karachi, Pakistan**

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*"We can assist students to become independent learners by encouraging them to work in their own way. Based on their natural curiosity and the structured assignments we develop, they can create meaningful projects for themselves and their communities. Along the way, they can also practise the skills that will lead them to become successful learners."*

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**Physics teacher from Gilgit, Pakistan at a Science Project Workshop conducted at the Institute for Educational Development at the Aga Khan University, Karachi, Pakistan.**







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## *technologies of teaching*

*AKES has long recognised how essential competent and qualified human resources are to quality schools. It focuses on enhancing skills of teachers who are already in service, management training, curriculum development and research. To ensure that it remains at the cutting edge of education in the developing world, AKES emphasises investment in technologies of teaching.*





## C O N N E C T I V I T Y

Spanning over a century in time and four continents in space, AKES's endeavours have made education more than a means for the acquisition of skills and knowledge for communities in Africa and Asia. They have become vehicles for the exchange of ideas and the furtherance of human understanding across vast physical and cultural distances.

Linkages between AKES school systems in Eastern Africa and South Asia, and more recently, Central Asia, have allowed teachers and students in each region to benefit from the experiences of others. School improvement programmes, teacher-training programmes, curriculum development and even school design projects piloted in one country have frequently been adapted to others.

Reaching out to schools and teachers everywhere it operates, AKES continues to enable the widest sharing of expertise. Recommendations of a task force that reviewed AKES's teacher training and school improvement programmes in the late 1980s culminated in the establishment in 1993 in Karachi of the Institute for Educational Development (IED) at the Aga Khan University (AKU). Formed in partnership with the Universities of Oxford and Toronto and the European Union, the IED upgrades in-service teachers while it forms a new generation of educators: teacher trainers who have combined practical experience with postgraduate research in the theory and practice of teaching, and managers trained in the administration of educational institutions. The IED operates through Professional Development Centres on AKES school campuses. Besides those in Karachi and Gilgit, Centres are planned for East Africa and Central Asia. Other collaborative approaches are envisaged between AKES and AKU for its development of a Faculty of Arts and Sciences in Karachi, as well as between AKES and the University of Central Asia.

Bridging cultural, linguistic and pedagogical divides, the International Academic Partnership (IAP) between AKES, Phillips Academy in Andover, Massachusetts, the Schule Schloss Salem in Salem, Germany and AKU-IED permits an innovative variety of mutually enriching exchanges amongst these institutions. Exchanges of teachers, enhanced library systems and teaching of science and mathematics in the AKES school system aside, the IAP has been able to bring AKES experience into the development of a Global Economics Curriculum, an Islamic Cultural Studies Curriculum at Phillips Academy, and an African Studies Institute, as well as the launch of a Global Learning Network. The Network links classrooms across the world so that students and teachers can understand and share their own and each other's cultures.

Bringing together its experiences in a variety of environments, AKES seeks to be both a useful resource and a helpful dialogue partner for public and private providers of education. Government departments in several of the countries where AKES operates are able to benefit from its knowledge and human resource base. An example of such collaboration is the Islamic Cultural Studies programme being developed jointly by the IAP, various AKDN agencies and the University of Texas. It will be piloted as part of an integrated curriculum in Karachi, Mombasa, Nairobi and three regions of Texas .

Drawing upon its historical links with the Ismaili community, AKES, through its relationships with Aga Khan Education Boards in Europe and North America, is able to attract qualified human resources in the West who can contribute towards its activities in the developing world. The Boards, in a similar way, have been able to adapt and enrich AKES's experiences in early childhood and secondary education by developing culturally sensitive programmes in parental involvement and career counselling. In Canada, for example, the Board operates an academic summer programme which provides mathematics and English or French language instruction to children of new immigrants to enable them rapidly to achieve the proficiency required by the school system. EduOnline is an Internet-based programme administered by the Board in the USA that helps secondary school students find and use the best educational resources to enable them to prepare for university entrance. It supplements I-STAR, a motivational programme to promote academic and extra-curricular excellence and PIAR (Positive Informed Active Regular (parenting)) a parental support programme with the same objective.

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## KNOW-HOW I KNOW

**teach** to cause to know something; to cause to know how... to guide the studies of... to impact the knowledge of... to instruct by precept, example, or experience

**technology** the practical application of knowledge especially in a particular area ... a capability given by the practical application of knowledge

WWWebster Dictionary, [www.m-w.com](http://www.m-w.com)

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*"I would like to introduce the graphic calculator to my students immediately. It would improve their knowledge of mathematical concepts immensely."*

**Teacher from the Aga Khan School, Hyderabad, Pakistan who attended the Andover Institute of Mathematics Workshop in Karachi.**

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*"We have less to write. We can input and edit right on the screen." "We can share and exchange information with different people all over the world. For example, we can learn the lifestyles and culture of other people around the world." "We can improve our English by communicating with English-speaking countries." "We can meet and make many friends."*

**Noranjon Imomyorbekova, a grade 11 student at the Aga Khan Lycee, Khorog, Tajikistan talks about the value of computers and information technology at her school.**

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*"Once I had half of a report and a friend in the group had the other half. The assignment was due the next day and there was no way I could go over to his place or he could come over. Both of us had modems. So, I sent him my half of the project over the phone line, after giving the finishing touches to it. He combined the two halves and brought the report to school the next day. We didn't miss the deadline. Thanks to computers."*

**Mashfiq Haque is a Class 12 student at the Aga Khan School, Dhaka, Bangladesh.**

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*"After sharing stories about themselves, the students have started to read and analyse the same pieces of poetry."*

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**Lou Bernieri, Coordinator of the Global Learning Network launched by the International Academic Partnership describes the results of an electronic conversation between classrooms of two AKES "alumni," one in Mumbai and the other in Karachi.**





## *teaching with technologies*

*Prominent among the wherewithal for learning that AKES provides is know-how. Imparting knowledge using the tools of the day, whether modern or traditional, is a starting point. AKES schools have sought, wherever possible, to bring to their students the most up-to-date systems that can be applied and managed by its schools. In the AKES system, knowing-how is made easier by teaching with technologies.*



# I N S T I T U T I O N S   A N D   P R O G R A M M E S

## EASTERN AFRICA

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Pre-primary Schools	8
Primary Schools	7
Secondary Schools	10
Institutions in School Improvement Programmes	142
Schools benefiting from International Academic Partnership	10
Schools benefiting from Teacher Development Programmes	19
Number of Students Impacted	115,400
Number of Teachers Impacted	5,000

*Countries:* Democratic Republic of Congo, Kenya, Madagascar\*, Mozambique\*, Tanzania, Uganda

*Locations:* Antananarivo, Dar es Salaam, Eldoret, Kampala, Kisumu, Maputo, Mombasa, Mwanza, Nairobi

## SOUTH ASIA

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Pre-primary Schools	47
Primary Schools	132
Secondary Schools	92
Institutions in School Improvement Programmes	232
Schools benefiting from International Academic Partnership	150
Schools benefiting from Teacher Development Programmes	87
Number of Students Impacted	200,000
Number of Teachers Impacted	3,300

*Countries:* Bangladesh, India\*, Pakistan\*

*Locations:* Dhaka, Hyderabad (Pakistan), Hyderabad (India), Karachi, Mumbai, Warangal, Andhra Pradesh and Gujarat (India), Balochistan, Northern Areas, North West Frontier Province, Punjab, Sindh (Pakistan)

## CENTRAL ASIA/MIDDLE EAST

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Primary Schools	1
Secondary Schools	2
Schools benefiting from Teacher Development Programmes	6
Number of Students Impacted	990
Number of Teachers Impacted	45

*Countries:* Afghanistan\*, Kyrgyz Republic, Syria\*, Tajikistan

*Locations:* Kabul, Osh, Damascus, Salemieh, Khorog

## GLOBAL SUMMARY

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Pre-primary Schools	55
Urban	16
Rural	39
Primary Schools	139
Urban	15
Rural	124
Secondary Schools	102*
Urban	23
Rural	79
Institutions in School Improvement Programmes	374
Schools benefiting from International Academic Partnership	160
Schools benefiting from Teacher Development Programmes	108
Number of Students Impacted	316,400
Number of Teachers Impacted	8,400
<i>Number of Countries:</i>	13*

## NOTES

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Schools included above are those operated by Aga Khan Education Services and those benefiting from its School Improvement Programmes. They do not include institutions outside the system that are served by School Improvement Programmes.

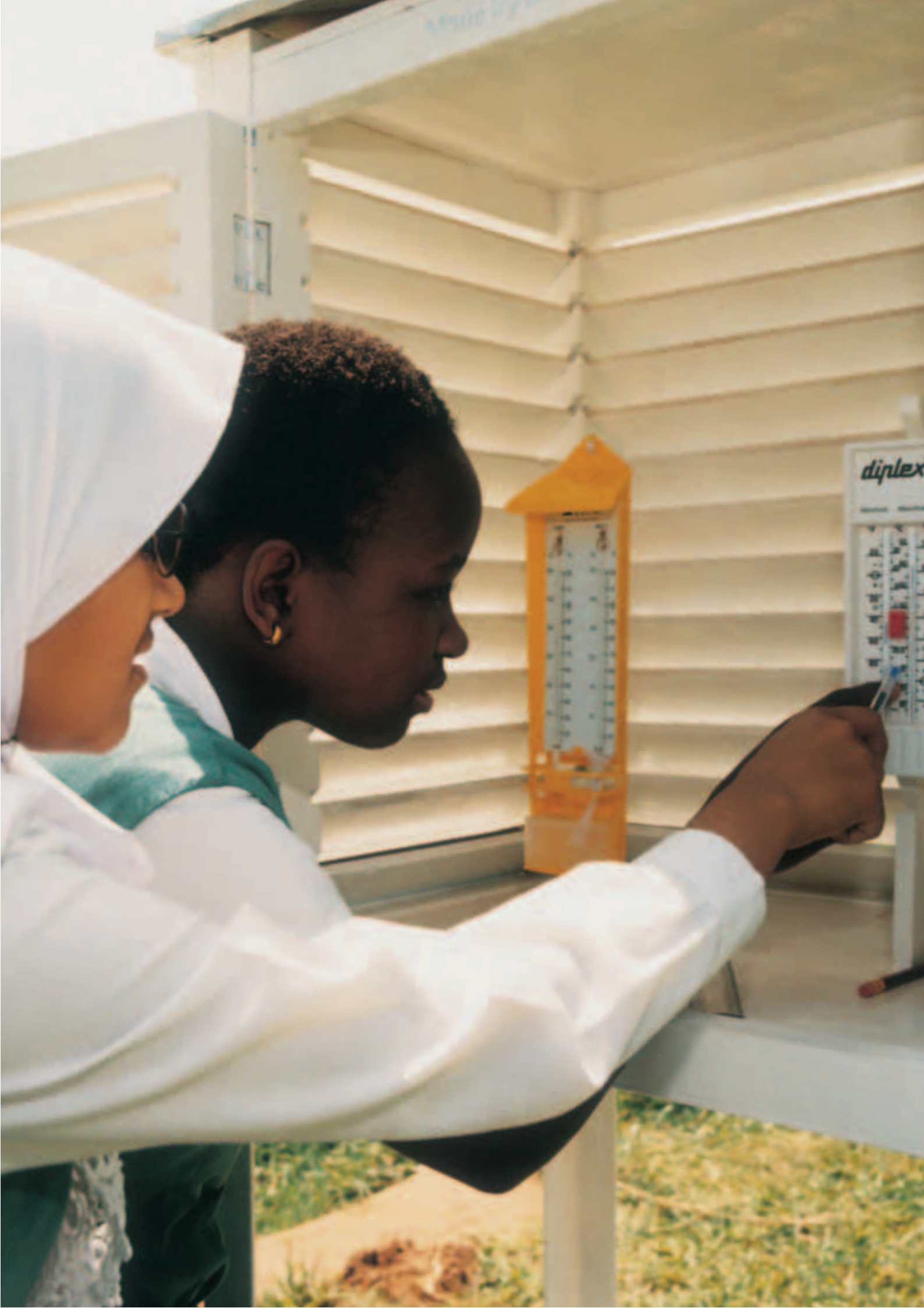
\*New schools are under development in Afghanistan, Democratic Republic of Congo, India, Mali, Madagascar, Mozambique, Pakistan, Syria, Tajikistan.

Numbers of students and teachers over one thousand are rounded to the nearest hundred.

Also included are schools that benefit from Teacher Development Programmes conducted by the Institute for Educational Development of the Aga Khan University.

The International Academic Partnership is between Aga Khan Education Services, Phillips Academy in Andover, Massachusetts, USA, Schule Schloss Salem, Salem, Germany and the Institute for Educational Development of the Aga Khan University.

Not included in the above summary are the Aga Khan Education Services' collaborative programmes with Aga Khan Education Boards in Europe and North America on parental support, career counselling, Internet-based university entrance preparation and extra-curricular excellence.





## P A R T N E R S

Aga Khan Foundation (AKF)

Aga Khan Programme for Islamic Architecture at Harvard and MIT (AKPIA)

Aga Khan University (AKU)

Apple Corporation

Canadian International Development Agency (CIDA)

Canadian Office for Development through Education (CODE)

Charity Projects

Commission of the European Communities (CEC)

Government of Bangladesh

Government of India

Government of Japan

Government of Kenya

Government of Pakistan

Government of Tanzania

Norwegian Agency for International Development (NORAD)

Department for International Development (DFID), UK

United Nations Children's Fund (UNICEF)

University of Central Asia (UCA)

University of Texas





● AKES Schools and Programmes



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