



THE AGA KHAN UNIVERSITY

Report 2014



“We came from different backgrounds, different cultures and races to this university. I remember being surprised at just how many kinds of patients and staff members would interact every day here, from every different colour and creed. The fact that you have as high a chance of meeting a patient at AKU Hospital from Mathare slums as you have of meeting a business tycoon has taught us that quality health care for everyone is not just a pipe dream but an ideal that we should strive towards everywhere we go.”

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THE GREATEST CHALLENGE OF OUR TIME

“Information travels more quickly, in greater quantities these days. But the incalculable multiplication of information can also mean more error, more exaggeration, more misinformation, more disinformation, more propaganda. The world may be right there on our laptops, but the truth about the world may be further and further away.

Too often, as the world grows more complex, the temptation for some is to shield themselves from complexity. We seek the comfort of our own simplicities, our own specialities. As has often been said, we risk learning more and more, about less and less. And the result is that significant knowledge gaps can develop and persist. The danger is that knowledge gaps so often run the risk of becoming empathy gaps. The struggle to remain empathetically open to the Other in a diversifying world is a continuing struggle of central importance for all of us...

How can we respond to such tendencies? The response I would emphasise today is a thoughtful, renewed commitment to the concept of pluralism and to the closely related potential of civil society...

In an increasingly cosmopolitan world, it is essential that we live by a ‘cosmopolitan ethic,’ one that addresses the age-old need to balance the particular and the universal, to honour both human rights and social duties, to advance personal freedom and to accept human responsibility. It is in that spirit that we can nurture bonds of confidence across different peoples and unique individuals, welcoming the growing diversity of our world, even in matters of faith, as a gift of the Divine. Difference, in this context, can become an opportunity – not a threat – a blessing rather than a burden...

As we look ahead, in sum, we face a world in which centrifugal and fragmenting influences are of growing importance, presenting new governance challenges all across the planet, and especially in fragile societies. In such a world, the voices of pluralistic civil society can help ensure that diversity does not lead to disintegration, and that a broad variety of energies and talents can be enlisted in the quest for human progress. Diversification without disintegration, this is the greatest challenge of our time.

Over the past six decades I have been immersed in the problems of developing societies, grappling with ways to assist their populations, despite both natural hazards and human errors. It is my conviction that a strong, high-quality, ethical and competent civil society is one of the greatest forces we can work with to underwrite such progress. And, if this is correct, then the role of great universities has never been more important.”

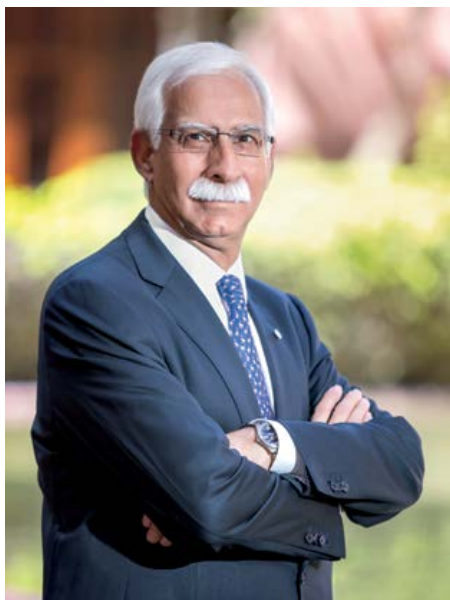
His Highness the Aga Khan

Chancellor, The Aga Khan University

The 88th Stephen Ogden Lecture

Brown University, Providence, Rhode Island, 2014

TRANSFORMING THE UNIVERSITY



Our plans to grow into a comprehensive university reflect our belief that the future of developing societies depends on educating ethical and entrepreneurial leaders who understand the value of pluralism.

A quarter century has passed since the University's first graduating class listened as its Chancellor, His Highness the Aga Khan, spoke of the principles on which AKU was founded: excellence, tolerance, compassion, integrity, freedom of inquiry and, as he described it, "intellectual restlessness." In concluding his address, he remarked: "If time confirms and consolidates your belief in these principles too, it is my request that you should sustain and defend them as we have done for you."

Today, it is clear our graduates have heeded his call. This Report offers compelling testimony to their accomplishments, and to those of the University as a whole.

Yet if AKU is to demonstrate the impact that is its ultimate goal, it must go beyond its traditional focus on educating doctors, nurses and teachers. It must develop into a comprehensive university. At a time when the challenges the developing world faces refuse to be contained by geographic or disciplinary boundaries, we must assemble networks of thinkers who can address issues in all their complexity and interconnectedness. And we must educate leaders who can harness diverse perspectives and talents to solve urgent problems and create remarkable innovations.

That is why we have developed an ambitious plan to launch undergraduate liberal arts programmes that put the experience of intellectual and social diversity at their heart; to establish graduate schools of professional education marked by a common emphasis on ethics and leadership; and to expand geographically while forging links that make it possible to transfer knowledge and expertise within and across regions.

Our Faculties of Arts and Sciences in Karachi and Arusha, Tanzania, will provide talented young people in South/Central Asia and East Africa with a liberal arts education whose breadth and depth will be unrivalled in their regions. Located on breathtaking new campuses equipped with the latest learning and research infrastructure, they will attract outstanding scholars and researchers from around the world. A core curriculum will develop students' creativity of thought and vision, introducing them to the study of history, civilisations, literature, the arts, ethics, social analysis, mathematics and science.

Majors in fields such as Politics, Philosophy and Economics and Earth and Environmental Sciences will enable them to develop a deeper expertise in one or more disciplines crucial to their region's future. Summers will be used for independent research, internships and international study. A wealth of extracurricular activities will ensure that substantial learning and leadership development happen outside the classroom. The result will be graduates who are prepared to succeed in the 21st century knowledge economy, to lead change in their societies and to thrive in a cosmopolitan world.

Joining the Faculties of Arts and Sciences in the transformation of AKU will be our Graduate Professional Schools in East Africa and Pakistan. These will

offer master's degrees in Leadership and Management; Hospitality, Leisure and Tourism; Architecture and Human Settlements; Government, Public Policy and Civil Society; Economic Growth and Development; and Law. They will equip graduates with the specialized expertise and leadership skills needed to launch and manage enterprises in the commercial, social and public sectors. Already, we have established the first of these: the Graduate School of Media and Communications in Nairobi, whose mission is to foster an independent, ethical, diverse and responsible media and communications sector in East Africa and beyond.

At the same time that the University launches programmes in fields outside its traditional areas of emphasis, it will also continue to build upon its achievements in health care education and service and teacher education.

In Nairobi, AKU will offer undergraduate nursing and medical degree programmes to develop nurses and doctors from across East Africa who can improve health care quality and access. In Dar es Salaam, we will create a new campus for the Institute for Educational Development. In Kampala and Arusha, we will build teaching hospitals that provide a level of care currently unavailable in these areas. In Rwanda and Burundi, as well as in Tanzania, Kenya and Uganda, we will construct health clinics to bring quality care to underserved populations. In Afghanistan, we will continue to invest in the French Medical Institute for Children, where AKU is already training specialist physicians in seven fields. In southern Egypt, at the request of the government, the University will assist in the development of nursing curricula.

Essential to our vision for the future is our commitment to collaboration and connection across boundaries of all kinds. Thus, while separated by thousands of kilometres, the Faculties of Arts and Sciences will be linked by a shared focus on the Indian Ocean as a site of exchange among cultures. Pedagogy within the Graduate Professional Schools will break down the walls between academic study and professional practice through applied learning. Our new medical and nursing degree programmes will promote cooperation across professional lines by educating nurses and doctors together, while our new hospitals and clinics will expand the reach of what is already an international health care network. And in keeping with AKU's longstanding approach to fostering excellence, each of our new endeavours will form strong partnerships with globally renowned institutions.

The investment required to bring this transformation to fruition will be great. I am pleased to report that as more and more people discover AKU, it is attracting significant financial support from individuals, families, corporations, foundations and governments around the globe. The entire University community is indebted to their generosity and foresight. With their support and that of others like them – plus the hard work of our leadership, faculty, staff, students and alumni – I have no doubt that, as our Chancellor predicted at that first convocation, AKU and its vision will increasingly “catch the imagination of the world.”

Firoz Rasul

President and Chief Executive Officer, The Aga Khan University



An architect's rendering shows the campus plan for the future Faculty of Arts and Sciences, East Africa, which will deliver a liberal arts education to students of all backgrounds from across East Africa. Located in Arusha, Tanzania, it will later be joined by the Faculty of Arts and Sciences, Pakistan, in Karachi.



AKU Overview

AKU was founded in 1983 as Pakistan's first private, not-for-profit university. In 2000, it expanded to East Africa – where Aga Khan educational institutions have been present for more than a century – followed by the United Kingdom and Afghanistan. Today, the University has more than 2,300 students across campuses in six countries, including Tanzania, Kenya and Uganda. Yet its growth over the last 15 years will pale beside that to come in the decade ahead, as AKU transforms itself into a comprehensive university offering liberal arts and graduate professional degrees that prepare students from the developing world to lead their societies toward a better future.

Future Programmes and Facilities

Graduate Professional Schools

In Pakistan and East Africa, Schools of Hospitality, Leisure and Tourism; Leadership and Management; Architecture and Human Settlements; Law; Government, Public Policy and Civil Society; and Economic Growth and Development will create competent professionals and leaders in a variety of fields critical for social and economic development and cultural vitality. The Graduate School of Media and Communications launched in 2014 in Nairobi with the mission of contributing to the development of a thriving civil society by educating innovative and ethical journalists and media leaders.

Institute for Educational Development, East Africa, New Campus

The Institute's new campus in Dar es Salaam will feature cutting-edge research and learning facilities and on-site housing for faculty and students. Its location next to a new Aga Khan Academy will create exceptional opportunities to link theory and practice.

New Hospitals and Clinics

New University Hospitals will be established in Arusha and Kampala, and health centres will be added in Tanzania, Kenya, Uganda, Burundi and Rwanda to meet the vast demand for quality health care.

Faculties of Arts and Sciences

Undergraduate liberal arts degree programmes on residential campuses in Arusha, Tanzania, and Karachi will offer an educational experience unlike any other in their regions, preparing students to succeed in the 21st century knowledge economy, to lead improvement in the quality of life in their societies and to increase understanding in a pluralistic world.

Undergraduate Medical and Nursing Education

In East Africa, plans are underway to offer a four-year Bachelor of Science in Nursing degree, a six-year medical degree and training in allied health sciences to develop health professionals capable not only of providing outstanding care but of transforming health institutions and systems. These programmes will join the University's existing nursing and postgraduate medical education programmes in East Africa.

Institute for the Study of Muslim Civilisations, New Campus

Construction is expected to start in 2016 on a Maki and Associates-designed building that the Institute will share with the Institute of Ismaili Studies and the Aga Khan Foundation at the King's Cross Central development in London. Construction of a new student residence building will finish in early 2016.



Existing Programmes and Facilities

Faculties of Health Sciences

Pakistan, East Africa

We educate midwives, nurses, doctors and specialists who deliver world-class, life-saving care to the people and places that need it most. And our researchers create the knowledge required to overcome the developing world's most pressing health challenges.

Aga Khan University Hospitals

Pakistan, East Africa

The only hospitals in Pakistan and East Africa accredited by the US-based Joint Commission International, AKUH in Karachi and AKUH in Nairobi set the standard of excellence in their regions. Together with their extensive networks of secondary hospitals, clinics and laboratories, our hospitals treat people at all income levels and receive 1.75 million patient visits annually.

East African Institute

East Africa

Newly launched, EAI looks beyond geographic and disciplinary boundaries in addressing issues such as regional integration, biodiversity and the creative economy, aiming to generate novel insights and shape decision-making through research, evidence-based dialogue, public engagement and partnerships.

Institute for Human Development

East Africa, Pakistan

Children's earliest years shape their life chances to a remarkable extent. The newly launched IHD is developing the evidence needed to inform policymaking and create large-scale, cost-effective early childhood interventions tailored to developing-world contexts, so that all children have the opportunity to fulfil their potential.

Institutes for Educational Development

Pakistan, East Africa

Our Institutes develop agents of change who improve school performance in challenging environments by introducing context-sensitive teaching and leadership practices, inspiring their colleagues and partnering with parents, communities and government.

Institute for the Study of Muslim Civilisations

United Kingdom

ISMC seeks to illuminate the historical and contemporary aspects of Muslim societies and to create a platform for fresh thinking about their futures through research, publications, public events and an interdisciplinary master's degree that attracts students from around the world to its London campus.

Examination Board

Pakistan

Unique in Pakistan, the Board's innovative mix of standardized testing, teacher training and syllabi is transforming teaching and learning at middle and secondary schools, producing graduates with the knowledge, critical-thinking and problem-solving skills to enter and succeed in the best universities.

French Medical Institute for Children

Afghanistan

One of the few children's hospitals in Afghanistan, FMIC is an 85-bed teaching hospital managed by AKU in partnership with the governments of Afghanistan and France and the French NGO La Chaîne de l'Espoir. With the addition of a 66-bed Women's Wing, it will be a complete maternal and child health resource, offering a range of essential services unavailable anywhere else in the country.



The Institute for Educational Development has trained several hundred teachers in Mvomero District, Tanzania, in pedagogical leadership and literacy instruction. The Institute's work was part of a partnership with California-based Room to Read, and was made possible by the numerous Canadian donors who have supported the Awali Reads project.

At AKU, we go where the need is greatest. By educating leaders in developing societies and partnering with communities facing extraordinary challenges, we help ensure that everyone has the opportunity to realize their potential, achieve self-sufficiency, provide for their family and lead a life that expresses the dignity inherent in all human beings.

Succeeding Against the Odds

Located in Gilgit-Baltistan in northern Pakistan, Diamer District has a 25 per cent literacy rate and a tradition of resisting outside efforts to improve education. Over the last decade, this conservative area has witnessed the destruction of more than a dozen girls' schools and suffered a number of terrorist attacks, making it a no-go zone for many organizations.

Yet the University's Institute for Educational Development in Pakistan and its Professional Development Centre, North had notable success in changing minds and practices in Diamer, working with other agencies of the Aga Khan Development Network as part of a project funded by Australia's Department of Foreign Affairs and Trade.

The Education Development and Improvement Programme (EDIP) worked in 109 schools across Gilgit-Baltistan. At the 11 Diamer schools that were part of the project, enrolment increased by 20 per cent. At seven girls' schools, enrolment grew by 50 per cent. In 2014, the top three scores on annual examinations in the district were posted by students from an EDIP school, and winners of the district's Best Teacher and Best Student awards have come from EDIP schools.

"Had you told me before that one of our problems for girls' teachers in Diamer would be overutilization, I wouldn't have believed it," said Sumaira Bibi, a teacher who received training as part of the project. "Now the entire community is pushing for more, for both their boys and girls."

How did AKU do it? By partnering with the Gilgit-Baltistan Department of Education, the Diamer District Education Office and the Gilgit-Baltistan Police Department. And by taking the time to build trust throughout the community, including with parents, whose engagement and support of teachers were key.

In total, 395 educators and school management committee members from Diamer participated in 30 workshops and training sessions covering a wide range of subjects, including innovative pedagogies, inclusive education, mathematics, social studies, English, Urdu, biology, physics, chemistry and computer skills. Meanwhile, schools received thousands of chairs and uniforms, as well as books, computers and a variety of supplies.

Undoubtedly there is a very long way to go in Diamer. But with EDIP's success, AKU and its partners have shown that it is possible to improve education in one of the world's most challenging contexts.

AKU helped increase enrolment and enhance learning for both girls and boys in local schools in Pakistan's Diamer District despite a history of limited literacy and minimal schooling, especially for girls.

Students in the Diamer District classroom of Sumaira Bibi, shown in the background answering a student's question. "Now the entire community is pushing for more, for both their boys and girls," she said.



Strengthening School Leadership

“The training helped me empower my teachers, and as a result they have brought in a whole wealth of ideas.”

Head Teacher Olive Kyohere

The Institute for Educational Development in East Africa completed its largest single training project to date in 2014, equipping 823 secondary school head teachers from across Uganda with new ideas and tools for improving teaching, learning and overall school management. The project will impact education for an estimated 345,000 students.

Conducted under a World Bank grant and in cooperation with Uganda’s Ministry of Education and Sports, the in-depth, multi-week course emphasised the role of the head teacher as a leader and change agent.

Olive Kyohere is Secretary General of the Association of Secondary School Head Teachers of Uganda and Head Teacher at Luzira Secondary School in Kampala. She credits the course with showing her how to involve everyone from parents to community leaders in supporting the school, how to instil confidence and a sense of ownership among teachers and how to use different teaching methods to engage students. As part of the course, she developed a strategy that has increased students’ use of the school library and interest in reading outside of class.

“The training helped me empower my teachers, and as a result they have brought in a whole wealth of ideas,” Kyohere said. “Now, when school ends, teachers sometimes stay around until six or seven o’clock, preparing lessons or sharing ideas. The ethos has changed. Students are inspired by their teachers.”

Four Institute faculty members and 20 alumni from Uganda, Kenya and Tanzania worked together to deliver the course, which resulted in participants earning a Certificate in Educational Leadership and Management. The project was undertaken at a critical time for Uganda, which in 2007 became one of the first countries in Africa to unveil a policy designed to achieve universal secondary education.

Recognizing that the head teachers will encounter obstacles upon returning to their schools, the Institute is providing additional training and educational opportunities, aiming to build a network of champion head teachers who can serve as resources to their colleagues.

The Institute for Educational Development’s success in training head teachers in Uganda was made possible by its unique model, in which alumni assist faculty members in delivering certificate and short courses to educators across East Africa.

“In East Africa, there is not enough support for the kind of education that would really help students,” said IED Assistant Professor Nicholas Wachira, MEd ’00, the project coordinator. “This was an opportunity to develop people who can provide opportunities to children so they can pull East Africa out of the problems it has.”

Innovating to Eradicate Polio

Home to 85 per cent of the world's polio cases in 2014, Pakistan is at the centre of the campaign to make polio the first disease since smallpox to be eradicated from the globe. And, working with the Bill & Melinda Gates Foundation, AKU is helping to lead the way.

Building on its successful vaccination campaign in 2013 and 2014, the University has developed a strategy to vaccinate 1 million children in the Federally Administered Tribal Areas, Khyber Pakhtunkhwa and Sindh. The work is supported by a US\$ 7.7 million grant from the Gates Foundation, and will be carried out with numerous partners, including the World Health Organization, Pakistan's Ministry of Health and the Trust for Vaccines and Immunization.

"This is the last frontier," said project leader Dr Zulfiqar A. Bhutta, the Founding Director of the AKU Centre of Excellence in Women and Child Health. "The war against polio will be won or lost in Pakistan and Afghanistan."

By 2013, the number of people paralysed by polio worldwide had dwindled to 406, thanks to a massive campaign of vaccination. But a spike in cases in Pakistan made it clear more remains to be done. AKU responded by demonstrating what many had doubted: that in places where door-to-door, polio-only vaccination campaigns encounter resistance, high levels of coverage can be achieved by setting up health camps that provide routine immunizations and primary health care services along with injectable polio vaccine. Now, the challenge will be to show similar results can be achieved at a much greater scale. Dr Bhutta is confident it can be done.

"We've broken many myths with the work AKU has done on polio in Pakistan," he said. "For a pure NGO to do what we have done – without the science and evidence a university can bring to the table – would have been very difficult. But we've been working on this for many years, and we've developed the evidence needed."

More than 80 polio-eradication workers in Pakistan have been killed in recent years. Yet countless vaccinators continue to perform their jobs, and the overwhelming majority of parents are receptive.

"Just like in certain places in the West, there is misinformation and misunderstanding in Pakistan regarding vaccines," Dr Bhutta said. "But overwhelmingly, the support exists to end polio. It is something we're doing not just for Pakistan, but for the world."

"The war against polio will be won or lost in Pakistan and Afghanistan."

Dr Zulfiqar A. Bhutta

A health worker vaccinates a child under AKU supervision in Hala, Matiari District. The University is leading a campaign to vaccinate 1 million children against polio in Pakistan with the Bill & Melinda Gates Foundation.





Treating Hearts, Opening Minds in Afghanistan

“FMIC is the last hope of children with heart conditions in Afghanistan.”

Dr Najeebullah Bina

Congenital heart defects are among the most common and deadly of all birth defects, afflicting between four and eight of every 1,000 babies born. In strife-torn Afghanistan, there is only one hospital with the physicians and facilities needed to save the lives of children with serious heart problems: the French Medical Institute for Children in Kabul.

FMIC is managed and operated by AKU as part of a partnership with the governments of Afghanistan and France and the French NGO La Chaîne de l’Espoir. Over the last five years, FMIC’s all-Afghan team of cardiac surgeons has performed more than 1,300 surgeries, every one of which represents a life saved or a serious disability prevented.

“FMIC is the last hope of children with heart conditions in Afghanistan,” said Dr Najeebullah Bina, Head of Cardiac Surgery, who performed the first open heart surgery in Afghanistan by an Afghan doctor. Like his colleague Dr Rahima Stanekzai, Head of Paediatric Cardiology, he returned to Afghanistan after training in France.

With each passing year, FMIC’s cardiac surgeons have managed new feats. In 2013, they performed the first open heart surgery in Afghanistan on a patient of only 6 kilograms – a young boy named Yasser. Today, they are able to operate on patients weighing as little as 5 kilograms or less.

An estimated 8,500 children are born with heart defects in Afghanistan every year, meaning FMIC is only able to treat a fraction of those in need. But the hospital is working to increase its capacity. In 2013, it accepted its first paediatric cardiology residents as part of a major expansion of its Postgraduate Medical Education Programme.

In addition to saving lives, both Drs Bina and Stanekzai believe their work can contribute to Afghanistan’s efforts to overcome conflict.

“Today, everyone is coming to FMIC for treatment for their children,” Dr Bina said. “They are going back to their provinces and their villages with a smile on their face. So we hope that it may help people to think, even for a few minutes a day – and maybe one day they will say enough is enough, let’s do something together for our motherland, for Afghanistan. That is our wish.”

A nurse treats a child at the French Medical Institute for Children in Afghanistan, which is managed and operated by the University as part of a public-private partnership. Since 2006, the hospital has performed more than 14,000 surgeries.



Alex Awiti is Director of AKU's East African Institute, which addresses key issues such as regional integration, the creative economy, environmental change and youth through research, public engagement and capacity building.

Three decades after AKU's founding, our faculty, staff and alumni are winning prestigious international awards and earning a reputation for excellence in countries around the world. Their achievements testify to the quality of an AKU education, to the strength of our research programmes and to the University's truly international character.

Award Winners



Dr Anita Zaidi

“I feel privileged to have received the education I did, and with that comes responsibility.”

Dr Anita Zaidi, MBBS '88, has been rising to the top since her student days at AKU, when she was named Best Graduate of the Medical College's first class. But she outdid herself in 2013, when she won the first annual US\$ 1 million Caplow Children's Prize with her plan to save the lives of newborn children in an impoverished fishing village in Karachi that she worked in for a decade as an AKU faculty member and head of the paediatrics department. In the process, the internationally renowned researcher beat out 565 applicants from 70 countries. American entrepreneur and prize founder Ted Caplow hailed Dr Zaidi's "innovative, comprehensive approach to supporting maternal and newborn health," saying it "epitomizes the Prize's mission to cost-effectively save children's lives and uncover best practices." Now the Director of the Enteric and Diarrheal Diseases programme at the Bill & Melinda Gates Foundation, Dr Zaidi traces her focus on improving the health of society's poorest members back to her community health training at AKU.



Dr Zulfiqar A. Bhutta

“I'm proud to have made it possible for younger researchers to step outside the University and work among the poorest of the poor.”

For almost any other researcher in the field of global health, winning two prestigious international prizes in one year would be an extraordinary achievement. For Dr Zulfiqar A. Bhutta, it is almost a matter of course. In 2014, he received the American Academy of Pediatrics' Samuel J. Fomon Nutrition Award and the WHO Ihsan Doğramacı Family Health Foundation Prize, the latter in Geneva during the World Health Assembly. The Founding Director of AKU's Centre of Excellence in Women and Child Health and the Co-Director of the SickKids Centre for Global Child Health in Toronto, Dr Bhutta has received five such prizes in the last five years. With over 650 peer-reviewed publications and eight books to his name, Dr Bhutta has played a key role in pushing maternal and child health to the top of the international development agenda through evidence-based reasoning and advocacy over the course of his nearly 30 years at AKU. But while his influence and reputation are global, his principal focus has long been the arduous, hands-on process of developing scalable, evidence-based community interventions and training young researchers to improve the health of women and children in Pakistan's villages.



Sarah Savant

“With technology, we are now in a position to attempt to explain not only the role of copying in the Arabic textual tradition, but the formation of the tradition as a whole.”

A faculty member at AKU’s Institute for the Study of Muslim Civilisations in London since 2007, Sarah Savant won the 2014 Saidi-Sirjani Book Award for *The New Muslims of Post-Conquest Iran: Tradition, Memory, and Conversion*. Named for a well-known Iranian writer, the award is among the most prestigious in the field of Iranian studies. Savant’s book traces the process by which Persians rewrote their own history over the course of three centuries following the arrival of Islam, transforming their identity at the same time that they reshaped accounts of the Arab and Islamic past. In 2016, The Library of Arabic Literature will publish Savant’s translation of a 9th century work by Ibn Qutaybah. In the meantime, she is taking her research in a new direction, collaborating with volunteer computer programmers to track the ways in which Arabic texts were copied, transmitted, altered and interpreted from 750–1500 CE. Already, Savant has received an award from the British Academy to introduce other scholars to the techniques she has developed. “The Arabic textual tradition is enormous and a great example of what computer scientists call ‘Big Data,’” Savant said.



Anila Ali Bardai

“It’s my passion to work with newborn babies. It’s my wish to be a role model for other nurses.”

Every year, nearly 200,000 newborn babies die in Pakistan in their first month of life, the third highest number of neonatal deaths in the world. The fact that many women do not deliver in a hospital is one reason, but as AKU researchers have shown, even among women who do, neonatal mortality rates are far too high. The Aga Khan University Hospital in Karachi is an exception to that rule, and one reason has been the work of Anila Ali Bardai, Diploma ‘96 and Post-RN BScN ‘09. While serving as Head Nurse at the hospital’s Neonatal Intensive Care Unit, Bardai received the International Neonatal Nursing Excellence Award in Belfast, Northern Ireland, in 2013. During the decade she spent at the hospital, Bardai was instrumental in achieving international quality standards in the NICU, which recently doubled in size to 24 beds. She also worked to raise the standard of neonatal nursing care throughout the country, helping to train dozens of nurses annually from outside AKU.

Alumni Leading the Way

From rural Tanzania to New York City, our 12,000-plus alumni are making a difference as nurses, doctors, educators, researchers, innovators and leaders.



Canada

An Associate Professor of Global Health at the University of Alberta, **Dr Zubia Mumtaz, MBBS '88**, tests multi-dimensional interventions aimed at providing cost-effective, high-quality maternal health services in remote, rural Pakistan for ultra-poor women. Her research, which has included living in villages in Pakistan for up to 10 months at a time, is funded by the Canadian, US and UK governments and published in leading journals.



Dr Naveed Janjua, MSc Epidemiology & Biostatistics '02, is Clinical Associate Professor at the University of British Columbia's School of Population and Public Health and a Senior Scientist at the BC Centre for Disease Control. He leads a study of more than 1 million people in British Columbia to inform policies and programmes for preventing and treating hepatitis C. His Pakistan-focused research addresses such subjects as unsafe injections, hepatitis C and nutrition.



United States

Chairman of Thoracic Surgery at Mt. Sinai Roosevelt and St. Luke's hospitals in New York City, and an Associate Professor of Thoracic Surgery at the Icahn School of Medicine, **Dr Faiz Bhora, MBBS '92**, is internationally known for his expertise in thoracic oncology surgery and minimally invasive thoracic surgery. He is developing a 3D-printed, implantable trachea made from biological materials.



Dr Aisha Sethi, MBBS '99, is Associate Professor of Dermatology and Infectious Diseases at the University of Chicago. Dr Sethi has spent significant time in Malawi working to improve dermatological care, especially for albinos. She organized the first North American conference on tropical skin diseases, and is at work on a textbook on tropical dermatology.




Salimah Meghani, Post-RN BScN '97, is Associate Professor at the University of Pennsylvania School of Nursing and a Fellow of the American Academy of Nursing. She has published dozens of articles on disparities in pain treatment for minorities and vulnerable populations.



United Kingdom




Professor of Women's Health and Clinical Epidemiology at Barts and The London School of Medicine and Dentistry, **Dr Khalid Khan, MBBS '88**, is the editor of *BJOG: An International Journal of Obstetrics and Gynaecology*. He is a prolific researcher and lead author of the book *Systematic Reviews to Support Evidence-Based Medicine*.




Fatemeh Shams Esmaeili, MA in Muslim Cultures '09, won the Jaleh Esfahani Foundation's award for the best young Persian poet, and has published two collections of poetry, *88* and *Writing in the Mist*. She recently received a PhD in Oriental Studies from the University of Oxford.

Pakistan




Paediatric cardiologist **Dr Babar Hasan, MBBS '99**, returned to AKU in 2011 after completing a fellowship at Boston Children's Hospital's No. 1-ranked paediatric cardiology programme. His efforts are resulting in the addition of new diagnostics, improved quality of care and the creation of a new generation of paediatric cardiologists in Pakistan.




Alia Nasir, Diploma '90 and Post-RN BScN '96, is Principal of the Ziauddin College of Nursing. The former Head of the Aman Community Health Programme, she has extensive experience in directing community health projects in underserved areas of Karachi, and has contributed to the development of Pakistan's national nursing curricula.

Uganda




As Country Director for the Palliative Care Association of Uganda, **Rose Kiwanuka, Post-RN BScN '05**, works to enhance the capacity of the country's health care system to stem the pain and suffering of patients with HIV and other illnesses.

Tanzania



As Geita Regional Education Officer, **Euphrasia Buchuma, MEd '09**, oversees nearly 700 schools in western Tanzania and has worked with her alma mater to train hundreds of teachers in a variety of subjects.

Kenya



Dr Edwin Mogere, MMed '08, recently returned to the Aga Khan University Hospital in Nairobi after completing his neurosurgical training in Cape Town, South Africa, making him one of only two dozen neurosurgeons in East Africa and the only one trained in neuroendovascular surgery.



A member of the Institute for Educational Development's first class, **Mola Dad Shafa, MEd '95**, earned his PhD at the University of Toronto's Ontario Institute for Studies in Education. Since 2004, he has been the head of AKU's Professional Development Centre in Gilgit-Baltistan, where he oversees the Education Development and Improvement Programme (see page 12).



Faculty members from the Institute for Educational Development speak with teachers in Lindi Rural District in Tanzania as part of a study of early literacy in marginalized communities. Information collected during the study informed the development of a set of storybooks for young children.

Between intentions and outcomes lies a gap only knowledge can close. Our researchers are discovering what works and why, and how evidence-based solutions can be scaled up to reach millions of people in societies with limited resources. At the local, national and global levels, their work is setting agendas and catalysing commitment to demonstrably achievable goals.

A Blueprint for Saving Children's Lives

“[AKU’s research] provides the evidence base to make the case that ending preventable child deaths from pneumonia and diarrhoea is ambitious but achievable.”

WHO Director General Margaret Chan & UNICEF Executive Director Anthony Lake

Aga Khan University researchers continue to play a crucial part in the global effort to reduce the approximately 5.9 million child deaths and 289,000 maternal deaths that occur every year. Among their most important recent achievements are their contributions to two agenda-setting *Lancet* Global Health Series – one on newborn survival and one on childhood pneumonia and diarrhoea.

Bringing together dozens of experts from around the world, *The Lancet* Every Newborn Series furnishes the evidence and analysis needed to develop comprehensive strategies for preventing newborn deaths and stillbirths. For the Series, AKU researchers determined the most effective interventions and their financial costs. Among their findings: providing quality care to all women delivering in facilities could prevent nearly 2 million deaths annually for less than a dollar per person.

Melinda Gates said the Series makes “a clear-cut case that a dramatic decrease in neonatal mortality is achievable.” Among the promising interventions she cited was a technique whose effectiveness AKU demonstrated in a study of 9,700 newborns.

Together, pneumonia and diarrhoea kill 2 million children annually. Led by AKU, *The Lancet* Childhood Pneumonia and Diarrhoea Series identifies 15 interventions that could eliminate three-quarters of deaths, and analyses obstacles to implementation based on consultations with hundreds of key stakeholders from 39 countries.

The Lancet Series are far from AKU’s only recent contributions to maternal and child health research. The Aga Khan University Hospital in Nairobi was one of two dozen institutions that collected data on 60,000 pregnancies as part of Intergrowth-21st. The largest collaborative global venture in perinatal health research, the project is leading to the development of new fetal and newborn growth standards that can help doctors to identify and address problems in babies early.

AKU was also one of only three developing world universities among the 42 partners that collaborated on Countdown to 2015, a global effort to track and stimulate progress toward achievement of the Millennium Development Goals.



AKU research highlights the need to increase the number of skilled birth attendants to prevent maternal and newborn deaths in developing countries. The University has been doing exactly that in East Africa, where it has educated more than 2,100 nurses and physicians.



The University's work on undernutrition has contributed to the development of the 2016–2030 Global Strategy for Women's, Children's and Adolescents' Health, and thereby to the Sustainable Development Goals that are succeeding the Millennium Development Goals.

Inspiring Action Against Undernutrition

AKU research has helped push undernutrition to the top of the global health agenda.

Support for reducing undernutrition has surged in recent years, with governments and donors pledging US\$ 23 billion to prevent malnourishment for 20 million children. The Aga Khan University has helped spark that transformation, through its contributions to *The Lancet's* seminal Maternal and Child Nutrition Series of 2008 and 2013, which highlighted the lifelong consequences of poor nutrition during the first 1,000 days of life.

Undernutrition is especially prevalent in Pakistan, where the rate of stunting – being too short for one's age, the main indicator of undernutrition – has been more than 40 per cent for decades. As AKU's Dr Shehla Zaidi and fellow researchers wrote in Pakistan's *Dawn* newspaper: "Stunted height means stunted immune systems, stunted brain development and stunted overall life chances."

AKU has responded to the crisis by helping to lay the groundwork for coordinated efforts to improve nutrition nationally. In 2011, the University conducted Pakistan's first National Nutrition Survey in a decade, with the support of UNICEF and the governments of Pakistan, Australia and the United Kingdom. The survey's results garnered substantial publicity and prompted numerous calls for action. More recently, they were the subject of an in-depth analysis in *The Lancet*.

In 2013, Drs Shehla Zaidi and Zulfiqar A. Bhutta followed up on the survey by joining with researchers at the Institute of Development Studies at the University of Sussex to publish a report on *The Political Economy of Undernutrition in Pakistan*. That same year, a dozen AKU researchers contributed to an issue of the Institute's flagship publication, the *IDS Bulletin*, focused on nutrition in Pakistan. Their work highlighted the need for a multi-sectoral approach that addresses political challenges, including "the missing constituency for nutrition within the political and bureaucratic elites, civil society groups and the electorate."

The University also designed and oversaw Afghanistan's 2013 National Nutrition Survey, the country's first in a decade, providing training to data-collection teams, monitoring the survey's progress to assure the quality of the data and analysing biological samples. The results will be essential for any systematic attempt to tackle undernutrition in Afghanistan and are already being used for planning.

Promoting Early Childhood Development

UNICEF named a study by University researchers as one of the 10 most noteworthy recent child-focused studies it has funded.

Two decades of early childhood development research have shown that the first few years of life play an extraordinarily important role in determining a person's future prospects. With the launch of its Institute for Human Development in Nairobi, AKU is poised to make a significant contribution to this burgeoning field, whose ability to deliver high-impact interventions at low cost makes it a priority for the developing world.

"Early childhood development has the potential to transform countless lives and communities," Institute Director Kofi Marfo said. "But 90 per cent of what we know comes from the 10 per cent of the world's population that lives in wealthy countries. There is a huge need to develop research and capacity relevant to the majority of humanity."

Early childhood development (ECD) considers the effect of health, nutrition, play and social interaction on cognitive, linguistic, social and emotional skills.

AKU has already demonstrated leadership in the field. UNICEF named a major study by Dr Aisha Yousafzai and four University colleagues as one of its 10 most important child-focused studies. Involving nearly 1,500 children in Sindh province, the three-year randomized control study found that using government Lady Health Workers (LHWs) to teach parents to engage in developmentally appropriate play with their children yielded substantial benefits at low cost. Because the LHW programme reaches 60 per cent of the population, that means Pakistan could enhance the lives of millions of children through an existing government programme with few changes.

"It made a real difference in the capacity of young children to learn, develop social skills and solve everyday problems," Dr Yousafzai said.

With the financial support of the Government of Canada and Aga Khan Foundation Canada, the Institute is pursuing a number of ECD studies as part of a partnership with Canadian universities. The early childhood education landscape in Tanzania, child care for working parents in Kenya and early literacy and school readiness in Pakistan are among the subjects researchers are exploring.

"This is an exciting time in early childhood development, and there's no better place to work toward fulfilling its promise than AKU," Marfo said.



Children at Rahma Nursery School in Mombasa, Kenya, part of the Aga Khan Foundation's Madrasa Early Childhood Development Programme. The University's central position within the Aga Khan Development Network gives it exceptional opportunities to blend theory and practice in early childhood development.



A system for tracking traffic injuries in Karachi established by the University as part of its trauma and injury research programme yielded data that has been used by municipal authorities and hospitals to advance accident prevention and injury treatment.

Uncovering a Neglected Epidemic

A study by AKU faculty members was selected as one of the most important published in the field of global emergency medicine research in 2013.

Though injuries kill as many people as HIV/AIDS, malaria and tuberculosis combined, in most developing countries they constitute a neglected epidemic. Pakistan is no exception, with traffic crashes, violence, drowning, fire and poisoning among the top causes of death and disability.

Now entering its second decade, AKU's trauma and injury research programme is playing a leading role in the effort to accord injury prevention and treatment their proper place on the public health agenda, both in Pakistan and globally. With sustained support from the US National Institutes of Health's Fogarty International Center and the Johns Hopkins Bloomberg School of Public Health, AKU has developed a critical mass of researchers who are producing essential data, raising awareness and testing injury-prevention strategies.

Experts named an AKU study one of the two dozen most important pieces of global emergency medicine research published in 2013. The study, "A Child an Hour," by Drs Junaid Razzak, Uzma Rahim Khan, Nukhba Zia and Iqbal Azam, found that injury was the third-leading cause of death among children ages 1 to 5 in Pakistan.

"There is so much focus on disease, but this shows we can't neglect injury," Dr Khan said.

AKU researchers have also created one of the few systems for tracking traffic injuries in a low-income country. Working with four other hospitals in Karachi, they established round-the-clock data collection starting in 2006. As a result, several hospitals took steps to improve care and invest in new equipment; the city government installed pedestrian bridges, streetlights and traffic-calming devices at crash-prone sites; and campaigns were launched to increase helmet use and reduce speeding.

Today, faculty members are beginning to test injury-reduction interventions. For example, researchers from AKU and Johns Hopkins are exploring ways to deliver information in low-income neighbourhoods to reduce the presence of household injury hazards.

"We're looking for simple, cost-effective ways of making a difference," Dr Khan said.

Sparking Dialogues that Make a Difference

“We want to give East Africans from all backgrounds a voice, and get everyone thinking about how we can work toward common goals.”

EAI Director Alex Awiti

AKU’s new Nairobi-based East African Institute launched its first major project in 2014, aiming to help the region deal with issues related to youth, urbanization, urban food systems, economic growth and inequality and the oil, gas and mining industries by fostering evidence-based and inclusive dialogue.

Supported by funding from the Ford Foundation, the Rockefeller Foundation, Aga Khan Foundation Canada and Canada’s International Development Research Centre, the Institute’s Dialogue Series kicked off with a focus on young people ages 18 to 35 – a critical area given East Africa’s exceptionally large youth population.

First, EAI commissioned a survey of young people in Tanzania, Kenya, Uganda, Rwanda and Burundi. Then it gathered 200 young people involved with youth initiatives and organizations from across the region to discuss the findings. Next, the Institute plans to release the data to the public and organize discussion forums in each country, followed by a dialogue with regional policymakers and experts in the capital of the East African Community, Arusha, Tanzania.

“Our goal is to develop and distribute data and evidence and stimulate productive conversations,” said EAI Director Alex Awiti. “We want to give East Africans from all backgrounds a voice, and get everyone thinking about how we can work toward common goals.”

In the case of urbanization, the Institute will investigate how community-level perspectives on issues such as security and waste removal can inform higher-level planning. In tackling the question of how East Africa can avoid the so-called “resource curse,” the Institute is working with both the extractive industry and with residents of Kenya’s oil-rich Turkana region. And as it investigates ways to reduce hunger in East Africa’s booming cities, the Institute is collecting evidence on food prices, accessibility and quality in Nairobi, and advising the county government on fostering agricultural activity within city limits.

“The East African Institute can be a thought leader in East Africa,” Awiti said. “This is just the first step.”



The East African Institute gathered 200 young people ages 18 to 35 in Nairobi for an innovative discussion of issues such as identity, ethics and political engagement, in which participants acted out key opinions revealed by a survey of 6,000 young people from across East Africa.



A woman casts a vote in Tunisia's 2014 presidential election. In a time of extraordinary change and turmoil, the University's Institute for the Study of Muslim Civilisations is exploring the origins and changing meaning of key governance-related concepts in the Muslim world.

Exploring Governance in Muslim Contexts

The Institute for the Study of Muslim Civilisations brought together scholars from 16 countries and five continents to assist with the development of its governance project.

How can Muslim societies develop political systems that promote public welfare, achieve popular legitimacy and recognize minority rights in a time marked by heated debates over tradition, religion and modernity?

AKU's Institute for the Study of Muslim Civilisations in London is tackling such questions through a new research project dubbed Governance for the Public Good in Muslim Contexts. The project aims to stimulate governance-related research and discussion among academics, non-governmental organizations, policymakers, the media and publics within and beyond the Muslim world.

"We want to clarify crucial concepts and issues that are widely discussed in the Muslim world but often ill-defined or understood in radically different ways," said project leader Abdou Filali-Ansary. "Clarity may seem a small thing, but it can be of tremendous value."

In 2014, the project organized seminars on constitutional change in the Arab world; multiculturalism and minority rights; and notions of an "Islamic alternative" to the modern state. In 2015–2016, seminars are focusing on gender and governance. Still to come is a two-volume *Companion to Governance in Muslim Contexts* and an online database of governance research and initiatives focused on the Muslim world.

ISMC's approach reflects input gathered during workshops that brought together scholars from 16 countries and five continents, ranging from the president of Tunisia's constitutional reform commission to noted Canadian political philosopher Will Kymlicka. More recently, the project organized an interdisciplinary workshop in Morocco on the governance of water resources. In addition, a number of books recently or soon to be published by ISMC through its partnerships with various academic presses speak to the Governance project's theme. These include an English translation of Baudouin Dupret's *Sharia: The Multiple Realities of Islamic Law*, a short paperback aimed at a wide audience, extracts from which Filali-Ansary hopes can be published throughout the Muslim world.

"It's very important that our reach goes beyond academic communities to leaders and the general public," he said.

A member of the Postgraduate Medical Education Programme Class of 2014 beams with excitement on convocation day in Nairobi. The programme produces badly needed specialists in nine disciplines, ranging from obstetrics and gynaecology to surgery and radiology.



Milestones, firsts, awards and achievements – 2013–2014 was filled with them. It was a time in which the University took significant steps toward fulfilling its Chancellor’s vision of an institution “on the frontiers of scientific and humanistic knowledge, radiating intelligence and confidence.”



Canadian Support Boosts Education

AKU's Institutes for Educational Development are working to improve education for hundreds of thousands of primary school students in Pakistan and pre-primary and primary school students in East Africa under major grants from the Government of Canada and Aga Khan Foundation Canada. In Pakistan, the Institute is taking a comprehensive approach that includes training teachers, head teachers, teacher educators, government administrators, parents and community leaders; undertaking research; and working with policymakers to prompt key reforms. Across Sindh and Balochistan provinces, 1,650 schools have been reached, and nearly half of the 14,000 individuals who have received training are women. In East Africa, the Institute is participating in a similarly wide-ranging project to improve learning in marginalized communities of southern Tanzania, Uganda's West Nile region and coastal Kenya, together with the Aga Khan Foundation, Aga Khan Education Services and the Aga Khan Academy in Mombasa.



Examination Board Alumni Achieve Success

A survey of 1,093 graduates from schools working with AKU's Examination Board found 82 per cent had been accepted to university. The Board is playing a leading role in improving middle school and secondary school education in Pakistan, by providing learning materials, syllabi, teacher training and year-end certification examinations that reward critical thinking and problem solving. Graduates have been admitted to top universities across Pakistan and abroad, including Lahore University of Management Sciences, the University of Toronto, Mount Holyoke College (USA) and Hong Kong University of Science & Technology.



AKUH in Nairobi Achieves Elite Standard

The Aga Khan University Hospital in Nairobi received accreditation by the US-based Joint Commission International, whose seal of approval is considered the gold standard in global health care quality assurance. It is now one of only two hospitals in sub-Saharan Africa to have earned JCI accreditation, and the only one in East Africa. With both AKUH in Nairobi and AKUH in Karachi having received JCI accreditation, the University has accomplished the rare feat of operating teaching hospitals on two continents that meet the highest international standards of patient safety and quality of care. JCI's extensive audit process covers more than 1,200 quality elements, ranging from physician and staff qualifications to infection control, and including facility and equipment safety and maintenance.



Patient Welfare Programme Sets Record

AKU is dedicated to the principle that everyone deserves to have access to quality health care, regardless of their income. The University Hospitals' Patient Welfare Programmes provided a record subsidy to patients unable to pay for treatment in 2014, dispensing US\$ 11.4 million. To date, the programmes have assisted 1.1 million patients with a total of US\$ 89.4 million. In many cases, the programmes make the difference between permanent disability and good health, or between life and death.



Milestone Heart Surgery

A team of doctors at the Aga Khan University Hospital's Heart and Cancer Centre in Nairobi became the first in sub-Saharan Africa outside of South Africa to perform a form of heart surgery that eliminates the need for risky open-heart surgery by approaching the heart via an incision made in the groin. The procedure – a transcatheter aortic valve implantation – has been described as one of the most important recent advances in cardiovascular care. It allows a patient to return home in a matter of days and is associated with improved survival rates and quality of life for patients for whom an open-heart operation is high risk.



Midwives Ready to Aid Mothers, Babies

Less than half of mothers in Pakistan deliver their babies with a skilled birth attendant present. In 2014, AKU graduated the first university-trained midwives in Pakistan and the first midwives educated in accordance with the global standards set by the International Confederation of Midwives. With their Post-RM Bachelor of Science in Midwifery in hand, these women will provide comprehensive, life-saving care from pre-pregnancy to post-delivery, including family planning. Midwives trained to international standards can provide almost 90 per cent of the care that mothers and newborns need, and investing in midwifery education can yield a 16-fold return on investment, making it a primary health care “best buy.”



Free Health Clinics Benefit Thousands

AKU held more than 140 free community medical clinics attended by more than 30,000 individuals in 2014. Ultrasound scans for pregnant women have provided critical information on fetal health, screening has led to the early detection of breast cancer, deworming for children has helped put them back on the path to healthy development, eye examinations have led to treatment to prevent serious sight impairment and health education has prepared adolescents to navigate one of life's most difficult periods.



Conjoined Twins Separated

The first surgical separation of conjoined twins at the Aga Khan University Hospital in Karachi occurred in December 2014 when doctors divided three-and-a-half-month-old girls who were joined at the abdomen and shared a liver. Planning for the seven-hour procedure took six weeks and involved 45 paediatric surgeons, radiologists, cardiologists, anaesthetists, nurses and technicians. A generous subsidy from the hospital's Patient Welfare Programme covered most of the cost of the surgery.

An architect's rendering of the future Graduate Professional Education Centre in Nairobi, which will house the Graduate Schools of Media and Communications (GSMC); Leadership and Management; and Hospitality, Leisure and Tourism. Germany's Federal Ministry for Economic Cooperation and Development (BMZ), through KfW, the German development bank, is supporting construction of the building as part of a €14 million grant for GSMC.



Aiming to help create informed publics able to pursue social, economic and political development in an inclusive manner, the University launched the Graduate School of Media and Communications in Nairobi – the first of seven Graduate Professional Schools and a sign of AKU's commitment to becoming a comprehensive university.

World-Class Graduate Professional Education

“The course was an eye opener. I’ve gone from wading through a mass of text and numbers blindly to now asking reporters pointed questions.”

Juliet Nabwire, sub-editor,
The East African

The mission of the Graduate Professional Schools is to develop cadres of highly competent professionals with the ethical practice, leadership skills, entrepreneurial drive and broad perspective needed to launch new enterprises, increase the effectiveness of established institutions and create society-wide environments that enable success.

The Graduate School of Media and Communications (GSMC) is contributing to this vision by fostering an independent, socially diverse and responsible media and communications sector. Led by Founding Dean Michael Meyer – former *Newsweek* bureau chief and communications director for UN Secretary-General Ban Ki-moon – GSMC has brought journalists from the *Financial Times*, the BBC, CNN, the Standard Media Group and the *Business Daily* of Kenya to its state-of-the-art Nairobi headquarters to teach its first Professional Development short courses for practicing reporters and editors.

A five-day course provided journalists with a global perspective on the energy and mining industries, preparing them to help the region avoid the so-called “resource curse.” The instructors were Michael Peel of the *Financial Times*, author of *A Swamp Full of Dollars: Pipelines and Paramilitaries at Nigeria’s Oil Frontier*, and Jenny Luesby, formerly of the Economist Intelligence Unit, the BBC and the *Financial Times*. A three-day course led by Peel and David Ohito, digital editor of the Standard Media Group, taught journalists how to use smartphones to shoot and edit high-quality video. And Andrew Tkach, former lead producer for Christiane Amanpour of CNN, taught a week-long class on documentary filmmaking.

“The response to GSMC has been outstanding,” Meyer said. “Newspapers, TV stations, radio stations and online outlets are eager to work with us. And journalists are giving our courses extremely positive reviews.”

Juliet Nabwire, a sub-editor with *The East African*, took a course in advanced sub-editing at GSMC, and has found it particularly beneficial when editing financial stories. “I’m using what I learned every day,” she said.

Other Professional Development courses have covered everything from story-gathering and editing techniques to data mining. Future courses will also serve communications professionals with coverage of subjects ranging from crisis management to social media marketing. Heading the Professional



The Graduate School of Media and Communications provides working reporters and editors with short courses taught by expert journalists from leading media organizations. It is preparing to launch an MA in Digital Journalism and an Executive Master in Media Leadership and Innovation.



The Graduate School of Media and Communications' radio broadcasting facilities in Nairobi. While internet access and mobile phone usage are increasing rapidly across Africa, more people get their news from radio than any other medium.

The Graduate Professional Schools will feature outstanding faculty from around the world and a practice-based approach to learning that prepares graduates for real-world challenges.

Development programme is Stephen Buckley, former Africa bureau chief for the *Washington Post* and publisher and managing editor of the *St. Petersburg Times* (USA). The programme will also benefit from a partnership with DW Akademie, the media development division of Germany's international broadcaster, Deutsche Welle.

"Better media and communications can transform East Africa on so many levels," Buckley said. "To get there, we're offering opportunities to learn from the best – both bedrock skills such as interviewing and fact-checking, and new media skills."

Still to come is the launch of the MA in Digital Journalism and the Executive Master in Media Leadership and Innovation. The MA will prepare journalists to seize on the many opportunities of the digital era, provide sophisticated coverage of key beats such as business and finance and uphold the highest ethical standards. The Executive Master's degree is designed to address the needs of developing-world media and communications companies in an era of rapid global change, through a curriculum taught by leading East African and international executives and scholars.

In the years ahead, Media and Communications will be joined by Graduate Schools of Hospitality, Leisure and Tourism; Architecture and Human Settlements; Law; Government, Public Policy and Civil Society; Economic Growth and Development; and Leadership and Management.

Reflecting the Schools' shared goal of developing leaders, the School of Leadership and Management will function as a hub that connects with each of the Schools, while offering its own unique programmes to develop skilled managers for business and nonprofit enterprises. Hospitality, Leisure and Tourism will address hotel management and the tourism industry as a whole, including public policy, infrastructure and cultural assets. Architecture and Human Settlements will build design and planning capacity and professional practice, emphasizing aesthetics, functionality and cultural sensitivity. Government, Public Policy and Civil Society will prepare professionals to formulate and implement public and social policy in developing societies. Law will include a focus on constitutions, international law, dispute resolution, intellectual and real property and capital markets. Economic Growth and Development will respond to the need for knowledge and human capacity in industries of importance for East African and other developing economies.

The Schools will possess a number of common features. While being deeply rooted in their local contexts in East Africa and South/Central Asia, they will be connected to world-class institutions and practitioners abroad. To ensure that graduates are prepared to meet real-world challenges, pedagogy will be practice-based and utilize the case method. They will provide strong support for student and faculty research. To foster lifelong learning, the Schools will serve individuals at all stages of their careers. They will also draw on the Aga Khan Development Network's long experience in the not-for-profit and business sectors, while helping it to build capacity.

"The Graduate School of Media and Communications is off to a strong start, and with it the plan for AKU's Graduate Professional Schools," Meyer said.



A student makes a presentation to her classmates in Balochistan. As part of a multi-faceted, six-year project to improve primary education in Pakistan, the University has increased teachers' use of interactive learning methods. The project is funded by the Government of Canada and Aga Khan Foundation Canada.

Thank you.

You responded with extraordinary enthusiasm and generosity when we shared our plans to serve more people, provide scholarships for deserving students, enhance quality, boost research capacity, expand our campuses and grow into a comprehensive university. We celebrate your support and all that it is making possible.

Investing in Excellence with Your Support

The University received donation pledges totalling US\$ 57.9 million in 2013–2014, including its largest private donation (US\$ 20 million, the Hashoo Foundation), largest individual alumni donation (US\$ 2.5 million, Dr Aymna Sultan and Mohamed Sultan) and largest alumni class donation (US\$ 500,000, Medical College Class of 1988). Recently, it received a C\$ 1 million gift from entrepreneur Ross Beaty of Canada to support environmental journalism in East Africa. In addition, a donor who wishes to remain anonymous has pledged US\$ 10 million for development of the Faculty of Arts and Sciences campus in Arusha, Tanzania.

The University's Stadium Road Campus Capital Campaign exceeded its target, attracting pledges of US\$ 27.6 million from 114 donors. Their investment is increasing the availability of high-quality health care and underwriting research aimed at solving pressing public health problems facing the developing world. The campaign is making possible the expansion of neonatal and paediatric intensive care services, purchase of advanced diagnostic equipment, completion of cutting-edge operating rooms and the construction of the Matiari Research and Training Centre in Sindh province to allow researchers to identify ways to improve the health of vulnerable mothers and children. It also raised funds for the Centre of Excellence for Cardiac Sciences to expand access to cardiac care and provide space for research.

In addition, the University secured US\$ 123.8 million in grants and loans. Loans for Stadium Road capital projects were received from the US government's Overseas Private Investment Corporation (US\$ 30 million) and from Agence Française de Développement (US\$ 16 million). Future additions to the campus include the New Private Wing and the Centre of Excellence for Maternal and Child Health, which will integrate clinical services, research and education.

The University continues to benefit from the support of the Government of Canada – AKU's largest source of funding after its Chancellor. Germany's Federal Ministry for Economic Cooperation and Development (BMZ), through KfW, the German development bank, is providing a €14 million grant for the Graduate School of Media and Communications and a €17.2 million grant for the School of Nursing and Midwifery, East Africa. In Afghanistan, the Government of France joined AKDN and La Chaîne de l'Espoir to build the Women's Wing at the AKU-managed French Medical Institute for Children. The Government of Australia's support of AKU is detailed on page 12.

AKU is enormously grateful to all of its supporters. It is especially indebted to its Chancellor, His Highness the Aga Khan, whose unwavering vision and generosity launched the University more than 30 years ago and have sustained it ever since.

Thanks to the generosity of its financial supporters, the University is educating more students and impacting more lives in more places than ever before.

The new 80,000-square-foot, donor-funded Centre for Innovation in Medical Education features state-of-the-art technology to allow health professionals to safely hone critical skills before practicing on patients.





At the Aga Khan University Hospital in Karachi, the Neonatal Intensive Care Unit was doubled in size to 24 beds with the help of a US\$ 1.9 million gift from English Biscuit Manufacturers (Pvt.) Limited. With a severe shortage of neonatal intensive care beds in Pakistan, the expansion will help save the lives of numerous premature and critically ill babies.

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Cooperation and Development
(BMZ), Germany
Ford Foundation
Gesellschaft für Internationale
Zusammenarbeit (GIZ), Germany
Government of Afghanistan
Government of Canada
Government of France
Government of Uganda
Government of Zanzibar
Grand Challenges Canada
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Research Centre
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Agency
Johnson & Johnson
Kreditanstalt für Wiederaufbau (KfW),
Germany
Lundin Foundation
La Chaîne de l'Espoir
National Institutes of Health,
Fogarty International Center (USA)
Netherlands Organization for
International Development
Cooperation
Norwegian Agency for
Development Cooperation
Overseas Private Investment
Corporation (USA)
Rockefeller Foundation
Room to Read
Roshan Telecom

Rotary Foundation
Swedish International Development
Cooperation Agency
The World Bank
United Nations Children's Fund (UNICEF)
United Nations Development
Programme
United Nations Educational, Scientific
and Cultural Organization (UNESCO)
United Nations Population Fund
United States Agency for International
Development
World Health Organization

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Red River College (Canada)
Simon Fraser University
University of Alberta
University of British Columbia
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University of the Fraser Valley (Canada)
University of Oxford
University of Toronto
University of Victoria



The background image shows a modern building with a reddish-brown facade and large windows with decorative grilles. In the foreground, there is a courtyard with lush green trees and a long, narrow water feature with a stone edge and small lights. The scene is lit with warm, golden light, suggesting dusk or dawn.

12,347

Alumni

30,000+

Teachers educated and trained

1.75 m

Total patient visits in 2014

66%

of AKU students are women

33%

The percentage of what it costs to educate a student covered by tuition. The rest is paid by the University and its donors.

\$46 m

Total investment in research, 2013-2014 (USD)

\$91.9 m

The amount secured for campus expansions and new buildings in 2013-2014 (USD)

1.1 m

The number of needy patients provided subsidized health care by AKU since 1986



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Board of Trustees

1 His Highness the Aga Khan
Chancellor

2 Princess Zahra Aga Khan
Member, Aga Khan Development Network Board of Directors

Princess Zahra is a Member of the Board of Directors of the Aga Khan Development Network. She has policy and management responsibility for the Health, Education, and Planning and Building Services Companies of the AKDN and their institutions, working in more than a dozen countries in the developing world. She is also involved at the strategic level with other agencies of the AKDN, working in the areas of social and economic development. She sits on the Boards of the Aga Khan Agency for Microfinance and of the Global Centre for Pluralism. Princess Zahra attended Le Rosey School in Switzerland and received her undergraduate degree cum laude in Development Studies from Harvard University. She joined the AKU Board in 2003.

3 Dr Haile T. Debas
Founding Executive Director, Global Health Sciences, University of California, San Francisco (UCSF)

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



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4 Dr Phillip Clay

Former Chancellor, Massachusetts Institute of Technology

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

5 Dr C. David Naylor, OC

Professor of Medicine and President Emeritus, University of Toronto

From 2005 to 2013, Dr Naylor was President of the University of Toronto, where he was previously Dean of Medicine and Vice Provost for Relations with Health Care Institutions.

He received his MD from the University of Toronto and DPhil in the Faculty of Social and Administrative Studies at Oxford University, where he studied as a Rhodes Scholar. He is the co-author of approximately 300 scholarly publications. He has been a high-level policy advisor to governments in Canada and abroad for 25 years, and is the recipient of various national and international awards for excellence in research and leadership. He was appointed an Officer of the Order of Canada in 2006. He joined the AKU Board in 2013.

6 Dr Roderick D. Fraser, OC

President Emeritus, University of Alberta

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

7 Mr Naguib Kheraj

Senior Independent Director, Standard Chartered Group, and Former Vice Chairman, Barclays Bank

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

8 Mr Yusuf Habib Keshavjee

Chairman, White Rose Group of Companies

Mr Keshavjee, formerly Chairman of the Aga Khan Foundation East Africa, brings to the AKU Board a wealth of experience from East Africa's private, government and civil society sectors. He is a cofounder of Honey Care Africa Ltd., a groundbreaking social enterprise, and acted as an advisor on social enterprises to the World Bank. Mr Keshavjee completed a BSc (Hons) in Economics from the London School of Economics and the Executive Management Programme at Harvard Business School. He was honoured in 2005 with a Head of State's Commendation for exemplary service to Kenya.

9 Mr Rafiuddin Zakir Mahmood

Former CEO, Habib Bank

Mr Mahmood served as CEO of Habib Bank Ltd., Pakistan's largest bank, for nearly 13 years. Previously he held senior positions internationally with Bank of America and Crédit Agricole, France. Mr Mahmood has served as Chairman of Habib Bank UK and is Chairman of KICB Bank in Kyrgyzstan. He is a director of DTB Bank Kenya, Jubilee General Insurance and Jubilee Life Insurance and Co-President of the Pakistan-France Business Council. He has served on several Government of Pakistan Commissions. Mr Mahmood has been awarded the Sitara-e-Imtiaz by

Pakistan and Chevalier de l'Ordre National du Mérite by France. He holds graduate degrees in Business Administration and Engineering from the University of California, Los Angeles. He joined the AKU Board in 2013.

10 Mr Munnawar Hamid, OBE

Chairman, Linde Pakistan

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

11 Mr Firoz Rasul

President and CEO, The Aga Khan University



Dr Afaf Ibrahim Meleis

Professor of Nursing and Sociology, University of Pennsylvania

An internationally renowned nurse scientist and medical sociologist, Dr Meleis was Margaret Bond Simon Dean of Nursing at the University of Pennsylvania and Director of the School's WHO Collaborating Center for Nursing and Midwifery Leadership from 2002 through 2014. This followed her 34-year tenure as Professor at the University of California, San Francisco. She is the author of 50 chapters, seven books and more than 180 articles published in peer reviewed, interdisciplinary and international journals. A member of the Institute of Medicine, she co-chaired its Global Forum on Innovation in Health Professional Education. She also co-chaired the Harvard-Penn-Lancet Commission on Women and Health.



Dr Calestous Juma

Professor of the Practice of International Development, Harvard Kennedy School of Government

Dr Juma is Professor of the Practice of International Development and Director of the Science, Technology and Globalization Project at the Belfer Center for Science and International Affairs at Harvard Kennedy School. He is Faculty Chair of the Mid-Career Master Mason Fellows Program. He also directs the School's agricultural and health innovation in Africa projects, funded by the Bill & Melinda Gates Foundation. An internationally recognized authority on the application of science and technology to sustainable development, he provides high-level policy advice to governments and international organizations.



Dr J. Robert Buchanan

Former Professor of Medicine and Dean, Cornell Medical College, and General Director (CEO) of Massachusetts General Hospital

A leader in medical education and health care administration, Dr Buchanan was Professor of Medicine at Harvard University, President of Michael Reese Hospital and Professor of Medicine at the University of Chicago. He is a founding Trustee of AKU.

Recent Trustees

Mr Robert H. Edwards

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

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

12 Mr Guillaume de Spoelberch

Member, Board of Directors, Aga Khan Foundation

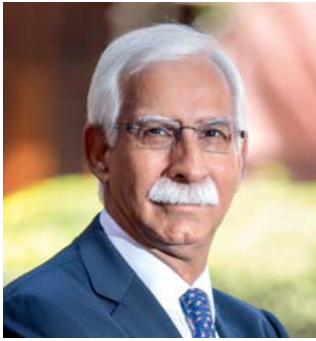
As a founding Trustee of the Aga Khan University, Mr Spoelberch served on the Board from 1985 to 2006. Having studied at Princeton University, Harvard University, the University of Cape Town and the London School of Economics, he joined the UN Special Fund as Assistant to the Managing Director before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

His Excellency Benjamin William Mkapa

President of the United Republic of Tanzania, 1995–2005

H.E. Benjamin Mkapa has been involved in conflict prevention, management and resolution in the Great Lakes Region of Africa, and has been an active player in regional economic cooperation. He is the founder of the Benjamin W. Mkapa HIV/AIDS Foundation. He holds a BA from Makerere University, Uganda, and a Master of International Relations from Columbia University, USA. He served as a Trustee of AKU from 2007 to 2011.

Executive Team



Mr Firoz Rasul

President and Chief Executive Officer

Mr Rasul joined AKU in 2006. From 1988 to 2003, he was President and CEO of Ballard Power Systems, a world leader in fuel cell technology. He has served on the Board of Governors of the University of British Columbia and as President of the Aga Khan Council for Canada. Mr Rasul holds a Bachelor of Industrial Engineering from the University of Hertfordshire, UK, and an MBA from McGill University, Canada. In 2001, Simon Fraser University, Canada, conferred on him the degree of Doctor of Laws, honoris causa.



Ms Carol Ariano

Vice President, Human Resources

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



Mr Al-Karim Haji

Vice President, Finance and Chief Financial Officer

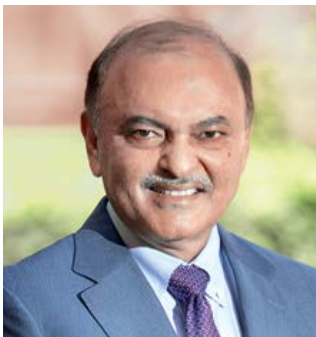
Mr Haji joined AKU in 2002. A Canadian chartered accountant, he is a member of the Aga Khan Development Network Endowment Investment Committee. Previously, Mr Haji was the Principal of his own corporate finance firm, Intercontinental Capital Corporation, and Vice President of Deloitte & Touche Corporate Finance Canada, Inc. He holds a Bachelor of Commerce from the University of British Columbia Sauder School of Business.



Dr Greg Moran

Provost

Dr Moran served as Provost from 2011 to mid-2015. Since 1977, he had been a faculty member at Western University, Canada, and has been a full Professor since 1992. He also has held a number of administrative positions, including Chair of the Department of Psychology, Dean of Graduate Studies, Provost and Vice-President (Academic) and twice Acting President. Dr Moran obtained his undergraduate degree in Psychology from McGill University, Canada, and his graduate degrees from Dalhousie University, Canada.



Mr Salim Hasham

Vice President, Health Services

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

In Memoriam



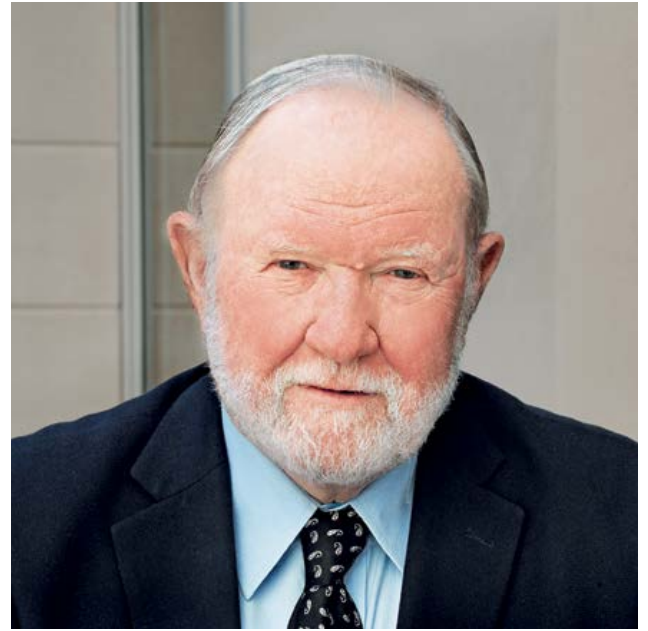
Ambassador Saidullah Khan Dehlavi (1941-2014)

Ambassador Dehlavi, Chairman of the AKU Board of Trustees, passed away on February 4, 2014, in Karachi at the age of 72.

Ambassador Dehlavi demonstrated an unequivocal commitment to the vision and mission of AKU. He helped move forward several AKU initiatives, particularly the Faculty of Arts and Sciences, Karachi. Throughout his tenure, he took a special interest in ensuring that the University continued to encourage pluralism in all its endeavours and in assisting less privileged students in receiving the support they needed to succeed.

Ambassador Dehlavi became a member of the Board in 2000 and Chairman in 2001. A career diplomat, he retired in 2001 as Pakistan's Ambassador to the European Union, having served as Ambassador to France and as Permanent Delegate to UNESCO in Paris. He was also Ambassador to Switzerland, the Vatican, Yugoslavia, Albania and Ireland. His decorations include the Légion d'honneur from France.

In remembering Ambassador Dehlavi, we celebrate the immense contribution he made to the development of AKU, and we draw strength from his deep belief in the value of pluralism.



Dr Tom Kessinger (1941-2014)

Dr Kessinger, a Member of the AKU Board of Trustees since 2008, passed away on July 4, 2014, at the age of 73.

Dr Kessinger began his career as an academic, earning his PhD at the University of Chicago and teaching South Asian history at the University of Virginia and the University of Pennsylvania. He then joined the Ford Foundation, where he was the foundation's representative for Southeast Asia, based in Jakarta, Indonesia, and later for South Asia, based in New Delhi, India. He left the Ford Foundation to become President of Haverford College, his alma mater, where he served for eight years.

Dr Kessinger's involvement with the Aga Khan Development Network dated to 1996, when he became General Manager of the Aga Khan Trust for Culture. For 10 years, beginning in 2002, he was General Manager of the Aga Khan Foundation. As chairman of the AKU Board's Resource Development Committee, Dr Kessinger helped to establish a permanent fundraising programme within the University to assure its continuing vitality. His insights regarding the need for AKU's governance to evolve as the University expanded internationally, and into the complexity of quality assurance across campuses, were invaluable.

FINANCIAL HIGHLIGHTS



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

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

The University significantly subsidizes the cost of tuition. Tuition fees are set, on average, at one third of the actual cost. This means that, on average, every student receives a 67 per cent tuition fee subsidy. In 2014, the aggregate tuition fee subsidy provided by the University was US\$ 21.1 million (2013: US\$ 23.3 million). It is becoming increasingly challenging to provide high levels of subsidy given devaluating currencies and rising inflation in the countries where the University operates.

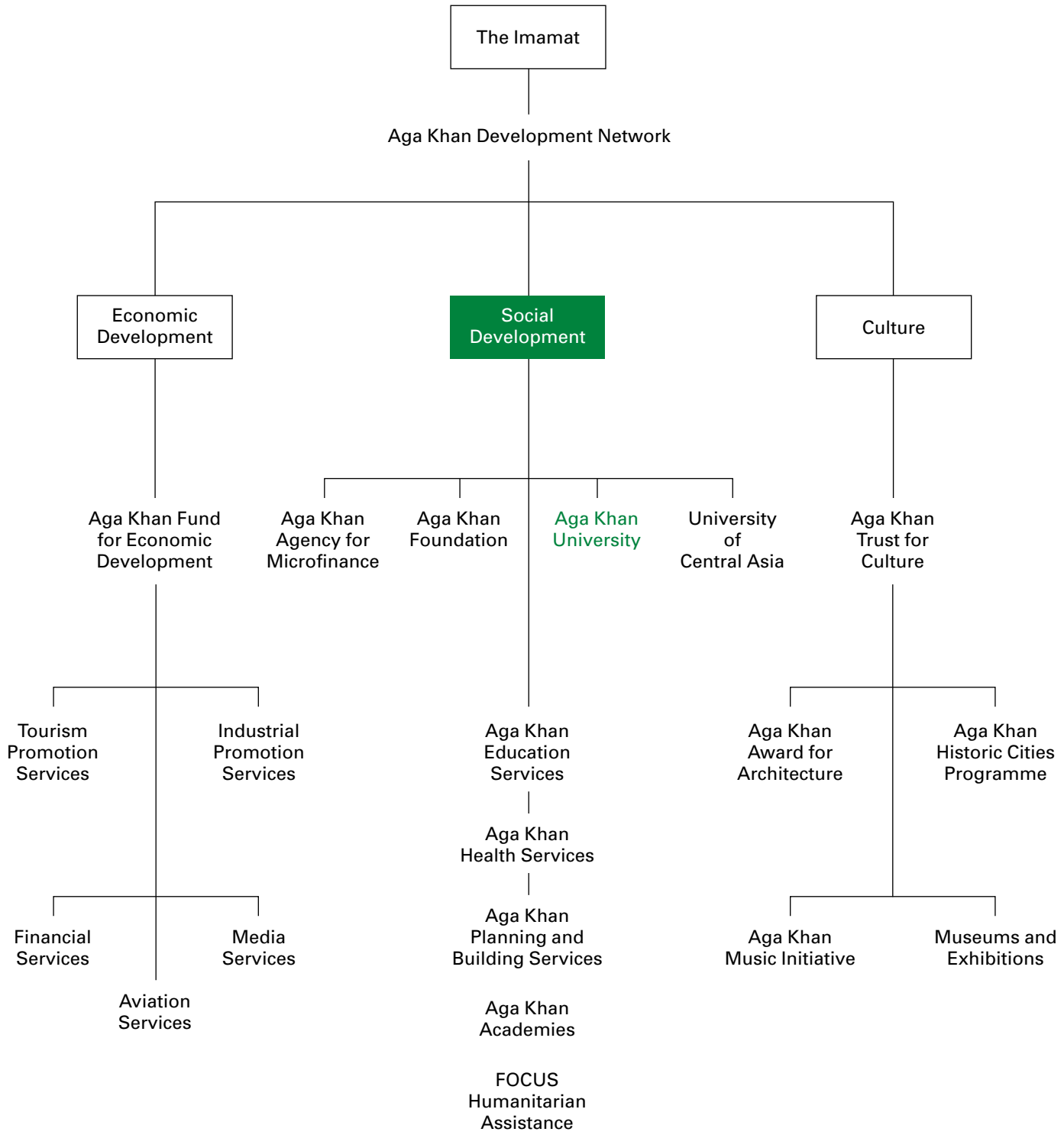
In addition, AKU offers a generous financial aid programme, supporting students with a demonstrated financial need with grant assistance and interest-free loans. To date, over US\$ 26.9 million has been provided. In 2014, US\$ 4.7 million was provided, including US\$ 3.3 million in grants and US\$ 1.4 million in interest-free loans. In 2013, US\$ 2.6 million was provided, US\$ 1.2 million in grants and US\$ 1.4 million in interest-free loans.

The principle of access is equally important for the University Hospitals. Patients in need of treatment but unable to pay receive assistance through the Hospitals' Patient Welfare Programmes. Since 1986, they have assisted over 1.1 million patients, providing US\$ 89.4 million in support, of which US\$ 11.4 million was provided in 2014, an increase from US\$ 9 million in 2013. In spite of challenging economic environments, the University continues to ensure access to world-class health services for those who cannot afford it.

The University Hospital in Karachi also provides a significant subsidy on all general ward beds as well as the clinics at the Community Health Centre. The University Hospital in Nairobi offers many free clinics to those in need.

Consolidated Financial Performance	2014 (US\$ in millions)	2013 (US\$ in millions)
Income		
Hospital Revenues	291	248
Patient Welfare	(11)	(9)
Tuition Fees	10	8
Financial Aid – Grants to Students*	(3)	(1)
Research Grants	16	15
Programmatic Grants	7	7
Donations	17	14
Endowment Income	10	9
Other Income	37	31
Total Income	374	322
Operating Expenses		
Faculty and Staff	176	151
Medical, Surgical and Other Supplies	79	69
Other Operating Expenses	77	68
Total Operating Expenses	332	288
Investment in Capital Equipment	16	20
Investment in Facilities	29	29
Total Expenditure	377	337
Shortfall of Income over Expenditure	(3)	(15)
Funding from the Chancellor, His Highness the Aga Khan	9	10
Increase / (Decrease) in Reserve	6	(5)

* Financial Aid consists of Grants-in-Aid/Remission provided to students. Details on interest-free loans to students appear on page 66.



Photos: Anya Campbell, Asad Faruqi, Ayesha Vellani, Aziz Ahmad Sidiqi, Gary Otte, Hakimsons, Jennifer Huxta, Fahim Siddiqui, Georgina Goodwin, Gwenn Dubourthoumieu, Jjumba Martin, Kashif Dossani, Lighthouse Photography, Lucas Cuervo Moura, Massimiliano Fusari, Matteo Piazza, Mike Mania, Peter Warren, Sala Lewis, Salik Abbasi, Shajee Aijazi, Teddy Mitchener, Yasir Nisar, Zahur Ramji. Renderings: Legorreta + Legorreta.

“How can I change the way things are? It begins with a choice, the choice to acknowledge the past, to appreciate your present and to change your future. To do so, I have realized one must never stop learning, never stop asking questions. We must use every challenge that we face – and there are many – as an opportunity for progress and development. How? By engaging in further studies and research to influence how people think and to advance science in service of humanity, so that we can advocate for those in need.”



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