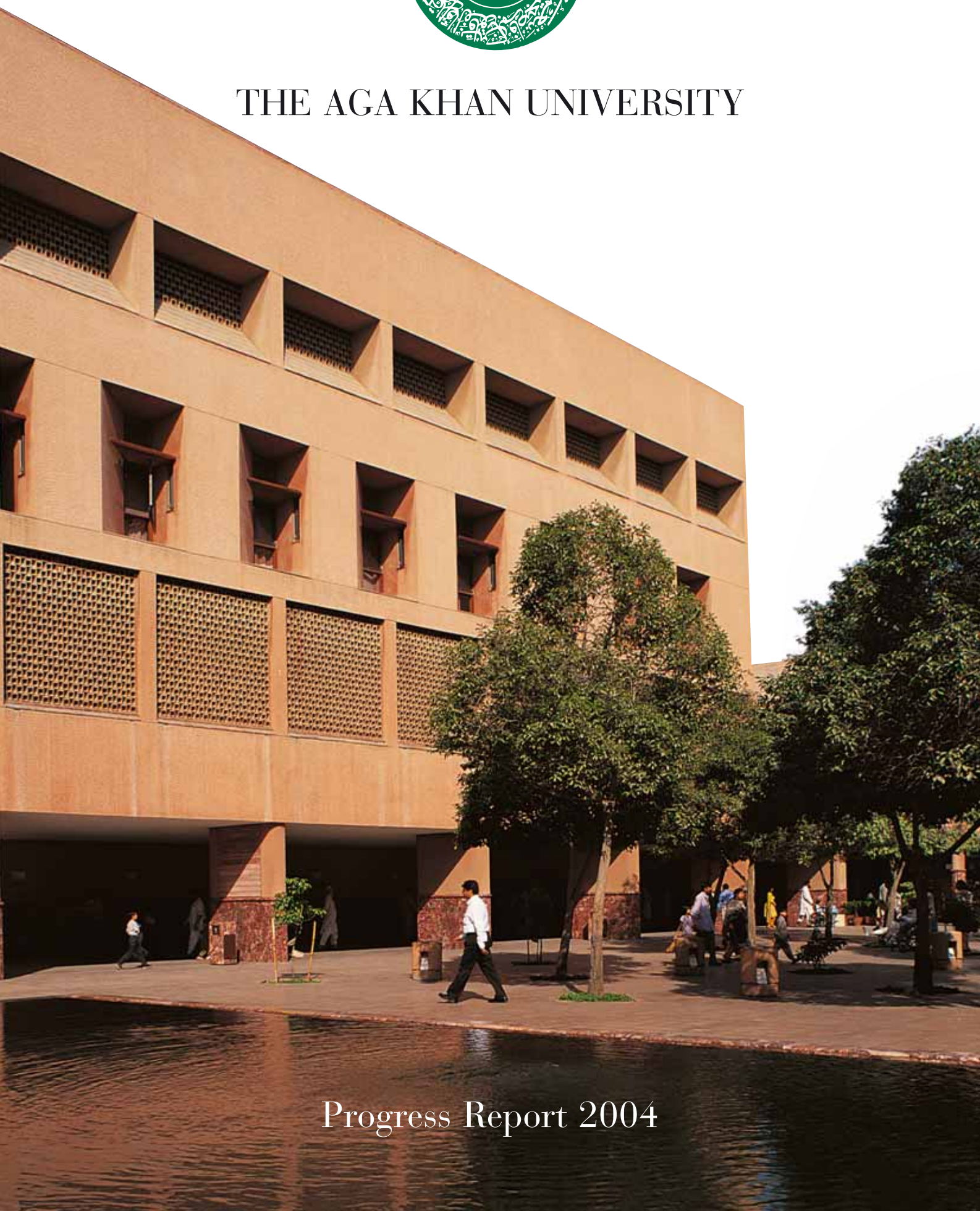
THE AGA KHAN UNIVERSITY



Progress Report 2004

To ensure continuous and evidence-based nursing care, AKU critical care nurses are trained and certified for critical skills on a periodic basis. Between January 2002 and July 2003, 179 nurses received certification.

All societies, it has become clear, must invest in higher education for their talented men and women or risk being relegated to subordinate, vulnerable positions in the world. The feelings of the subordination of people – that they are victims of an economic or cultural globalisation in which they cannot be full partners but from which they cannot remain apart – fuel some of the most potent, destructive forces at play in our world today.

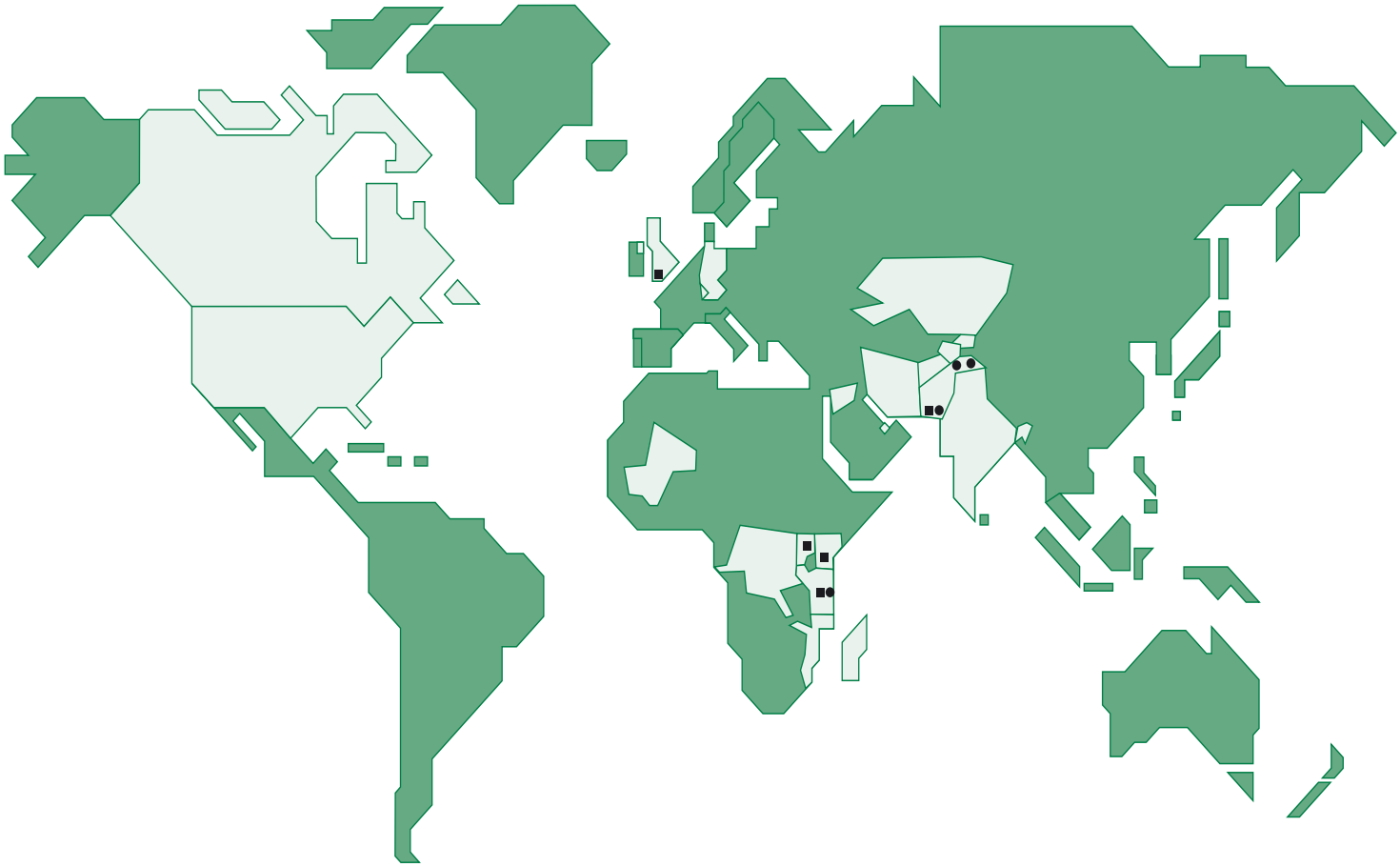
The sense of vulnerability is especially powerful in parts of the Muslim world, which is itself heir to one of the greatest civilisations the world has known, but which also has inherited from history, not of its making, some of the worst and longest conflicts of the last 100 years, those of the Middle East and Kashmir. When people of a distinctive faith or culture feel economically powerless, or inherit clear injustice from which they cannot escape, or find their traditions and values engulfed culturally, and their societies maligned as bleak and unjust, some amongst them can too readily become vulnerable. They risk becoming the victims of those who would gain power by perverting an open, fluid, pluralistic tradition of thought, and belief, into something closed, and insular.

It would be wrong to see this as the future of the Ummah. There are many today across the Muslim world who know their history and deeply value their heritage, but who are also keenly sensitive to the radically altered conditions of the modern world. They realise, too, how erroneous and unreasonable it is to believe that there is an unbridgeable divide between their heritage and the modern world. There is clearly a need to mitigate not what is a "clash of civilisations" but a "clash of ignorance" where peoples of different faiths or cultural traditions are so ignorant of each other that they are unable to find a common language with which to communicate. Those with an educated and enlightened approach – amongst whom I can count our graduates – are of the firm and sincere conviction that their societies can benefit from modernity while remaining true to tradition. But they will bring to our world more than that; they will be the bridge which can eliminate forever today's dangerous clash of ignorance . . .

My great hope and prayer is that, in time to come, Aga Khan University will be only one of hundreds of universities in the Muslim world that are on the frontiers of scientific and humanistic knowledge, radiating intelligence and confidence, research and graduates, into flourishing economies and progressive legal and political systems.

His Highness The Aga Khan
Chancellor of Aga Khan University, 2003 Convocation, Karachi

Aga Khan University: Programmes and Affiliations



Aga Khan University Campuses

■ Karachi, Kampala, Nairobi, Dar-es-Salaam, London

Professional Development Centres

● Karachi, Gilgit, Chitral, Dar-es-Salaam

To help benchmark and ensure the quality of its programmes, AKU has forged ties with several internationally recognised institutions for curriculum, programmes and faculty development, as well as research. Harvard, McGill, McMaster, Oxford and Toronto universities assisted in the development of the curricula at AKU, while the University also collaborates, amongst others, with the Karolinska Institute of Sweden and Karachi University and its HEJ Institute *(see "Major Partners and Institutional Collaborations" for detailed list on page 54).*

AKU also works closely with the Government of Pakistan and international agencies in research-based policy development, community development and outreach efforts.

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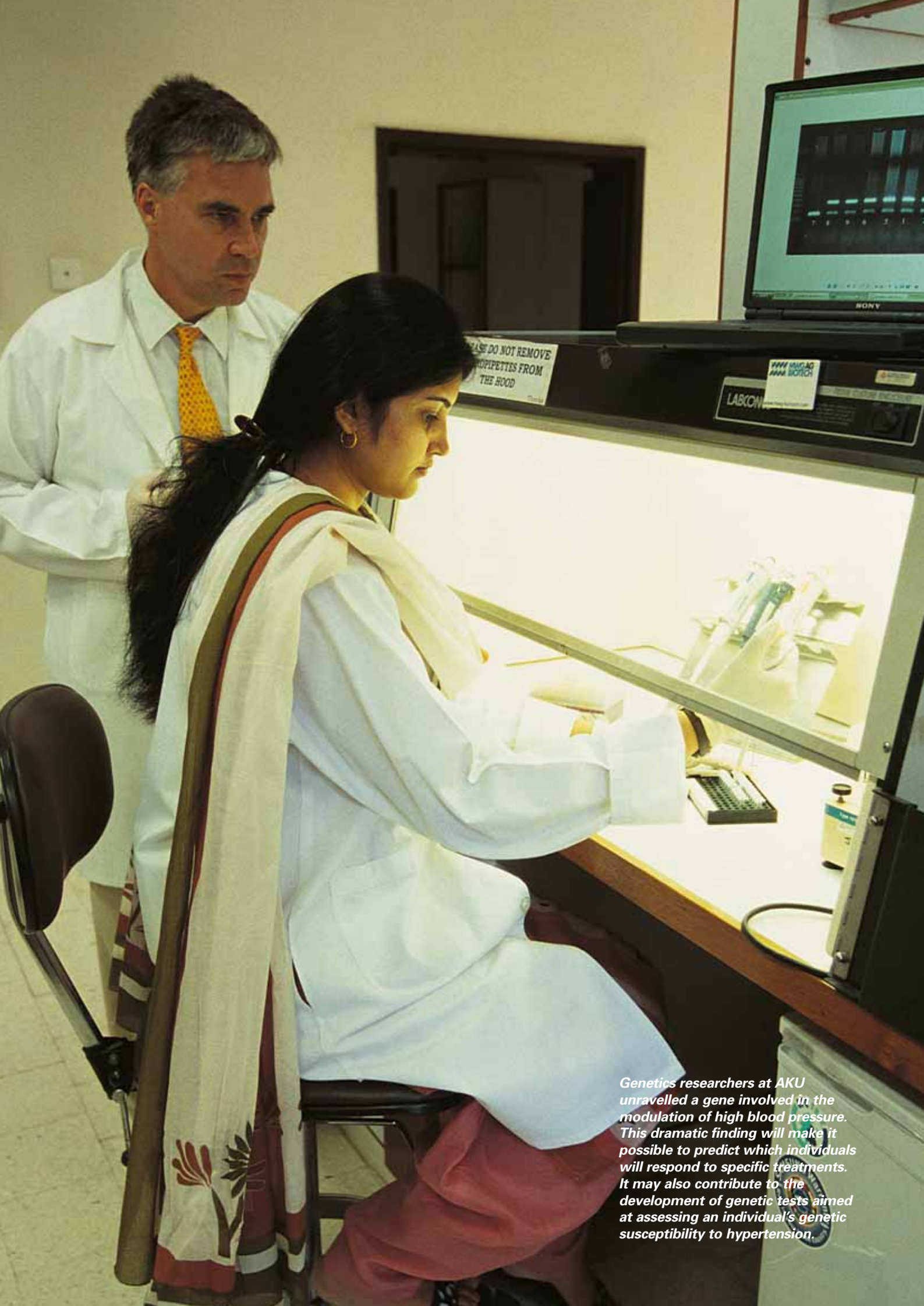
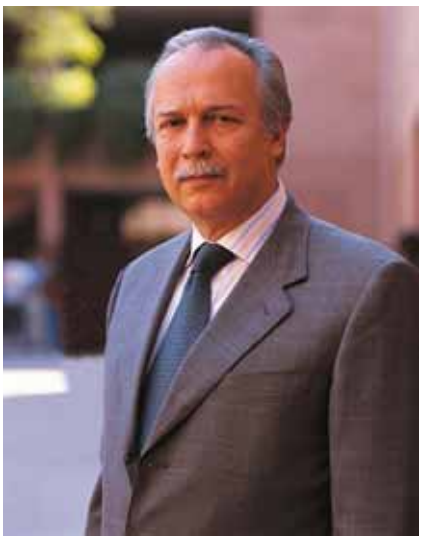


Genetics researchers at AKU unravelled a gene involved in the modulation of high blood pressure. This dramatic finding will make it possible to predict which individuals will respond to specific treatments. It may also contribute to the development of genetic tests aimed at assessing an individual's genetic susceptibility to hypertension.

Chairman's Message



The need for tolerant, pluralistic societies which honour other religions, ethnicities, origins and systems of thought has been a founding principle of Aga Khan University (AKU) and Aga Khan Development Network (AKDN), in which AKU plays a pivotal role.

The inauguration of the Institute for the Study of Muslim Civilisations, in 2002, is a case in point. Its origins date to 1994, when the Chancellor's Commission, a distinguished group of international academics, reviewed several major studies of higher education carried out in countries with Muslim populations. These included studies undertaken over the preceding decade by the Harvard Committee, the Institute for International Education and the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The Commission concluded that AKU, as an institution of higher learning, was uniquely placed to address some of the pressing challenges faced by Muslims today. It went on to say that AKU could achieve this objective "through the establishment of an institute devoted to the study of Muslim civilisations, aiming to produce research and writings that would serve to bring more enlightened understanding of the heritage of Muslims and its contemporary relevance, and to contribute to the development of Muslim societies".

Implicit in the Commission's findings, and in AKU's mandate, was the idea that the University could play an important role in the development – in all aspects of the term – of Pakistan and the Muslim world. It could also serve as a bridge between the developing and developed worlds, over which could flow an exchange of ideas, research and practice that would contribute to the development of societies everywhere. In keeping with this objective, the University has expanded rapidly in recent years and now has ten teaching sites in seven countries in Asia, East Africa and the United Kingdom.

As the University continues to grow in the coming years, and as it responds to an increasing number of requests for assistance from governments in the developing and Muslim worlds, I am confident that we will see AKU establish itself, with the support of our donors and partners, as an agent of positive change.

Ambassador Saidullah Khan Dehlavi

Foreword

Looking ahead in 2004, the next five years in the life of the University promise to be particularly exciting and critical. During this period of significant expansion in AKU's programmes, in Pakistan as well as internationally, the size of both its 1,800-strong student body and its physical facilities will double.

AKU is now moving towards becoming a genuinely international university, with its decision to establish a permanent presence outside of Pakistan, including East Africa and the United Kingdom, as well as the offering of capacity building and technical assistance programmes in Afghanistan and Syria.

At the same time, the University is extending the range and scope of its academic programmes and services. It is now planning a programme in Human Development, in addition to a major Faculty of Arts and Sciences (AKU-FAS) at a new campus on the outskirts of Karachi. These initiatives are built on steps taken to expand AKU's presence in Pakistan and abroad.

The University's Institute for Educational Development (AKU-IED) has played a significant role in educational system reforms in developing countries, particularly Pakistan, by increasing the efficiency and effectiveness of schools and other educational institutions. Various foci and methodologies are used at AKU-IED to improve the quality of education through human resource development, institutional capacity building, research and dissemination, and policy analysis and advocacy. The Institute's major concentration is on improving the performance of teachers and other stakeholders such as education managers in the public and private sectors through professional development leading to school improvement. AKU-IED programmes attract and benefit participants from collaborating school systems across Pakistan, in South and Central Asia as well as Syria and East Africa.

In a major development, the President of Pakistan promulgated the AKU Examination Board Ordinance in 2002. The Ordinance permits AKU to establish a testing service based on the national curriculum for Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC) levels, equivalent to grades 10 and 12. This is the first time a private university has been awarded this privilege. With initial funding provided by a USAID grant, AKU Examination Board (AKU-EB) will be structured in three divisions: curriculum support and examinations development including teacher support, examination logistics, and human resource development and administration. AKU-EB aspires to enhance quality education in the country's secondary schools by encouraging critical thought as opposed to the current practice of rote learning.

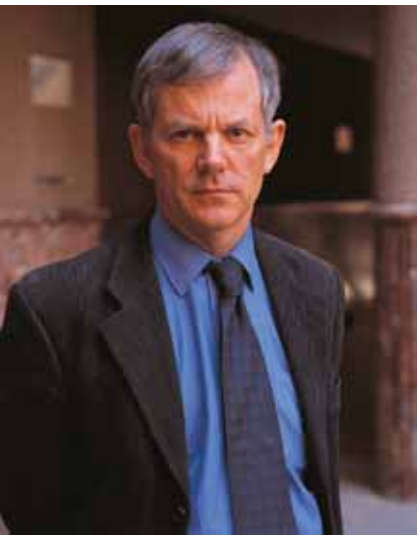
In 2002, the University held its first graduation ceremony outside of Pakistan in Uganda, where 57 AKU graduates received nursing and teaching degrees, diplomas and certificates. Advanced nursing programmes are also offered in Kenya and Tanzania. Following the upgrading of services at Aga Khan Hospitals in Nairobi and Dar-es-Salaam, a Family Medicine postgraduate medical education programme started in Tanzania in July 2003, followed by Surgery, Medicine and Radiology programmes in July 2004 in Kenya. In Afghanistan, AKU is playing an important role in nursing and teacher education. It is engaged in building capacity at the

government's Institute of Health Sciences in Kabul with a special focus on nursing education including revision of the pre-Soviet curriculum, English language skills and computer training. An important milestone was reached in nursing education in August 2003 when 21 midwifery residency students, the first cohort in over 10 years, graduated in Afghanistan. At the request of the Syrian government, AKU is also assisting in developing quality assurance and nursing competence programmes in Damascus and Hama.

In London, the Institute for the Study of Muslim Civilisations (AKU-ISMC), with its focus on the study of the cultural heritage of Muslim societies, is of special significance in view of the growing interconnectedness of cultures. In Central Asia, AKU continues to collaborate with the University of Central Asia, which was established in 2000 by AKDN and the governments of Tajikistan, Kazakhstan and the Kyrgyz Republic.

On the service side, Aga Khan University Hospital (AKUH) in Karachi admitted 34,000 inpatients and cared for over 383,000 outpatients in 2003. Several million tests were performed on specimens collected at University operated medical services units throughout the country. AKUH has achieved IS0 9001 and 9002 quality certification and is in the process of receiving accreditation by the Joint Commission International Accreditation, a subsidiary of the United States based Joint Commission on Accreditation of Healthcare Organizations.

Despite the broadening of the University's scope and activities, its mandate remains unchanged. It is firmly dedicated to promoting lasting and positive development in the Muslim and developing worlds by enhancing high-quality human resources in the fields of health and education, enabling problem-oriented research, working with governments on policy issues, and reaching out to become directly involved in upgrading the delivery of critical social services to both urban and remote areas at local as well as regional levels. In realising these objectives, the University will continue to benefit from its ongoing and close collaborations with Aga Khan Foundation (AKF), a non-denominational, international development agency established in 1967, Aga Khan Health Services (AKHS), Aga Khan Education Services (AKES) and other AKDN components.



The manner in which AKU addresses some fundamental human resource challenges will largely determine its shape in the years to come. The University's future rests in the caring and dependable hands of its faculty and staff and members of the wider AKU family. As we forge ahead to achieve our goals in line with the vision of the Chancellor, the guidance of the Board of Trustees and the support of our donors, we would like to express our gratitude to all our well-wishers, supporters and colleagues.

Shamsh Kassim-Lakha, *H.I., S.I.*
President

Dr David Taylor
Acting Provost

Overview

Aga Khan University, Stadium Road Campus, Karachi, Pakistan.

Milestones

1980 School of Nursing established
1983 Medical College established
1984 Community Health and Family Medicine programmes begin
1985 University Hospital established
1993 Institute for Educational Development established
2000 Hospital ISO 9002 certified
2001 First land lease for Faculty of Arts and Sciences campus signed
2002 Institute for the Study of Muslim Civilisations inaugurated
2002 East African nursing programme graduates first batch
2002 Faculty of Arts and Sciences Prospectus accepted by Board of Trustees
2003 Hospital recertified on ISO 9001: 2000 standard
2003 Examination Board established

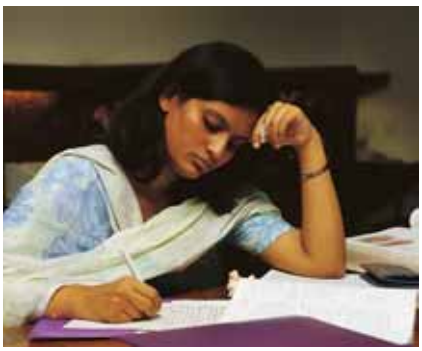
Twenty years ago, sceptics questioned the value and feasibility of establishing a new university of international calibre in a developing country. Few people understood how closely linked the intellectual resources of major universities were to the overall development of nations or how they could work as catalysts for social change.

The reflex was to look abroad to well-established institutions in North America and Europe, despite the fact that these centres of learning were often handicapped in one important respect – their cultural and geographical remoteness from the conditions they were analysing.

The characteristics of AKU's mandate made the task of creating the university particularly demanding. AKU was obliged to offer education and service programmes of the highest quality, measured against internationally recognised academic and research standards. At the same time, these services were to be accessible to all who merited entry, irrespective of race, faith, gender, domicile or socio-economic status. Admission to its academic programmes was to be based strictly on merit, and a needs-blind admission policy was to ensure that no student admitted on merit was denied entry because of a lack of funds.

AKU was also to be a research university of the first rank. Its programmes had to be relevant to the problems and challenges of the developing world, and they were mandated to have a positive impact on policies and practices in the fields in which the University served. Programmes and problem-based research were intended to yield practical applications not only within the country but also regionally and internationally.

Writing in 1994 in an evaluation of AKU's progress some ten years after its founding, the Chancellor's Commission, a group of distinguished university presidents and academics from North America, Europe and Asia, concluded that AKU's role as "an institution of integrity and educational quality would be valuable, particularly if it served as a model and was emulated."



An International University on Three Continents

Twenty years on, AKU has made significant contributions, both nationally and internationally, on a range of development challenges. It now has ten teaching sites in Afghanistan, Kenya, Pakistan, Syria, Tanzania, Uganda and the United Kingdom, and many AKU initiatives are being replicated or emulated in environments across the developing world.

The scope of its impact has also widened. By any benchmark, the University has advanced the cause of women through education, practice and example, particularly in the health sciences and teaching. AKU's contributions to nursing alone have been significant, leading to a marked improvement in nursing education and patient care in Pakistan, Afghanistan, East Africa and Syria.

The University has contributed to the general welfare of children in schools through nutrition programmes and early childhood development initiatives. It has also launched training programmes that cover the spectrum of qualitative indicators, with a special focus on the professional development of primary school teachers and administrators. These programmes have subsequently been replicated in East Africa and Central Asia.

AKU continues, through research, to make important contributions to the global store of knowledge on the health sciences and educational development, particularly in the context of developing countries.

In health sciences, research focuses on various aspects of infectious diseases, cancer, cardiovascular diseases, reproductive health, population genetics, systems of health care delivery, epidemiology and social determinants of health and disease. Epidemiological studies address issues such as micronutrient malnutrition, maternal nutrition and low birth weight, and community-based nutritional intervention. The conclusions of these studies enable informed decisions concerning national health policy.

The University Hospital's first international representative office, in Dubai, was inaugurated in 2002. The office was established to provide patients in the United Arab Emirates convenient access to AKUH's high-quality and cost-effective services.

In educational development, AKU tailors its programmes to the realities and constraints of developing country contexts, using a field-based approach to professional development. It focuses on quality improvement in classrooms and schools, mainly through teacher development, improved school management, and more appropriate pedagogy, curricula and assessment.

It has engaged stakeholders in policy dialogues that have led to practical initiatives specifically constructed in ways that produce a "multiplier effect" well beyond the University's initial catchment area.

In its first ten years, AKU moved from a local institution to a national one. In its second decade, it began to fulfil its original mandate as an institution with an international impact. In its next ten years, the University plans to greatly expand the scope and impact of its international activities while enhancing its programmes in both urban and rural Pakistan.

To improve medical care, the undergraduate medical curriculum has shifted from the lecture-and-rounds model to problem-based learning involving small groups of students and a faculty member. It also features earlier interaction with patients, an increase in student electives and research options, and a deeper understanding of broader societal issues. As part of their studies, all medical students spend a portion of their time working in impoverished urban neighbourhoods.

In educational development, AKU tailors its programmes to the realities and constraints of developing country contexts. The University focuses on quality improvement in classrooms and schools, mainly through teacher development, improved school management, and more appropriate pedagogy, curricula and assessment.

In East Africa, 57 AKU graduates received nursing and teaching degrees, diplomas or certificates at ceremonies in Uganda in 2002 as part of a regional initiative designed to develop skills and provide career advancement opportunities for professionals in Uganda, Kenya and Tanzania.

Future Directions

Faculty of Arts and Sciences

Following the establishment of the Faculty of Health Sciences (1983), the Institute for Educational Development (1993) and Institute for the Study of Muslim Civilisations (2002), AKU is now poised to become a comprehensive university.

The focus of new endeavours will be AKU's Faculty of Arts and Sciences (AKU-FAS), which will be well under way during the present decade. This Faculty will be established on a residential campus covering over 1,100 acres of land that the University has acquired to the north-east of Karachi.

The objective of the new undergraduate and postgraduate programmes is to equip young men and women from within and outside the Muslim world with the skills, ethical commitment and leadership qualities needed by citizens of the 21st century. In its first phase, AKU-FAS will accommodate some 1,500 undergraduate and 100 postgraduate students. Undergraduates will receive an education which encompasses the sciences, economics and information technology. However, they will also be expected to master a broad core curriculum that engages them in world history, in the study of one or more Asian languages and in strong foundation courses on the elements of Muslim civilisations, and on South Asian history and culture. As with students at the Faculty of Health Sciences (AKU-FHS) and AKU-IED, Arts and Sciences students will be expected to perform summer service and conduct research projects in rural and urban areas of their respective societies. As is the practice in other programmes, the medium of instruction at AKU-FAS will be English.

The Faculty of Arts and Sciences will be established on a 1,100-acre residential campus to the north-east of Karachi. In its first phase it will accommodate some 1,500 undergraduate and 100 postgraduate students.

It is expected that interdisciplinary areas of study such as human development, government, law and public policy, human settlements and architecture will be developed at both undergraduate and postgraduate levels and will prefigure professional schools or institutes.

Mitigating the "Clash of Ignorance"

In 1994, the Chancellor's Commission reported that there was an urgent need to strengthen institutions that were able to adopt the norms and techniques of modern scholarship without losing sight of the "lived" and historical experiences of Muslims striving to resolve contemporary challenges. The Commission's remarks were made in the context of a lapse in the grand tradition of Muslim scholarship. Few texts on Muslim history, architecture, city planning, art, philosophy, economics, and languages and literatures were emerging from the Muslim world, and the consequence was a near vacuum into which came a one-way flow of scholarship and popular culture from the West. At the same time, there was a failure in the West to study Muslim civilisations in a scholarly manner, a tendency that led to simplistic and inaccurate conclusions. Such a state of affairs contributed to a "clash of ignorance".

In the coming decade, AKU-ISMC will aim to bring together scholars in the fields of moral and ethical thought in the Muslim world, its governance and public life as well as artistic and creative expression. Founded in 2002, the Institute will also seek to create opportunities for interaction among academics, traditionally trained scholars and other professionals so as to deepen understanding of pressing issues of public life that affect Muslim societies.

Through public seminars and research monographs on a variety of topics – ethics, ecology, historiography, pluralism, scholarly traditions and dimensions of Muslim identity – the Institute will develop and test a Masters curriculum in Muslim civilisations. The MA degree is intended to be of value to diplomats, teachers, business executives, publishers and journalists, civil servants and NGO professionals, among others.

Research

AKU's research activities will continue to apply the rigorous standards which have already won it international distinction while addressing the persistent and emerging challenges faced by the developing world.

The thrust of the University's research efforts in the health sciences has been in the areas of infectious diseases, health care delivery systems and epidemiology of disease. Current research is concerned not only with agents of disease but also the social determinants of illness and disease such as violence, injury, child abuse and child labour. AKU has already established a significant capability for biomedical and biosocial research, notably in genetics, cell biology and environmental health. Relevance will continue to be central to future research efforts.

In August 2002, the Clinical Epidemiology Unit of AKU's department of Community Health Sciences received recognition from the International Clinical Epidemiology Network. Formal recognition opens avenues for collaborative research with member institutions in other countries.

In educational development, the University will continue to undertake research that is relevant to, and which addresses, the endemic problems of a region beset by financial difficulties and low development indicators. Research is guided by institutional priorities, individual faculty interest and expertise, relevance to core programmes and demands of funding sources. It is multifaceted in that it encompasses both student and faculty activities, and a management structure is in place to lend support and to assist and ensure quality. Current and past research studies have focused on the impact of AKU programmes, school improvement, teaching and learning, access and equity, curriculum development, educational monitoring, health education in schools, evaluation and citizenship. As in the past, future research will focus on producing low-cost, accessible and innovative solutions. It is envisaged that areas of concentration may include policy research, leadership and management, citizenship, teaching and teacher education.

Expansion and Impact of Professional Development Centres

Extending the reach – and thereby the impact – of its programmes has always been a priority for the University. With this aim in mind, AKU-IED tries to design its programmes to generate a "multiplier effect" through its outreach activities. The Institute's first Professional Development Centre (PDC) outside of Karachi opened in Gilgit, Pakistan, in 1999. Its purpose was to increase the impact of the University's school improvement programmes through support to teachers and administrators well beyond Karachi. PDC activities subsequently expanded to East Africa, in April 2000, and Chitral in Pakistan's North West Frontier Province (NWFP) in June 2003.

Over the next ten years, PDC activities will be further expanded in conjunction with the establishment of a network of Aga Khan Academies, which will eventually include over 20 schools of excellence in Africa and Asia. The first such PDC activities began at the Aga Khan Academy in Mombasa, Kenya, which opened in August 2003.

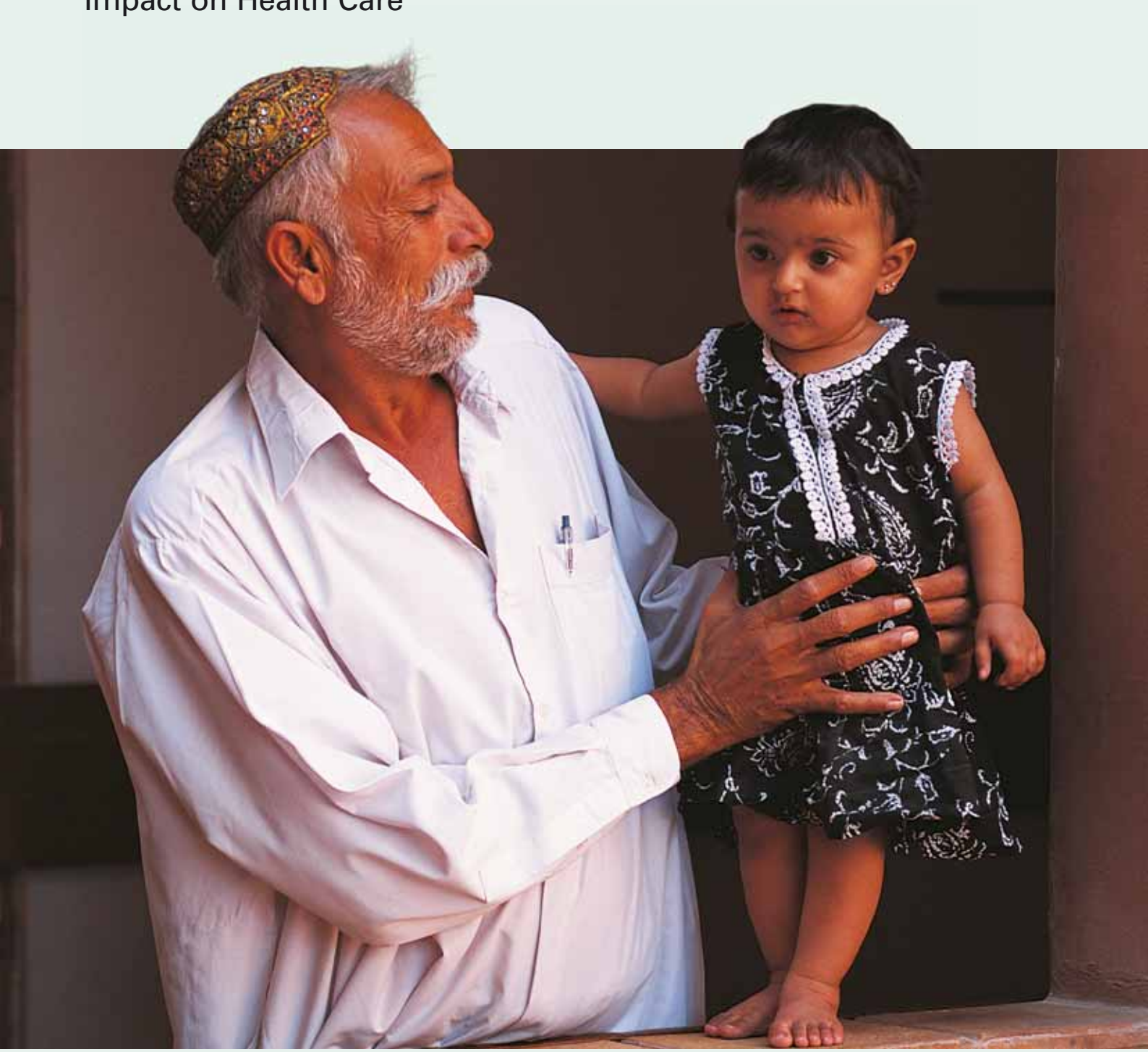
PDCs based in the Academies will offer courses in general pedagogical skills, interactive learning methods and student-centred teaching techniques. Teachers at public and private schools will be able to pursue certification, through AKU-IED, in the teaching of English, science and mathematics, curriculum development, early childhood development, school leadership and school management.

Distance Learning Initiatives

AKU-IED is continuing to experiment in Open and Distance Learning, using the Internet, electronic discussion forums and email as learning support devices.

For more information, visit the Open and Distance Learning Unit website: http://www.iedolu.net/

Impact on Health Care



In health care, AKU has had a direct impact on people in Pakistan and elsewhere in the developing world by providing an integrated array of medical services and training programmes. These activities range from community-based health initiatives and vital nursing programmes to the delivery of state-of-the-art medical technologies and expertise.

AKU is a pioneer in Family Medicine in Pakistan. Reflecting its importance in effective and efficient delivery of health care in developing countries, Family Medicine became an independent department in 2003.

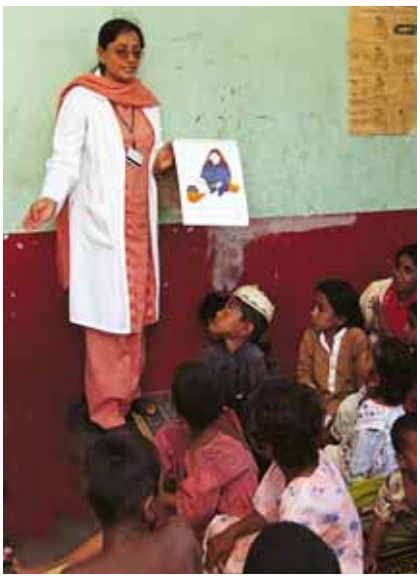
Initiatives in Community Health

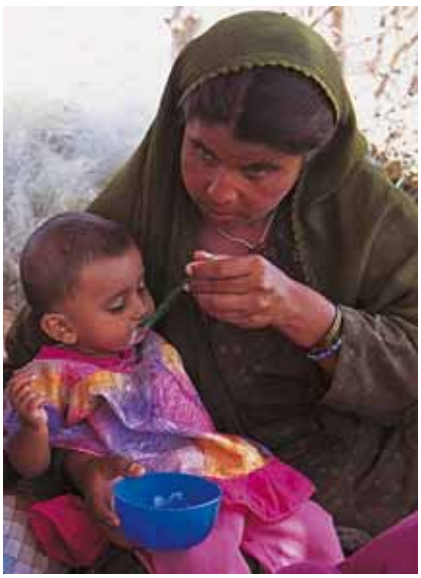
The University's community health initiatives have, through collaborations with the Pakistan government and NGOs, raised the prospects of rural and urban populations, especially women and children.

A noteworthy example is the Urban Health Programme in Sindh, which has been testing and prototyping health systems in urban and rural settings in Pakistan. Since 1985, it has implemented primary health programmes designed to improve overall family health, with a particular focus on mothers and children under five. Current programmes have expanded to address the root causes of poor health, drawing on an integrated approach that includes income generation, education, clean water supplies and sanitation, and community mobilisation. Of particular note is the rigorous research and documentation that tracks progress and extracts relevant best practices.

Another such initiative is AKU's technical assistance to "Tawana Pakistan", a project of the Ministry of Women Development, Social Welfare and Special Education, Government of Pakistan, which aims to address issues of low female literacy by increasing enrolment, sustaining attendance and providing access to education to those girls who do not attend school. Tawana, meaning healthy, also focuses on the problem of malnutrition, targeting 500,000 girls between five and twelve years of age in 5,000 government primary schools.

Building on the University's seven-year collaboration with the Government of Sindh and local NGOs on the School Nutrition Programme, Tawana Pakistan provides a meal a day to each student. Over 8,000 mothers, including some 260 field workers, have been trained and organised to plan and manage feeding programmes at the village level.





Outreach Programmes

In all its outreach programmes, the University Hospital endeavours to provide services that meet the needs of people and the requirements of international standards of health care practice. In 2003, 74 per cent of all patients treated at AKUH were from low- to middle-income areas. Since the inception of the Patient Welfare Programme in 1986, over 200,000 patients have benefited from this assistance. To provide access to the Hospital's high quality of care, financial assistance of Rs. 243 million (US $4.2 million) was disbursed to needy patients in 2003.

AKUH's outreach activities extend beyond welfare assistance and subsidised patient care to facilities that bring quality health care services to remote locations in Pakistan. Responding to the need for such services, AKUH has expanded its laboratory specimen collection programme, with 44 collection units located throughout Pakistan by the end of 2003. All specimens are transported according to international standards and analysed at the main laboratory of the University Hospital in Karachi, with results transmitted back electronically.

In 2003, financial assistance of Rs. 243 million (US $4.2 million) was awarded to the Hospital's needy patients. Seventy-four per cent of all patients treated at the University Hospital were from low- to middle-income areas.

Building on the success of the laboratory specimen collection units, AKUH has also launched a new initiative that combines a family medicine clinic with a pharmacy, laboratory specimen collection unit and radiology services. Five such Integrated Medical Services units became operational in 2003 in Karachi's Malir, Nazimabad, North Nazimabad, Quaidabad and Shahrah-e-Faisal areas, while a sixth major facility was inaugurated in Clifton in December 2003.

Responding to a demand for patient care within the home, AKUH initiated home-based services in 2002. The programme, which combines nursing, physiotherapy, laboratory and pharmacy services, grew rapidly in 2003 with 550 home visits per month.

Growing out of the understanding that much of "brain wiring", and therefore human potential, is determined in very early childhood, research at AKU's Human Development Programme is studying the effects of environmental factors – malnutrition, pollution and stress, among others – on human development. The research is intended to lead to initiatives that raise human potential and achievement.

The University has advanced the cause of women through education, practice and example, particularly in the health sciences and teaching. AKU's contributions to nursing alone have been significant, leading to a marked improvement in nursing education and patient care in hospitals as well as community settings in Pakistan.

Strengthening the Nursing Profession and Role of Women in Health

Since its founding, the mission of the School of Nursing (AKU-SON) has been to improve the quality and quantity of nurses in areas where quality nursing is in high demand but in chronically low supply. Since 1980, over 2,000 nurses have been awarded diplomas as well as undergraduate and postgraduate degrees.

In concert with the delivery of training and services, the University assists the federal and provincial governments of Pakistan in developing their nursing systems and strengthening the role of women in the health sector, especially senior nurses and Lady Health Visitors (LHVs). Many AKU-SON graduates now hold leadership positions in Pakistan and abroad.

From its inception, the programme focused on disadvantaged rural and urban areas where the need for nursing was most critical. The Track 1 programme, for example, was developed in 1989 to enhance the success of women from disadvantaged rural and urban areas. Students who meet the basic entrance criteria for the Registered Nurse (RN) diploma programme receive intensive course work in mathematics, English, basic sciences, and personal and professional development. By the end of 2003, 197 women had completed this 18-week course and gone on to enrol in the RN programme.

Between 1980 and 2003, the School of Nursing trained nearly 2,000 nurses and has been pivotal in raising their status both nationally and internationally.

International Expansion

The international activities of AKU-SON began in 2001 and now encompass Kenya, Tanzania and Uganda in East Africa, as well as Syria and Afghanistan in Asia. Its models for nursing services in hospitals have been studied and adopted by governments in Africa, the Middle East, Central Asia and South Asia.

In response to requests from the Ugandan government, AKU's first international campus was established in Kampala as part of a programme to reform the country's health sector. The Advanced Nursing Studies programme, which is fully accredited in Uganda, has been operating at a campus in Kampala. The first students in an 18-month Enrolled Nurse-to-Registered Nurse conversion course completed their studies in July 2002.

Those on a 30-month post-Registered Nurse, Bachelor of Science in Nursing programme graduated in 2003. A flexible module approach and a community-based curriculum allows practising nurses to work and learn at the same time, applying new skills to improve the management and quality of patient care while accumulating academic credits for career advancement.

AKU reached an important milestone in July 2002 when it received interim instruments of accreditation in Kenya and Tanzania, which enabled the University to implement academic programmes in those countries. The granting of the letter of Interim Authority in Kenya and the Certificate of Provisional Registration in Tanzania allows the University to introduce educational programmes for human resource capacity building in the health sector. The focus currently is on advanced nursing studies and postgraduate medical education (PGME), with educational development programmes expected to follow.

In Afghanistan, AKU provides capacity building and technical assistance for nursing, and assistance in the areas of curriculum revision, policy formulation and setting of academic standards. The University is upgrading the government's Institute of Health Sciences (IHS) in Kabul with a special focus on nursing education, English language skills and computer training. AKU has also set up a science laboratory at IHS.

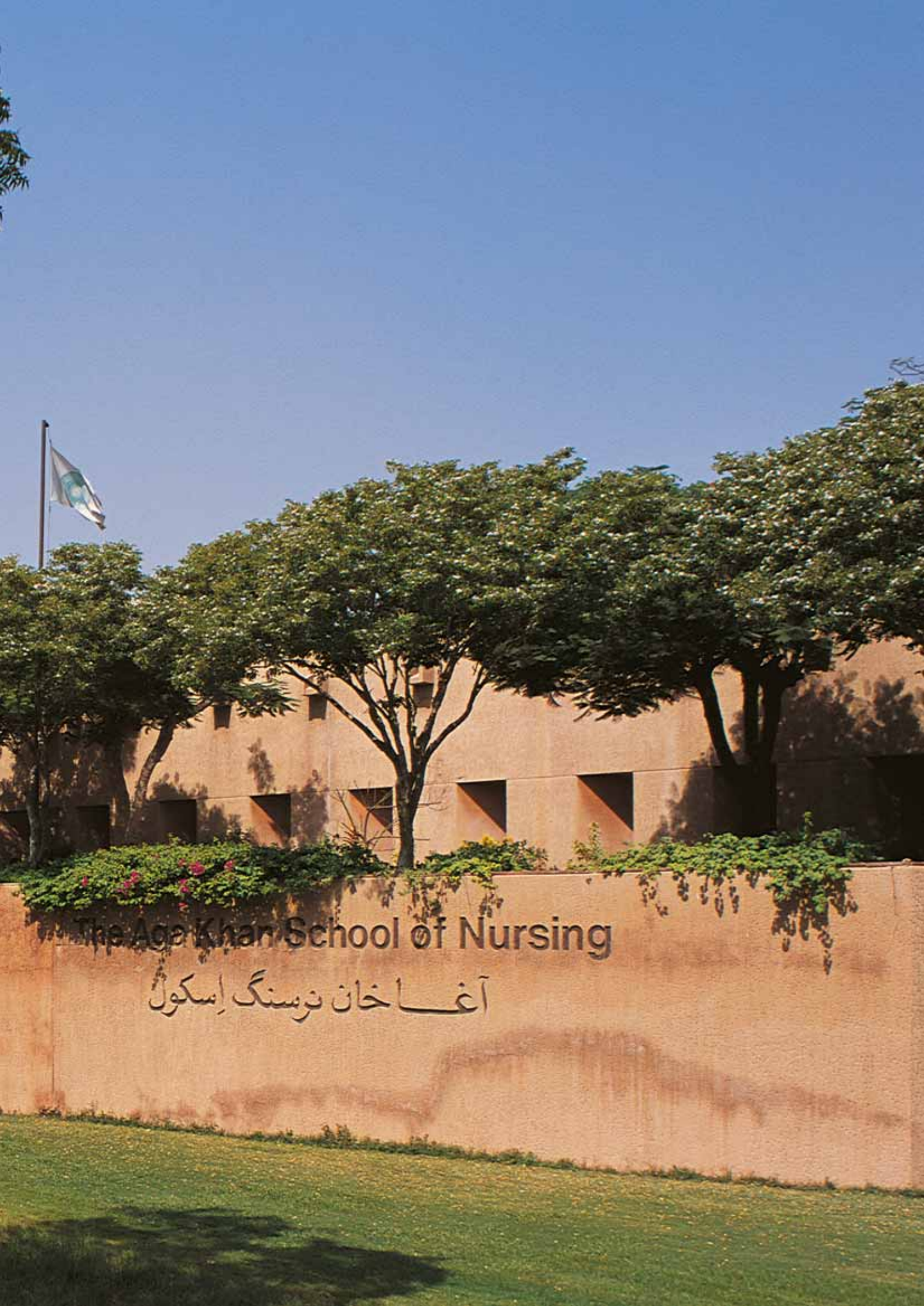
In Syria, AKU is assisting the Ministry of Health in instituting quality assurance and nursing competence programmes in two hospitals, Hilal-e-Ahmer in Damascus and Al-Assad in Hama.

The University has contributed to the overall development of health infrastructure in Afghanistan, Kenya, Nepal, Pakistan, Syria, Tanzania and Uganda, either through the provision of services or assistance to ministries of health. AKU also works in concert with Aga Khan Health Services (AKHS), which provides primary and curative care through a network of 325 health centres, dispensaries, hospitals, diagnostic centres and community health outlets in India, Pakistan, Kenya, Tajikistan and Tanzania. In addition, AKHS is a key partner in the University's PGME residency programmes in East Africa.

The Advanced Nursing Studies programme in East Africa offers a flexible module approach and a community-based curriculum that allows nurses to advance their education without leaving the workplace for lengthy periods. In Uganda, the first students in an Enrolled Nurse-to-Registered Nurse conversion course completed their studies in July 2002, whilst those on a post-Registered Nurse, Bachelor of Science in Nursing programme graduated in 2003.

AKU's School of Nursing is assisting efforts to strengthen the health care system in Afghanistan. An important milestone was reached in nursing education in August 2003 when 21 midwifery residency students, the first cohort in over 10 years, graduated from Kabul's Institute of Health Sciences. The University has also provided postgraduate medical education to Afghan physicians enrolled in residency programmes at AKU in Karachi.

Each nursing and medical student must devote a portion of his or her time in under-served communities such as the "katchi abadis" (squatter settlements) of Karachi.


The Aga Khan School of Nursing
آغا خان نرسنگ اِسکول

Postgraduate Medical Education

AKU is committed to providing high-quality clinical education through programmes in 34 clinical disciplines, thus affording many medical graduates the opportunity to receive a high quality of postgraduate education in Pakistan in a wide range of disciplines, which are internationally recognised. The success of AKU's training is reflected in the composition of the University's clinical faculty, over 40 per cent of whom are alumni of AKU's own PGME programmes.

Since their inception, the three- to five-year PGME programmes have graduated 401 residents and 24 fellows. Postgraduate residency training programmes in 25 clinical disciplines are recognised by the College of Physicians and Surgeons Pakistan (CPSP), and several are also recognised by the Royal Colleges of Scotland and England. In addition, there are nine highly specialised fellowship training programmes, many of which are the only ones of their kind in Pakistan. Two-thirds of these graduates are working in Pakistan, contributing to health care as skilled generalists and specialists in cities as well as in remote areas such as Kunri in Sindh, Gilgit in the Northern Areas and Chitral in NWFP.

At the same time, AKU has graduated a number of professionals who are playing key roles in the development of health infrastructure in their respective countries. In collaboration with Aga Khan Health Services, the PGME programme is also expanding internationally, with residency training programmes being set up at the upgraded facilities of Aga Khan Hospitals in Nairobi, Kenya and Dar-es-Salaam in Tanzania. This has been made possible through close cooperation in sharing experiences, and through adapting many of the rigorously tested programme structures and curricula in place in Karachi to the East African educational environment.

In July 2003, a Family Medicine PGME programme started in Dar-es-Salaam while Surgery, Medicine and Radiology programmes commenced in Nairobi in July 2004.

Problem-Based Research

AKU's problem-based research has tackled some of the pressing health concerns of our time and contributed to global knowledge on hypertension, environmental health, genetics, neuroscience, mental health, early childhood care, typhoid, vaccines, cancer, diabetes, tuberculosis and clinical epidemiology, among other areas. One recent example is a project titled "Population-Based Strategies for Effective Control of High Blood Pressure in Pakistan", which has been facilitated by a US $500,000 research grant awarded in 2003 by the Wellcome Trust, UK.

In a dramatic finding, genetics researchers at AKU have unravelled a gene involved in the modulation of high blood pressure, making it possible to predict which individuals will respond to specific treatments. It may also contribute to the development of genetic tests aimed at assessing a person's genetic susceptibility to hypertension. Essential hypertension, or elevated blood pressure of unknown cause, is a major health problem in Pakistan, affecting 18 per cent of adults over the age of 15 and one out of every three persons over 45. It represents a significant risk for heart attack, stroke and kidney failure.

In community health, AKU has conducted a number of studies bearing on health issues in the developing world. Research has included a study on lead levels among children in Karachi and a study of diarrhoea in remote northern villages. The long-term aim is to develop the capability of indigenous health officials and workers to deal effectively with critical aspects of public health. AKU is being assisted in environmental and occupational health research and training by the US National Institutes of Health, which awarded a five-year, US $500,000 grant in 2002 through the University of Alabama at Birmingham (UAB). Other research collaborations with UAB include two grants, totalling US $2.1 million, for studies on prenatal infections and maternal and child health.

In the nursing field, AKU has studied the issue of staff shortages that prevails in Pakistan just as in other parts of the world. In 2003, using the University Hospital as a model, the Nursing Services Division conducted an extensive exercise in all patient care areas to assess and set nurse-patient ratios, based on patient acuity level, in order to maintain quality care practices. Comprehensive staffing models were then developed and put into practice.

AKU's dual role as both a standard-setting research institution and as a disseminator of tested and replicable models has raised the bar for health care in the countries where the University has teaching sites.

AKU faculty won numerous national and international distinctions for their work in fields ranging from inflammation and anti-inflammatory drugs to research on protein chemistry and folate metabolism.

Research focuses on infectious diseases, health care delivery systems, epidemiology and other health problems facing developing countries. Educational development is another major area of research at AKU.

Highlights of Research and Seminars in the Health Sciences

Reproductive Health
Hepatitis B
Tuberculosis
Diabetes During Ramadan
Health Care Worker Screening
Hypertension
Stroke-Related Outcomes in Pakistan
Irritable Bowel Syndrome
Palliative Therapy for Liver Cancer
Community Health
Environmental and Occupational Health
Operative Fracture Management
Mental Health
Ethical Issues in Health Research in Developing Countries
Vaccine Research and Development
Postgraduate Medical Education
Family Medicine
Molecular Biology Workshop
Typhoid Fever and Other Salmonelloses
Anaesthesiology and Intensive Care
Asthma
Perinatal Infections

Impact on Educational Development

As with its other academic programmes, the objectives of AKU's efforts in the field of educational development are to design and implement sustainable, high-quality programmes in both urban and rural areas with a focus on the under-served segments of society, particularly women and children. Its mandate is an international one, serving Pakistan and other developing and Muslim countries.

The University strives to achieve these objectives in a number of ways: through the development of quality human resources that are trained to respond to the unique needs of the developing world, standard-setting, and policy dialogue with local and national governments.

Founded in 1993, the University's Institute for Educational Development (AKU-IED) has promoted activity-based learning and reflective practice – as opposed to the existing norm of rote learning – as a way of preparing students and their teachers for the knowledge-based societies of the 21st century.

AKU-IED has graduated over 200 men and women from its innovative two-year Masters in Education degree programme, some 260 from the Advanced Diploma programme and more than 3,000 from a range of Certificate in Education courses which attract both Pakistani and international students. In October 2004, the Institute also started a PhD programme. In Karachi alone, over 50 government and private schools send their faculty for training to AKU-IED. Over 40 per cent of AKU-IED graduates are from government schools in Pakistan. When these teachers return to their villages and towns, many of them in remote areas of the country, they carry with them innovative methods for raising quality in classrooms, improving school management, and introducing relevant pedagogy, curricula and assessment.

The Institute also conducts eight-week Visiting Teacher Programmes (VTPs) – now known as Certificate in Education programmes – aimed at enhancing the quality of classroom teaching and learning. In addition, the School-Based Visiting Teacher Programme aims to increase the application, and thereby the impact, of the methods of the VTPs.

The first VTP outside Pakistan was launched in Bangladesh in 1999 and similar programmes have been offered in Uganda, Kenya and Tanzania since 2000. The East Africa initiatives focus on improving the teaching of English, mathematics, science, social studies and primary education.

Through a "multiplier effect", these graduates have had an impact in Pakistan and abroad that is greatly superior to their numbers.

Similar to its interaction with other AKDN institutions, the University works closely with Aga Khan Education Services (AKES), which operates more than 300 schools that provide quality pre-school, primary, secondary and higher secondary education in South and Central Asia as well as East Africa. Collaboration with AKES assists research on educational development and its impact on society through a sharing of knowledge on issues and challenges facing education in the developing world. In addition, AKES schools serve as an ideal training ground for PDC teachers.

AKU-IED faculty has conducted research on a number of topics ranging from educational change in Tajikistan to female teacher training programmes in Balochistan, Pakistan.

Initially targeted at AKU-IED's Professional Development Teachers, many of whom return to remote areas, distance-learning courses are now offered to teachers from cooperating schools and systems.

AKU's Professional Development Centres (PDCs) aim to generate a "multiplier effect" through programmes in teacher training, school administration and school improvement. Professional development activities designed in Pakistan (top: PDC, Northern Areas) have now been replicated in East Africa.

The Multiplier Effect

The multiplier effect is three-fold. First, the 1,024 teachers who graduated from the programme in 2002-03 now work directly with roughly 40 students in each class. If the number of teachers is multiplied by the number of students, it can be estimated that during these two years alone, the programme directly impacted some 40,000 students.

The second planned multiplier is that of "critical mass" – the concept of attempting to target cooperating schools and providing each of them with a group of graduates who together, as a critical mass within the school, act as agents of change.

The third and essential multiplier is ensuring that these teachers are supported in their endeavours by their school heads, principals and district education officers. This is done through two programmes aimed at administrators and school managers – the Certificate in Education Management for administrators and the Advanced Diploma in School Management – which target aspiring and current heads and principals. These programmes introduce what is a new concept for many – that managers in education can and should be instructional leaders, not just administrators.

Research

AKU grounds its education programmes in research that is relevant to school improvement, designed to inform innovative practice and which leads to practical outcomes. It works to raise awareness among teacher educators, teachers and students of the state of their physical, social, economic and cultural environment, as well as their role in contributing to its improvement.

Research at AKU has contributed to the understanding of an array of challenges in a diverse mix of cultures and geographic areas ranging from Bangladesh to Uganda. Its programmes have become laboratories for the testing and refinement of approaches to educational reform and cultural relevance *(see box on "Research and Seminar Highlights" on page 36)*.

Policy Dialogues

Perhaps most significantly, AKU has become a trusted partner in policy dialogues on education with provincial, national and international governmental bodies. Key themes include teacher education, decentralisation, effective resource utilisation through public-private partnerships, curriculum review and reform, and overall education quality. These dialogues, which involve university academics, school teachers, school and district education administrators, NGOs and government representatives, play an important role in the process of research, advocacy and consensus building, and in the influencing of public policy.

In recognition of these efforts, President Pervez Musharraf of Pakistan appointed Shamsh Kassim-Lakha, President of AKU, as Chairman of the country's Steering Committee on Higher Education. Key functions of the Committee included developing a plan to enhance the quality of academic programmes, improve recruitment, retention and development of faculty members, restructure the governance and management of public universities, improve their financial management and information systems, and forge systemic linkages with other institutions in both public and private sectors.

AKU's research efforts were recognised with some of the highest honours that Pakistan bestows on its citizens, including the Pride of Performance, Sitara-i-Imtiaz and Hilal-i-Imtiaz.

Research and Seminar Highlights

Teacher Education

Decentralisation in Education

Effective Resource Utilisation Through Public-Private Partnership

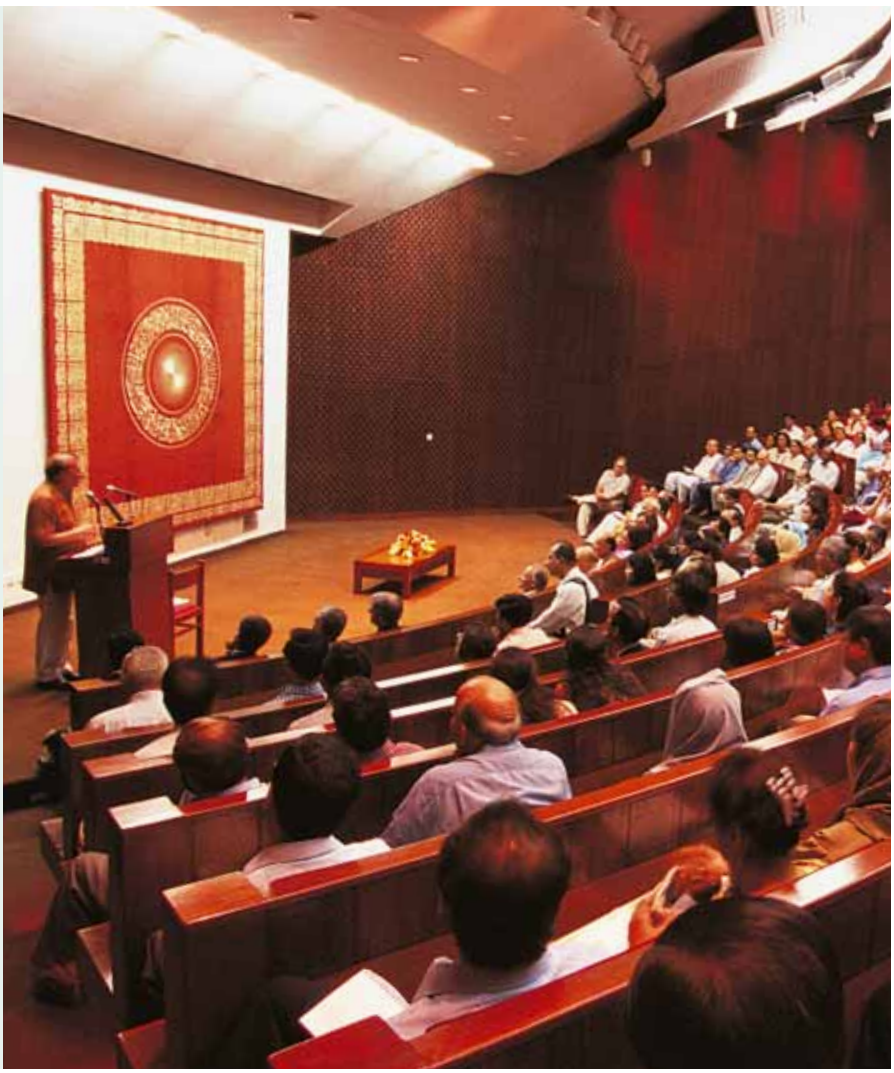
Curriculum Review and Reform

Achieving Quality in Education

English and Higher Education

Pluralism in Muslim Contexts

Early Childhood Care and Development



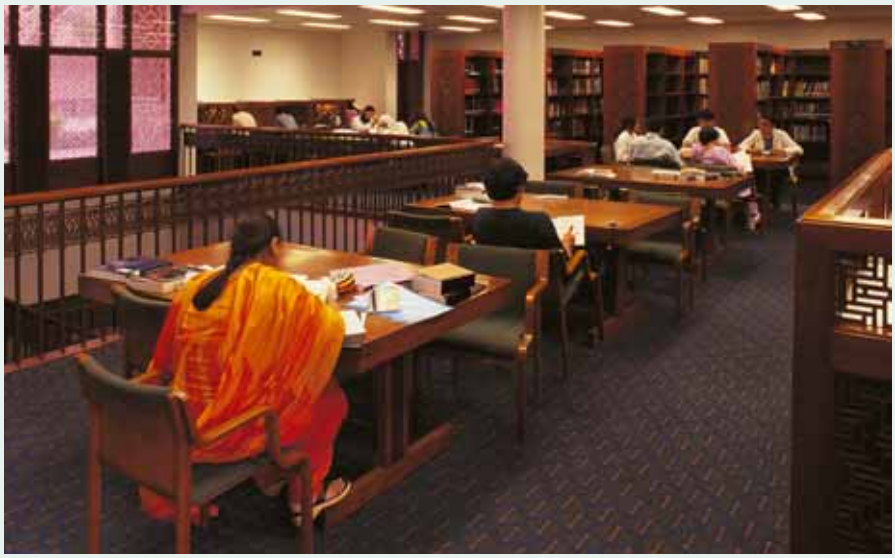
Public-Private Partnerships

The creation of Aga Khan University Examination Board (AKU-EB) in 2003 was part of a government policy to increase social choice through public-private partnerships. AKU-EB, an independent examining body, will offer high-quality examinations of the national, government-approved school curriculum in both Urdu and English mediums at affordable cost. AKU-EB will emphasise comprehension of concepts and application of knowledge with the goal of improving the quality of education in schools through examinations for the Secondary School Certificate (SSC) and Higher Secondary Certificate (HSC).

This alternative examination system may be availed by students of affiliated private schools anywhere in Pakistan, as well as those in public-sector schools in the federally controlled territories and any other public-sector school with relevant provincial authorisation.

Faculty of Health Sciences, AKU, Karachi.

University Focus



Chartered in 1983 as Pakistan's first private international university, AKU's objective is to promote human welfare by disseminating knowledge and providing instruction, training, research and services in health sciences, education and other disciplines. The University places special emphasis on the development of women. AKU is a non-denominational institution open to all on merit and admission to its academic programmes is needs-blind. The Educational Support Programme provides additional relief to students who are unable to afford the subsidised tuition fees of the Medical College or the School of Nursing. On average, student fees cover only 16 per cent of the cost of education at Aga Khan University Faculty of Health Sciences (AKU-FHS).
In 2003, Rs. 66.9 million (US $1.16 million) was awarded to 532 students, or 36 per cent of the student body in AKU-FHS.

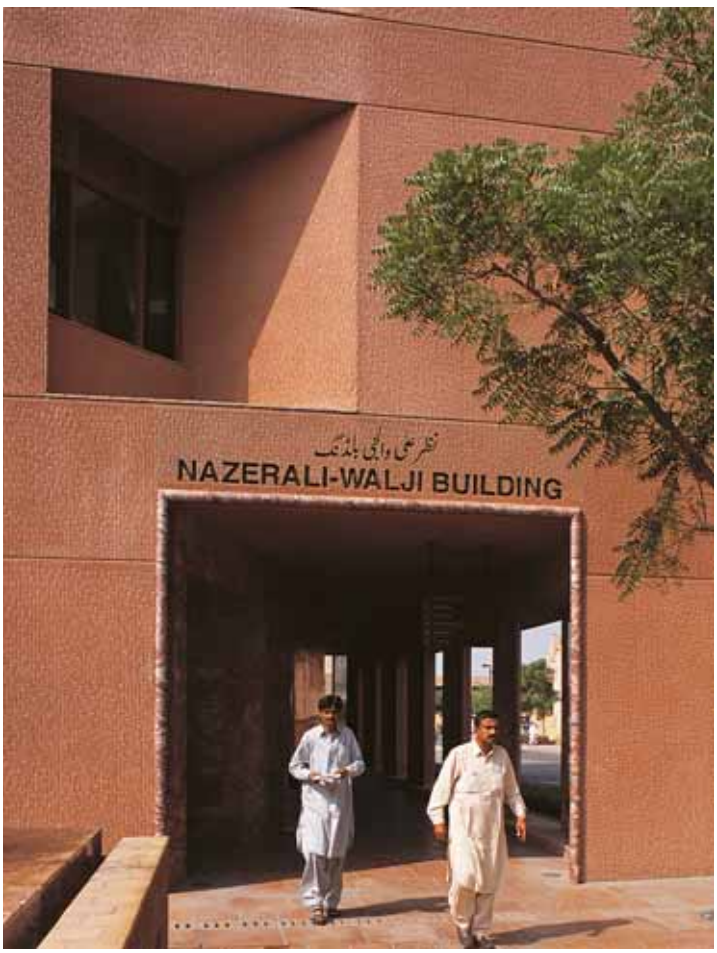
Forty-four per cent of the University's faculty and fifty per cent of students in the Medical College are women.

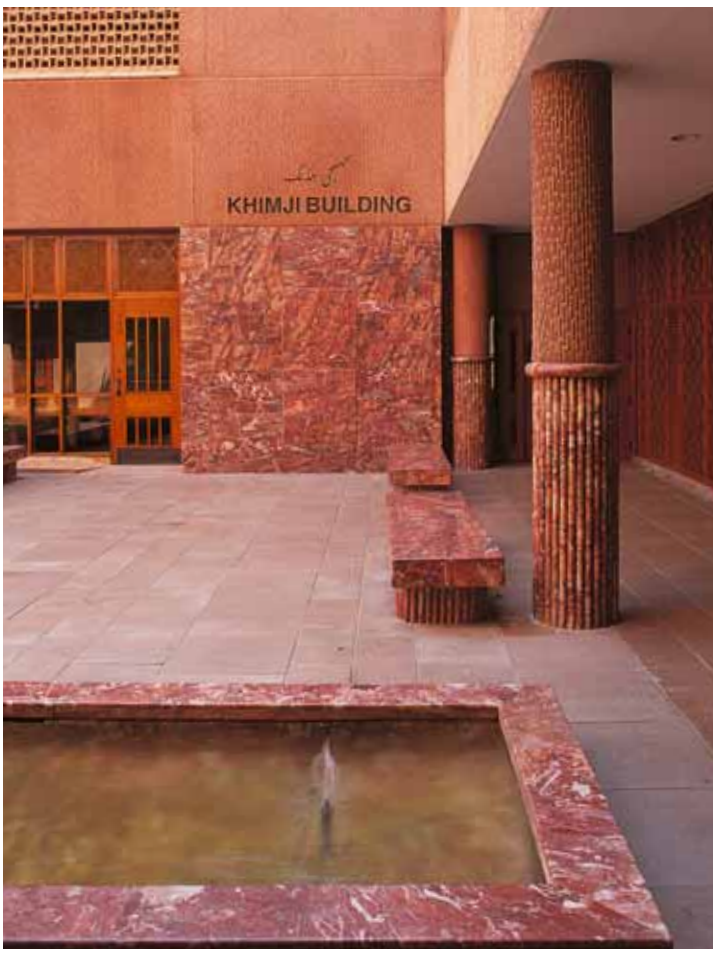
Funded by generous donors, three residences for women, the Karimi, Noor and Arman Rupani buildings, were completed in 2003 at a cost of Rs. 347 million (US $6 million). Female AKU faculty, staff and students can now avail of custom-built housing in the safe and secure environs of the University campus.

Hospital
Faculty Offices
دفاتر اساتذہ
Audiovisual
مرکز سمعی وبصری
Anatomy Lab
اناٹومی لیبارٹری
Students Lounge
لاؤنج (طلبہ)
Prayer Area
جائے نماز
1996
Dr. Abdul Hamid Chagla & Family
Drs. Shokat Chandani
Mr. Akberali Velji Charania & Family
Anishah A. Cumber
Gul A. Cumber
Husein A. Cumber
Noorali Nanji Dadani Family
Mr. Noorali Jalal Dadu & Family
Mr. Abdulali Ravji Damji & Family
Mr. Al-Nazir Damji & Family
Mr. Sadrudin P. Damji & Family
Mr. Badru Rajabali Datoo & Family
Mr. Shamsh Datoo & Family
1996
Dhanji-Walji Family
Mr. & Mrs. Nazarali Noorali Dharamshi
Mr. Amin Dharani & Family
Mr. Hassanali Gokal Dhrolia & Family
Issa Fazal Dina Family
Mr. & Mrs. Shamsher Dossa
Mr. & Mrs. Ismail H. Ebrahim
Aly Khan Omar Esmail
Dr. & Mrs. Sabdar Fakirani
Mr. Farus Farmanali & Family
Mr. Badruddin Fazal & Family

Faculty of Health Sciences

Two important new University Hospital buildings were completed in 2003: the Nazerali-Walji Building for Ambulatory Care and the Khimji Building for Cardiac Services.





Aga Khan University Faculty of Health Sciences, comprising a School of Nursing and a Medical College, is located on the same campus as Aga Khan University Hospital.

Construction of the new Oncology Services Building, a comprehensive cancer centre that will offer state-of-the-art screening, diagnostic and treatment services, began in 2003. Of the total cost of Rs. 456 million (US $7.9 million), some Rs. 240 million (US $4.1 million) came from a wide spectrum of Pakistani donors and corporations.

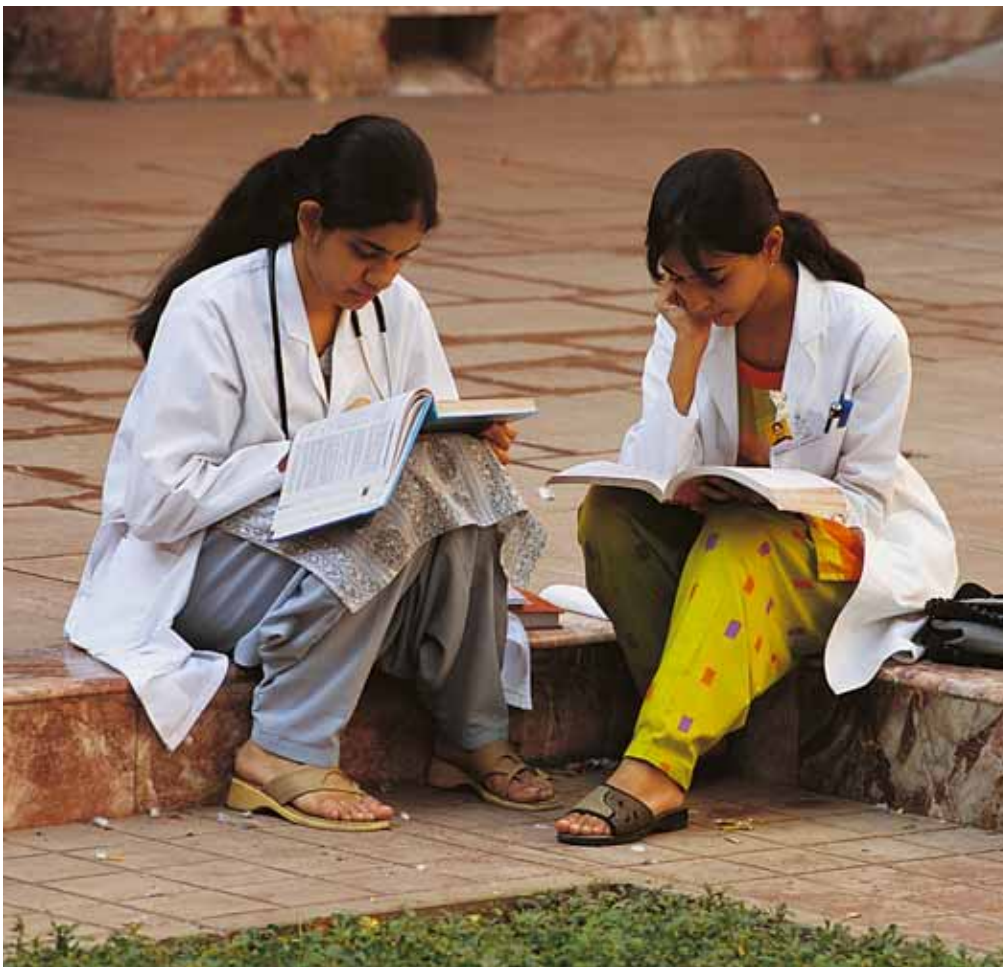
School of Nursing

AKU-SON, which began operations in 1980, educates nurses to provide exemplary patient care and demonstrate leadership in nursing education, practice, administration and research. The School offers programmes in the General Nursing Diploma, Post RN BScN, BScN and MScN.

In 2001, AKU-SON started an Advanced Nursing Studies programme in Kenya, Uganda and Tanzania in East Africa. Developed at the request of nursing leaders and the respective governments, the programme offers continuing and higher education up to BScN level to working nurses, allowing them to remain at their workplaces while pursuing professional development. AKU-SON is also providing assistance for nursing education and services in Afghanistan, Syria and Tajikistan.

For more information, please visit the website: http://www.aku.edu/son/

Medical College



The Medical College, established in 1983, enrols students in a five-year programme leading to a Bachelor of Medicine and Bachelor of Surgery (MBBS) degree. The College's curricular objectives include the development of clinical competence in community settings and hospitals, along with health promotion and disease prevention. The University offers postgraduate residency training programmes in 34 clinical disciplines, including nine highly specialised fellowship training programmes.

Graduate studies include Masters of Science degrees in Epidemiology and Biostatistics and in Health Policy and Management, as well as a PhD in Health Sciences, the first of its kind in Pakistan. Planning for postgraduate studies in Kenya and Tanzania was completed in 2003 and these programmes are being offered in 2004. Research at AKU-FHS focuses on the key health issues facing the developing world, including infectious diseases, malnutrition, reproductive health, education and nursing care.

For more information, please visit the website: http://www.aku.edu/medicalcollege

Aga Khan University Hospital

Established in 1985 as the primary AKU-FHS teaching site, AKUH is committed to providing diagnosis of disease and team management of patient care. These facilities are backed up by the highest doctor-to-patient and nurse-to-patient ratios in Pakistan and quality support services. The Hospital's multidisciplinary approach to diagnosis and care ensures a continuum of safe and high-quality care for patients – with all services under one roof.

A broad range of secondary and tertiary care is available in the 500-bed University Hospital to all patients in need. Those who are unable to pay for treatment receive generous assistance through a variety of subsidies and the Hospital's Patient Welfare Programme. In 2000, AKUH became the first teaching hospital in Pakistan to be completely ISO 9002 certified and it has since received IS0 9001 certification as well. The AKUH quality assurance programme serves as a model for other health institutions in the private and public sectors including Aga Khan Development Network. Major capital projects involving a total cost of US $36.2 million were undertaken in 2002-03.

For more information, please visit the website: http://www.aku.edu/akuh/

Institute for Educational Development

AKU-IED was established in 1993 in Karachi to improve educational standards in primary and secondary schools through field-based training programmes. The Institute offers a two-year intensive Masters degree programme as well as Certificate in Education courses and Advanced Diplomas in Teaching and Educational Leadership. A PhD programme has now also commenced.

The Institute's programmes target career teachers working in public and private schools in Pakistan and other regions of the subcontinent, Central Asia, Middle East and East Africa. AKU-IED provides training in school management and leadership, especially to heads of schools, and has also initiated research, policy studies and dialogues. Beyond the Karachi campus, AKU-IED operates Professional Development Centres (PDCs) in Gilgit and Chitral in Pakistan. PDCs are also planned for other parts of Pakistan, East Africa and Central Asia.

For more information, please visit the website: http://www.aku.edu/ied

Institute for the Study of Muslim Civilisations

In 2002, the University established its Institute for the Study of Muslim Civilisations (AKU-ISMC) in the United Kingdom. The goal of the Institute is to strengthen research and teaching on the heritage of Muslim societies in all their historic diversity.

The Institute will study systems of moral and ethical thought, structures of governance and public life, and artistic and creative expression in all forms. In addition, the Institute will seek to create opportunities for interaction among academics, traditionally trained scholars and other professionals so as to deepen understanding of pressing issues of public life affecting Muslim societies.

Detail from a carved wood panel with a stellar interlace design, Safavid Persia, 16th century.

For more information, please visit the website: http://www.aku.edu/ismc

Major Partners and Institutional Collaborations

Since the inception of the University, the invaluable collaboration and generous support provided by Pakistani and international academic institutions, donor agencies and individual philanthropists have been important factors in facilitating greater access to AKU and enabling the institution to expand its academic programmes, services and facilities to three continents: Asia, Africa and Europe. AKU gratefully acknowledges the contributions of all its institutional partners as well as donors and looks forward to their continued support as the University grows and progresses.

AKU is privileged to collaborate with the following agencies and academic institutions:

Aga Khan Development Network
Alliance for Health Policy and System Research, Switzerland
British Council, Karachi, Pakistan
Canadian International Development Agency
Department for International Development, UK
European Union
Fogarty International, USA
Global Forum for Health Research, Switzerland
Government of Pakistan
Harvard University, USA
HEJ Institute, University of Karachi, Pakistan
Hospital for Sick Children, Canada
International Atomic Energy Agency, Austria
International Vaccine Institute, South Korea
Karolinska Institute, Sweden
Laerdal Foundation, Norway
McGill University, Canada
McMaster University, Canada
Médecins du Monde, France
Médecins sans Frontières, France
National Institutes of Health, USA
New Zealand Overseas Development Assistance
Oxford University, UK
Pakistan Medical Research Council
Pakistan Science Foundation
Save the Children Fund, UK
Saving Newborn Lives, USA
Sheffield Hallam University, UK
United Nations Children's Fund
United Nations Development Programme
United Nations Population Fund
University of Alabama, USA
University of Alberta, Canada
University of Birmingham, UK
University of British Columbia, Canada
University of California, USA
University of Karachi, Pakistan
University of Minnesota, USA
University of Sheffield, UK
University of Texas, USA
University of Toronto, Canada
US Agency for International Development

Chancellor

His Highness The Aga Khan

Chairman

Ambassador Saidullah Khan Dehlavi

Members

Princess Zahra Aga Khan
Director,
Social Welfare Department
Aiglemont
Secretariat of His Highness
The Aga Khan
France

Mr Justice Sabihuddin Ahmed
Senior Puisne Judge
Sindh High Court
Karachi, Pakistan

Dr J. Robert Buchanan
Former Dean, Cornell
University Medical College,
General Director (CEO)
Emeritus
Massachusetts General
Hospital, and former
Chairman, i-STAT Inc.
Boston, USA

Mr Aziz Currimbhoy
Former Chairman
Aga Khan Education Service,
Pakistan

Mr Robert H. Edwards
President Emeritus
Bowdoin College
Brunswick, USA

Professor M. Sultan Farooqui
President, College of Physicians
and Surgeons Pakistan and
Member, Pakistan Medical
and Dental Council

Mr Munnawar Hamid, OBE
Chairman, British Oxygen
Company of Pakistan and
former Chairman and
Chief Executive Officer,
ICI Pakistan Ltd.

Mr Shamsh Kassim-Lakha, *H.I.*, *S.I.*
President and
Chief Executive Officer
Aga Khan University

Dr J. Fraser Mustard
Bell Canada Fellow and
Founding President,
The Canadian Institute for
Advanced Research and
The Founder's Network
Toronto, Canada

Mr Guillaume de Spoelberch
Member, Board of Directors
Aga Khan Foundation
Geneva, Switzerland

Financial Information

Summary of operating and ongoing capital expenditures of Aga Khan University *(in millions)*

Entity	2002 US $	2003 US $
PAKISTAN		
Aga Khan University Hospital		
Operations	42.4	47.7
Capital	4.4	4.9
Subtotal	46.8	52.6
Medical College		
Operations	9.4	12.6
Capital	0.5	0.9
Subtotal	9.9	13.5
School of Nursing – Operations	1.9	2.1
Institute for Educational Development		
Operations	3.4	3.6
Capital	0.1	0.1
Subtotal	3.5	3.7
Examination Board		
Operations	-	0.1
Capital	-	0.1
Subtotal	-	0.2
Human Development Programme		
Operations	0.1	0.2
Subtotal	0.1	0.2
EAST AFRICA		
Advanced Nursing Studies		
Operations	0.8	1.1
Capital	0.1	0.1
Subtotal	0.9	1.2
Postgraduate Medical Education Programme		
Operations	-	0.4
Capital	-	0.1
Subtotal	-	0.5
Professional Development Centre Lead-In-Project		
Operations	0.2	0.2
Subtotal	0.2	0.2
UNITED KINGDOM		
Institute for the Study of Muslim Civilisations		
Operations	1.3	1.5
Capital	0.3	0.1
Subtotal	1.6	1.6
AFGHANISTAN AND SYRIA		
Nursing Initiatives		
Operations	-	0.3
Education Initiatives		
Operations	6	
Subtotal	-	0.4
Total	**64.9**	**76.2**

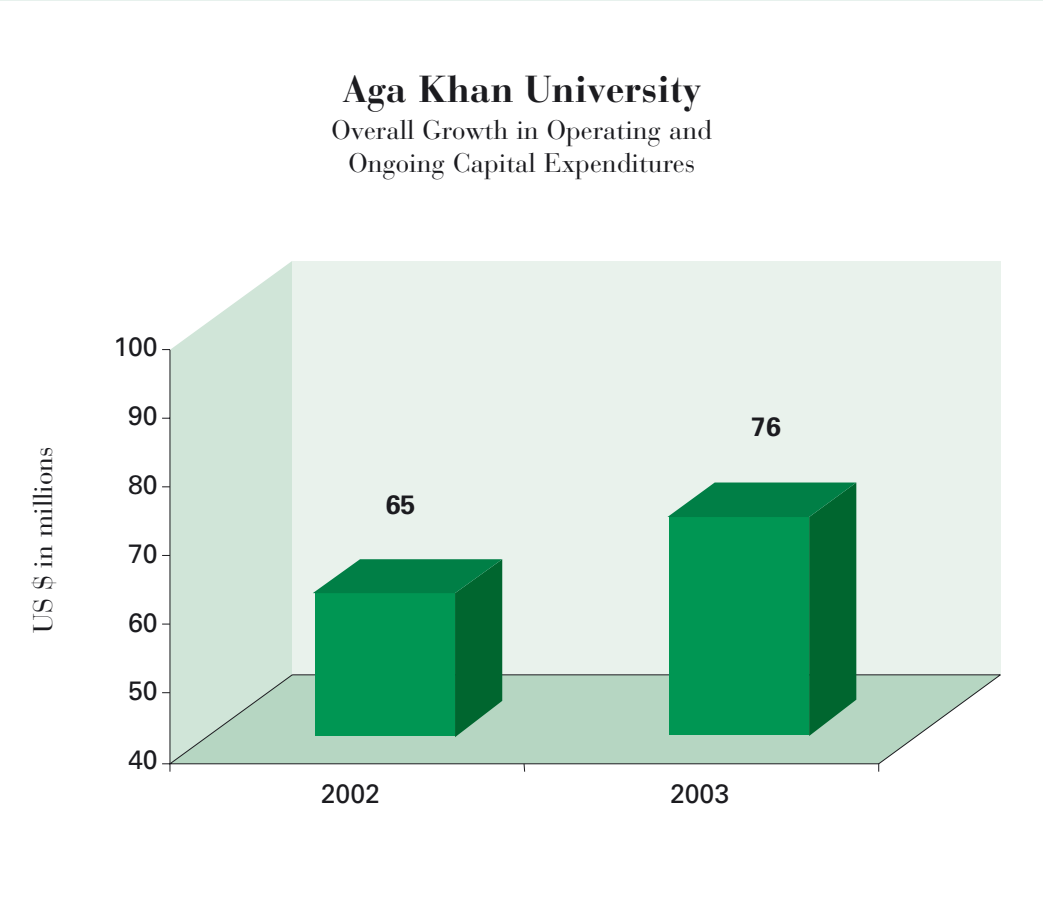
Note: Amounts converted to US dollars at the prevailing exchange rate in each country.

Major Capital Projects

Highlights of completed projects in the process of implementation with breakdowns *(US $ in millions)*

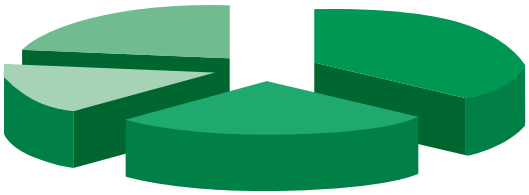
Project	Donor Funding	Institutional Funding	Total	Completion Date
Completed in 2002 and 2003				
Nazerali-Walji Building for Ambulatory Care	3.5	1.0	4.5	2002
Self-Generation Power Plant	-	2.3	2.3	2003
Khimji Building for Cardiac Services	3.9	1.1	5.0	2003
Karimi, Noor and Arman Rupani Residences for Women	6.0	-	6.0	2003
Clifton Medical Services	-	2.2	2.2	2003
In-Process				
Clinical Laboratory Building	-	3.0	3.0	2005
Oncology Services Building	4.0	3.7	7.7	2005
Software Migration	-	3.0	3.0	2005
Faculty Office Building	-	2.5	2.5	2005
Total	**17.4**	**18.8**	**36.2**	

Overall University Expenditures



Faculty of Health Sciences

Revenues 2003
Total: US $18 million



- Endowment and Donations (37%)
- Grants (24%)
- Tuition and Other Fees (16%)
- Other Revenues (23%)

Expenses 2003
Total: US $18 million

- Medical College - Pakistan (77%)
- School of Nursing - Pakistan (12%)
- Advanced Nursing Studies - East Africa (7%)
- Postgraduate Medical Education - East Africa (3%)
- Nursing Initiatives - Afghanistan and Syria (1%)

Aga Khan University Hospital

Revenues 2003
Total: US $53 million

- Inpatient (41%)
- Outpatient (20%)
- Outside Referral (25%)
- Other, Patient Related (10%)
- Endowment and Donations (4%)

Expenses 2003
Total: US $53 million

- Staff (39%)
- Medical and Other Supplies (31%)
- Support to the University's Academic Programmes (11%)
- Ongoing Capital (9%)
- Utilities (5%)
- General and Administration (5%)

Institute for Educational Development

Funding Sources 2003
Total: US $4 million

- European Commission (44%)
- European Commission - PDCs in Gilgit and Chitral (17%)
- Aga Khan Foundation (17%)
- United States Agency for International Development (5%)
- Recoveries (Fees, Consultancy and Other Income) (5%)
- Others (12%)

Expenditure 2003
Total: US $4 million

- Karachi, Pakistan (77%)
- PDC - Gilgit, Pakistan (13%)
- PDC - Chitral, Pakistan (4%)
- East Africa (5%)
- Syria (1%)

University in Numbers

Faculty of Health Sciences

Programmes	Student enrolment in 2003	Total graduates including 2003
MBBS	430	1,123
MSc in Epidemiology and Biostatistics	12	41
MSc in Health Policy and Management	5	8
PhD in Health Sciences *(Commenced in 1999, first graduation in 2004)*	12	-
Postgraduate Medical Education (PGME)	268	425
General Nursing (RN) Diploma	226	1,426
Post-RN BScN	60	322
BScN	141	69
MScN	11	2
Advanced Nursing Studies, East Africa	295	3
Total	**1,460**	**3,419**

Postgraduate Medical Education Programmes

Residency Programmes

Anaesthesia
Community Medicine
Diagnostic Radiology
Emergency Medicine
Family Medicine
General Surgery
Internal Medicine
Neurology
Neurosurgery
Obstetrics and Gynaecology
Operative Dentistry
Ophthalmology
Orthodontics
Orthopaedics
Otolaryngology
Paediatrics
Pathology
Plastic Surgery
Psychiatry
Urology

Fellowship Programmes

Adult Cardiology
Breast and General Surgery
Cardio-thoracic Anaesthesiology
Clinical Neurophysiology and Electrodiagnostic Medicine
Diabetes, Endocrinology and Metabolism
Gastroenterology
General Surgery
Intensive Care Medicine
Medical Oncology
Neonatal Paediatrics
Paediatric Surgery
Pulmonary Medicine
Urology

Institute for Educational Development

Programmes	Student enrolment in 2003	Total graduates including 2003
Master of Education (MEd)	69	177
Advanced Diplomas*	33	263
Certificate in Education programmes**	611	3,185
Balochistan Educational Management Programme	-	74
Total	**713**	**3,699**

University Hospital

Hospital Volumes	**2002**	**2003**
Operational beds	493	499
Patient Volumes		
Admissions	33,565	34,440
Patient days	127,648	125,017
Outpatient visits	364,696	383,981
Patient Welfare Support	Rs. 240 m (US $4.14 m)	Rs. 243 m (US $4.2 m)

Clinical Departments	
Anaesthesiology	Paediatrics
Family Medicine	Psychiatry
Medicine	Radiology
Obstetrics and Gynaecology	Surgery
Pathology	

AKU Faculty and Staff	**2003**
Full-time staff	4,050
Full-time faculty	447
Part-time faculty and staff	85
Temporary faculty and staff	175
Others:	
Medical officers/Teaching assistants	195
Sessional/Seconded	11
Interns/House officers	51
Residents/Resident medical officers	247
Total	**5,261**

*Includes Advanced Diploma in Primary Education (ADIPE), English Language Teaching (ADELT), School Management (ADISM) and Social Studies (ADISS)
** Conducted in Pakistan, Bangladesh, Kenya, Tanzania and Uganda, and including Visiting Teacher Programmes (VTPs), School-Based VTPs and Certificate in Education programmes

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Websites

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www.aku.edu
Aga Khan Development Network:
www.akdn.org

Aga Khan Development Network

The Aga Khan Development Network (AKDN), of which AKU is a component, is a group of private, non-denominational, international development agencies created by His Highness the Aga Khan, the 49th hereditary Imam of the Shia Ismaili Muslims. It is a contemporary endeavour of the Ismaili Imamat to realise the social conscience of Islam through institutional action. The Network is grounded in Islam's ethics of inclusiveness, compassion, sharing, self-reliance, respect for health and life, the cultivation of a sound and enlightened mind, and humanity's collective responsibility for a sustainable physical, social and cultural environment. The agencies address problems experienced by all citizens, irrespective of race, ethnicity, gender or religion. Together they collaborate in working towards a common goal – to build programmes and institutions that improve the welfare and prospects of people in countries of the developing world, particularly in Asia and Africa.

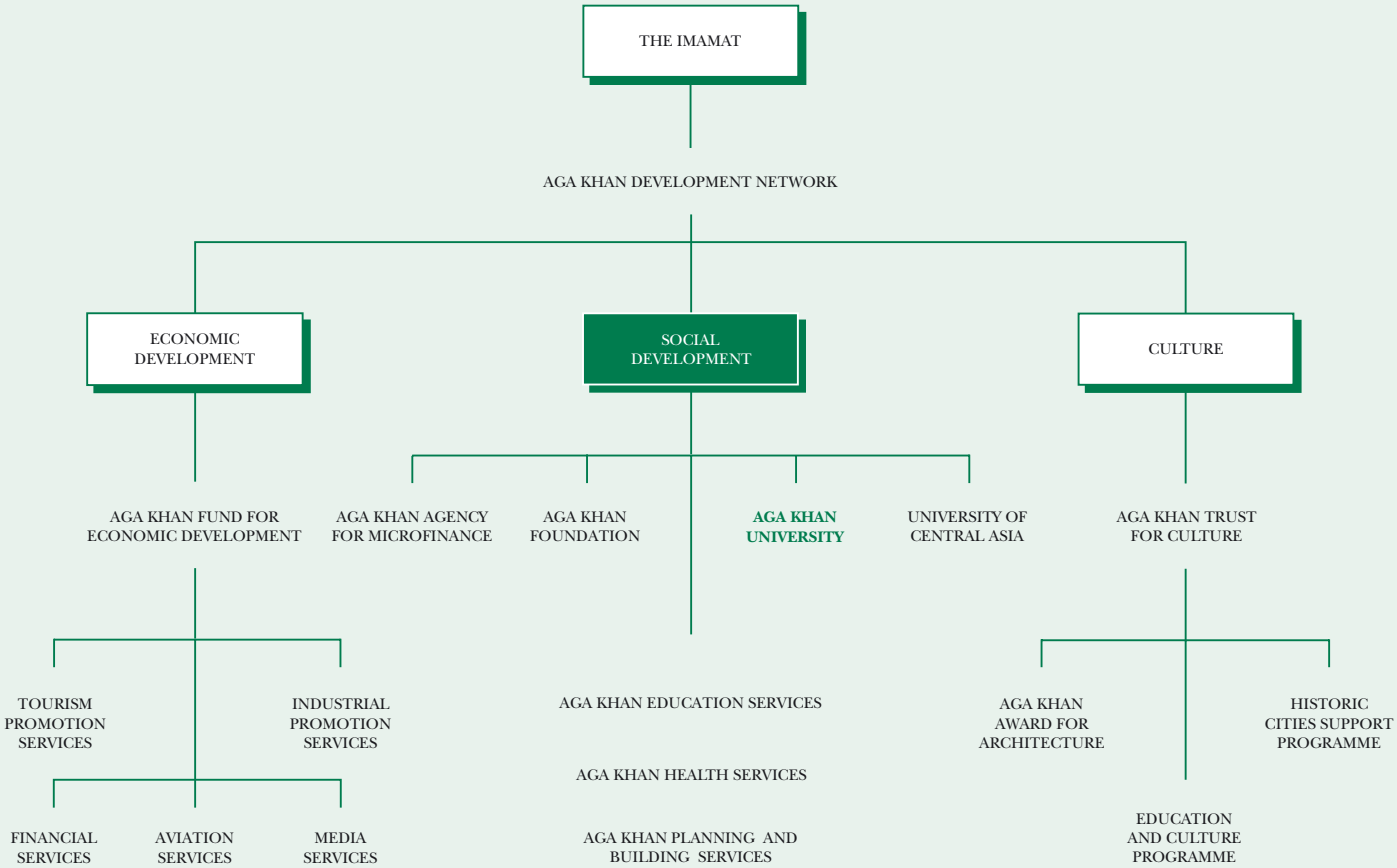
The Aga Khan Fund for Economic Development (AKFED) works to strengthen the private sector through investments in industrial production, infrastructure, tourism development, financial services, aviation and media. AKFED also takes bold but calculated steps to invest in environments that are fragile and complex. AKFED has assisted in the rehabilitation of economies after civil conflict or internal turmoil in environments as varied as Afghanistan, Bangladesh, Mozambique, Tajikistan and Uganda.

The Aga Khan Foundation (AKF) focuses on rural development, health, education and the strengthening of civil society. The Aga Khan Education Services (AKES) operates more than 300 schools and educational programmes. The Aga Khan Health Services (AKHS) operates 325 health centres, dispensaries, hospitals, diagnostic centres and community health outlets. The Aga Khan Planning and Building Services (AKPBS) works to improve design and construction, village planning, natural hazard mitigation, environmental sanitation and water supply systems.

The Aga Khan Trust for Culture (AKTC) implements initiatives in culture, architecture, architectural education, urban revitalisation, humanities curriculum development and traditional music.

AKDN also encompasses the University of Central Asia (UCA). Chartered in 2000, the University is located on three campuses: in Khorog, Tajikistan; Tekeli, Kazakhstan; and Naryn in the Kyrgyz Republic. UCA's mission is to serve, both indirectly and directly, the largest possible number of people in the mountain regions of Central Asia. UCA will offer three main programmes: a Master of Arts degree in disciplines related to mountain development; a Bachelor of Arts programme based on the liberal arts and sciences; and non-degree courses in practical areas relevant to economic and social development.

For more information, please visit the website: http://www.akdn.org


THE IMAMAT
AGA KHAN DEVELOPMENT NETWORK
ECONOMIC DEVELOPMENT
SOCIAL DEVELOPMENT
CULTURE
AGA KHAN FUND FOR ECONOMIC DEVELOPMENT
AGA KHAN AGENCY FOR MICROFINANCE
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 HEALTH SERVICES
AGA KHAN PLANNING AND BUILDING SERVICES
AGA KHAN AWARD FOR ARCHITECTURE
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