



e x c e l l e n c e i n
EDUCATION



A NETWORK OF ACADEMIES PROMOTING EXCELLENCE IN EDUCATION



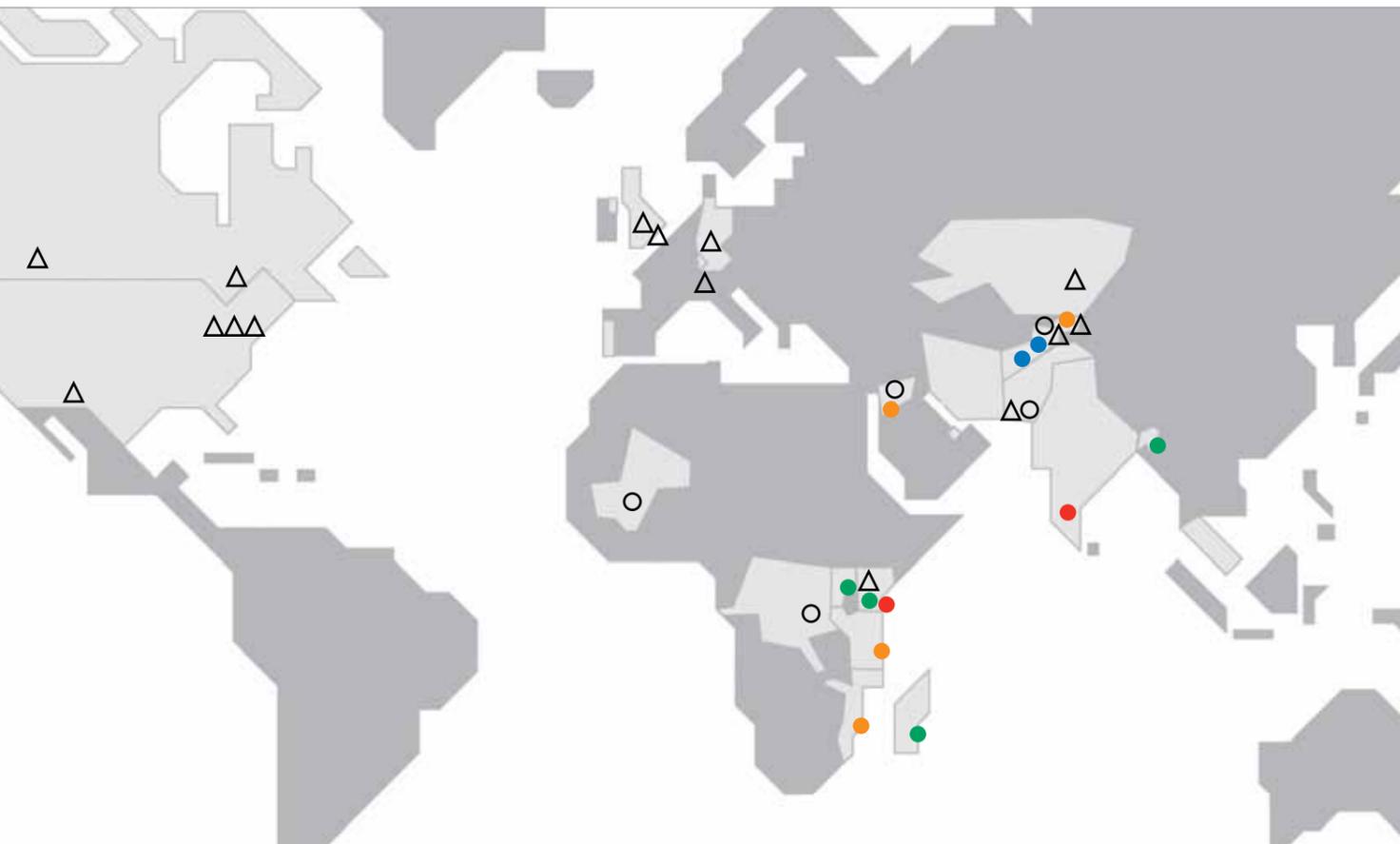
“Educating effective future leaders is a high responsibility. To do it well, we must look beyond the world which is passing from sight and turn our eyes to the uncharted world of the future. We must rise above the antiquated approaches of earlier days and instead infuse our students with what I would call three “A’s” of modern learning - the spirit of anticipation, the spirit of adaptation and the spirit of adventure. This will happen best in learning environments which are both serious and focused on the one hand, but which are also joyous and inspiring places, operating on the cutting edge of pedagogy and knowledge.

To create such environments will be the central mission of the Aga Khan Academies in the years ahead.”

HIS HIGHNESS THE AGA KHAN



ENVISAGED NETWORK OF AGA KHAN ACADEMIES



Africa

- Kinshasa, Democratic Republic of the Congo
- Mombasa, Kenya
- Nairobi, Kenya
- Antananarivo, Madagascar
- Bamako, Mali
- Maputo, Mozambique
- Dar es Salaam, Tanzania
- Kampala, Uganda

Central Asia

- Kabul, Afghanistan
- Bishkek, Kyrgyz Republic
- Dushanbe, Tajikistan
- Khorog, Tajikistan

South Asia

- Dhaka, Bangladesh
- Hyderabad, India
- Karachi, Pakistan

Middle East

- Damascus, Syria
- Salamieh, Syria

● Operating Academy ● In Construction and/or Design ● Land Acquired ● Market & Land selection studies underway ○ Future Sites

AKDN Education Partners

△ International Baccalaureate, International Academic Partnership, Phillips Academy Andover, Harvard University, Massachusetts Institute of Technology, University of Texas at Austin, University of Calgary, University of Toronto, Oxford University, Schule Schloss Salem, University of Central Asia, Aga Khan University

THE AGA KHAN ACADEMIES

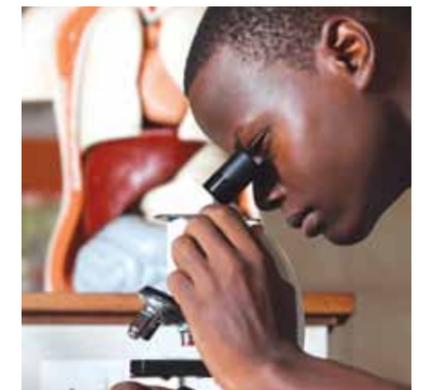
The Aga Khan Academies will form an integrated network of schools, to be located in Africa, South and Central Asia, and the Middle East, providing a rigorous international standard of education combined with structured leadership-development and service experiences from pre-primary to upper secondary levels.

The Academies aspire to develop home-grown intellectual talent of exceptional calibre – boys and girls of great integrity, understanding and generosity of spirit who will become the men and women who will be leaders of their professions and who will build and lead institutions of civil society.

The Aga Khan Academies are founded on the premise that a school must prepare a graduate not only for his or her first job, but for a life of inquiry, learning and service. Whereas rote learning may prepare students for jobs that currently exist, an Academy education goes further to teach young men and women the art and science of thinking, to prepare them to successfully grasp opportunities in a constantly changing world. Students and teachers at each Aga Khan Academy will contribute to and learn from the diverse members of this global network of Academies.

Students of promise, good character and serious intent will be selected regardless of their families' ability to pay. Educators will be selected on the basis of their commitment to the all round development of students and their own continued professional growth.

“The underlying idea of the network of Aga Khan Academies is to concentrate substantial resources on exceptional individuals – students and teachers – who have the potential to transform society.”
– Salim Bhatia, Director of the Aga Khan Academies





A RIGOROUS ACADEMIC AND LEADERSHIP-DEVELOPMENT EXPERIENCE

The educational programme of the Aga Khan Academy strives to create skilled learners and ethical leaders who will go on to the best universities anywhere in the world, pursue careers of their choice, and build and lead the institutions of civil society in their countries and across the globe. Education at the Aga Khan Academy will be enriched by unique academic, co-curricular and international travel and study programmes. The Academy network is supported by linkages with some of the most progressive schools and top tertiary institutions worldwide. These partnerships contribute to the quality of the curriculum and professional development programmes, ensuring that the Academies sustain and enhance their international standing.

“Confident attitudes to education, habits of learning, develop early in life. They are related to health and physical vitality, reinforced by steady, predictable environments of honesty, fairness and intellectual rigour.”
– His Highness The Aga Khan

The Academies will offer a broad, multidisciplinary education, centred on the International Baccalaureate (IB) programmes. The Academies will provide an education that fosters multilingualism, starting with a policy of dual-language instruction in the Junior School, with English as the lingua franca across the network of Academies combined with local language instruction at each Academy, thus bridging the global with the local. Areas of study will include traditional subjects – language and literature, foreign languages and cultures, mathematics, social sciences, the humanities (with attention on local cultures and heritage), experimental sciences, technology and the arts – as well as projects that transcend individual disciplines, where students will acquire skills in context and explore important and relevant issues. The Academies' curriculum will emphasise pluralism, ethics, global economics, the broad study of world cultures (including Muslim civilisations) and comparative systems of government.

The residential experience, characterised by learning and growth, stimulated by the constant interaction among faculty and student peers of great talent, character and leadership, will provide another significant educational advantage and greatly extend and enrich the overall educational experience. Meal times and other informal gatherings will offer opportunities for discussion, meetings, language tables and study groups. Sports and other extra-curricular and service activities will foster the development of leadership, team spirit, self-esteem and self-discipline.





INVESTING IN TEACHERS

The Aga Khan Academies have a dual mission: to provide an outstanding education to exceptional students from diverse backgrounds and to model and disseminate highly effective educational practice. One of the distinguishing features of the network of Aga Khan Academies is the Professional Development Centres (PDCs) located within each of the Academies. The PDCs will be dedicated to training new teachers to the highest standards while offering veteran teachers the opportunity to stay on the cutting edge of education through research and practice.

The PDCs will offer a broad programme of professional development for faculty and staff, including interactive learning techniques and student-centred teaching methods. In addition, the PDCs will be interconnected through state-of-the-art information technology which will allow teachers to collaborate, share best practices and teaching resources. Through similar linkages with universities across the globe, the PDCs will support faculty research aimed at creating new knowledge about teaching and learning. These programmes will be available both to the Academy's faculty and staff and to the faculties of government and other schools. The PDCs' objectives are to set a high standard of instruction at the Academies, while also deepening the pool of well-trained teachers regionally. By doing so, the PDCs aspire to raise the status of the teaching profession, thereby creating conditions for increasing numbers of talented people to be drawn to the profession.

A programme of international teacher exchanges and collaboration within the network of the Academies and with partner institutions will play an important role in the professional development of teachers, especially in terms of their own abilities to promote multi-cultural, pluralistic learning communities.

As members of a global network, students and faculty of the Aga Khan Academies will be able to simultaneously pursue two important but sometimes divergent goals. Students and faculty will come to understand and appreciate the diversity of the world, its people and cultures; yet as they move among campuses within the network, they will find the same essential values and a consistent standard of excellence in education.

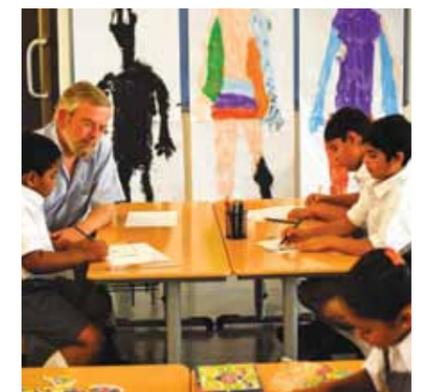
“Teaching exceptional students is wonderfully challenging and intellectually stimulating.

They challenge bright and experienced teachers to reconsider knowledge they once believed they had ‘mastered’ .”

– Peter McMurray,

Former Head of the

Aga Khan Academy, Mombasa







PLANNING THE NETWORK OF ACADEMIES

The first campus, the Aga Khan Academy in Mombasa, Kenya, was inaugurated by His Excellency Mwai Kibaki, the President of Kenya, in the presence of His Highness the Aga Khan as a day school in December 2003. Construction of the residential facilities has followed, making it possible for students from outside Mombasa to enroll. As the first Aga Khan Academy to be built, the Mombasa Academy has been a test bed for the development of the overall programme. Results have been promising. International examinations place the school in the top tier for academic performance world-wide. Students enjoy a vibrant programme of athletic and extra-curricular activities that contribute to their personal growth. Teachers and students are actively engaged with local communities through an extensive service programme – this is a cornerstone of the Academy's ethical framework. A second Academy opened in August 2011 in Hyderabad, India.

With the Mombasa campus flourishing, Hyderabad taking its first steps and foundation-stone ceremonies completed on several sites, efforts are now underway to create a critical mass in the number of campuses that will allow students and faculty to experience the benefits of this global network. These benefits will include opportunities for students to collaborate and study at another campus; faculty to teach at other campuses and, with their families, engage in new cultures; collaboration amongst faculty across the network to develop curricula and share best pedagogical practices; and the streamlining and centralising of some administrative and institutional-research functions.

Students and faculty entering an Aga Khan Academy in their home countries will be joining an exceptional and unique global learning community. Establishing that community across borders is a critical phase in the development of this programme.

Land for future Aga Khan Academies has been made available or procured in a number of countries; in others, possibilities are being actively pursued. Extensive research to understand each country's educational environment has been completed. These research studies establish a broad foundation of knowledge about each country's multi-year development plans and their human-resource capacity implications; the quality and typical career paths of the teaching force; student demographics; university entrance requirements; and the attitudes and expectations of parents and teachers towards education, including the Aga Khan Academies programme.

Concurrent with these studies and the acquisition of sites for future Academies, unique elements of the Aga Khan Academies education are also being developed, tested and refined. These include methods of identifying talented students; admissions and financial aid processes that maintain a high level of integrity; faculty selection and professional development processes that are effective; and curriculum development. Once a critical mass of campuses is operating and educational and administrative benefits are being realised across the network, the planning focus will shift to completing the full network of Academies.

“The schools that constitute this network are not a loose constellation of like-minded institutions, but rather an integrated learning community. And as particular strengths naturally emerge on individual campuses or outstanding local resources are developed, they will be shared with the entire network.”

– Salim Bhatia





ARCHITECTURE, LANDSCAPE AND CAMPUS DESIGN

A team of educational specialists from amongst the best institutions worked with Sasaki Associates of Boston, USA, to develop the principles and guidelines for campus planning. Each Aga Khan Academy campus will be designed by a renowned architect. Extensive surveying combined with topographical, geotechnical and climatic studies allow site planners and architects to optimise the use of the outstanding sites. Each campus will express its own character and reflect its own culture. The buildings and spaces of the Academy will seek to provide an aesthetically well-conceived environment conducive to reflection, to study and enjoyment within an appropriate cultural context. The campus and its facilities aspire to educate the eye of Academy students and faculty to the standard of excellence equal to the best in the world. Every building constructed, every tree planted is expected to be an expression of the overarching vision of excellence.

The Academy Building will house the Senior School library, computer and information technology labs, seminar rooms and study space, as well as the admissions and administration offices.

The academic programme at each Aga Khan Academy will be characterised by active student participation rather than passive listening and watching. Educational strategies of cooperative, project-based and interdisciplinary learning require students to move about, work in groups of various sizes and be active.

Celebration of student work through display and presentations are integral to this approach. The Commons will house the dining hall and an array of spaces for school activities. It will also serve as the Academy's main space for major school functions, including music and drama performances and public lectures.

The academic buildings of the Junior Academy will include the Nursery School (ages 3 to 5, grades K1-3) and the Primary School (ages 6 to 12, grades 1-6). The Senior School (ages 12 to 18, grades 7-12) will include classrooms, laboratories and seminar rooms arranged to support team-teaching and interdisciplinary work.

"I would emphasize...above all else...our uncompromising commitment to quality – in every aspect of the Academy experience. Our hallmark will be quality students, quality instructors, quality facilities – an unwavering devotion to world-class standards."

– His Highness The Aga Khan





Common spaces: These areas will be devoted to activities outside the formal curriculum, such as dance, music, debating and art, activities that foster confidence and leadership and create a lively and cohesive student body in which relations among students of different backgrounds, ethnicities and identities are respectful and congenial.

Residential space: Each Academy will become a full residential campus with housing for students, teachers and administrators. Students will live in safe, house-like clusters of 24 to 48 students closely supervised by a number of faculty in residence. The density of students and faculty in residence is by design: a central tenet of the Academy is that student-faculty interaction greatly enriches learning.

Sports facilities: Space for athletics will reflect local sports preferences and include fields and courts for football, cricket, hockey, basketball, badminton, volleyball, a running track and swimming pool. Certain sports will be offered with instruction from high quality specialised coaches. The Athletics Centre will be used for aerobics, dance and fitness activities. Separate boys' and girls' changing rooms will be built.

The comprehensive planning of the campuses, including the spaces and their inter-relationships, takes into account today's needs and tomorrow's possibilities to create an enduring and memorable environment that supports high quality teaching and learning."

*– Michael Williams,
Senior Manager,
Property Development*







THE GRADUATE

Time and again, His Highness the Aga Khan has underlined the importance of three concepts he sees as essential to creating, stabilising and strengthening democracies around the world: meritocracy, pluralism and civil society. Tied to those core values and central to the Academies' proposition is the view that educating effective future leaders in a rapidly changing world requires the development of individuals possessing a strong ethical orientation, agile and adaptable minds, pragmatic and cooperative temperaments and a capacity for intellectual humility.

These are concepts and values the network of Academies will strive to instill in its students – concepts and values they will embody and carry with them throughout their lives. Students from the Aga Khan Academies are expected to become:

Stewards who are motivated to leave the world a better and more peaceful place;

Inquirers who are curious, independent learners;

Knowledgeable across a range of disciplines and traditions;

Thinkers who are critical and creative, who make reasoned, ethical decisions;

Communicators who express ideas confidently and creatively, orally and in writing, in at least two languages and through art and music;

Principled young people with a strong sense of integrity, honesty, fairness and justice, who respect the dignity of individuals, groups and communities, and who take responsibility for their own actions and their consequences;

Open-minded young people who understand and appreciate their own personal histories and cultures while recognising and valuing pluralism;

'I feel that studying at Aga Khan Academy has helped me grow as a person - I like the person I have become. Blessed with amazing teachers and students of different personalities really made the process of learning about ethics, humanity and thinking on a broader spectrum quite enjoyable and memorable. The aspect of research as integrated into both the IB curriculum and the school's way of teaching is proving to be a great asset when I compare myself to my new classmates in University.'
– Jane Oketh,
Graduation Class of 2009, the Aga Khan Academy, Mombasa, currently studying Dentistry.





Caring people who are empathetic and compassionate and respect others' needs and feelings while also being personally committed to making a positive difference in the lives of others and the environment;

Confident learners who approach unfamiliar situations and uncertainty with courage and forethought -- independent spirits who are brave and articulate in defending their beliefs;

Balanced young men and women who understand the importance of maintaining personal well-being and physical, intellectual, spiritual and emotional balance for themselves and others;

Reflective individuals who give thoughtful consideration to their own learning and personal development and are able to productively analyse their own strengths and limitations; and

Leaders who perceive and anticipate needs and problems locally and globally; who are able to motivate themselves and others to tackle those problems, confidently and in a spirit of cooperation.

The extraordinary efforts expended in planning the network of Academies – beginning with a thorough understanding of each country and its educational context, to the development of a rigorous and relevant curriculum and residential programme, to the creation of special centres and a rich programme for the professional development of teachers, to the thoughtful development of student selection and financial-aid policies, to the care to make optimal use of land on each site, to the intelligent and creative design of the campuses – are all motivated by the mission of transformation. We believe an education within the global network of Aga Khan Academies has the potential to transform students' lives, the lives of their families, their communities and society.





THE AGA KHAN DEVELOPMENT NETWORK

His Highness the Aga Khan is the 49th hereditary Imam (spiritual leader) of the Shia Imami Ismaili Muslims, comprising ethnically and culturally diverse peoples living in over 25 countries around the world. He is the founder and Chairman of the Aga Khan Development Network. The Aga Khan Development Network (AKDN) is a group of private, international, non-denominational agencies working to empower communities and individuals. Its aim is to improve living conditions and provide opportunities, especially in sub-Saharan Africa, Central and South Asia and the Middle East. The Network's nine development agencies focus on social, cultural and economic development for all citizens, regardless of gender, origin or religion. The AKDN's underlying ethic is compassion for the vulnerable in society.

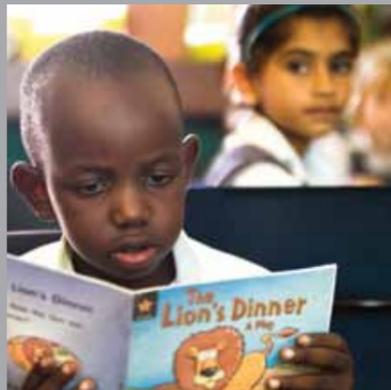
The AKDN has been involved in education in the developing world for over a century. This involvement spans from pre-primary to tertiary education and includes a history of progressive educational reform within particular cultural contexts. While the Aga Khan Academies exist to educate exceptional students, most of the AKDN education programmes exist to broaden access for all, particularly those who historically have been excluded or underserved.

The resources and linkages of the Aga Khan Development Network play an important part in the realisation and impact the Academies, its teachers, and its graduates will make. Students and faculty benefit from the intellectual and programmatic resources of AKDN's well established institutions, such as the Aga Khan Education Services, the Aga Khan Foundation, the Aga Khan Trust for Culture, the Aga Khan University and the University of Central Asia. The Aga Khan Academies also draw upon AKDN's long-standing partnerships with other universities including Harvard, M.I.T., Oxford, and Toronto, as well as renowned secondary schools such as Phillips Academy, Andover, in the USA and Schule Schloss Salem in Germany to achieve and sustain its standard of excellence. In 2009, the AKDN formalised its well established relationship with the International Baccalaureate Organisation with a Memorandum of Understanding between the two organisations.



“Our goal...is not to provide special education for a privileged elite – but rather to open the doors of opportunity to students from a broader array of backgrounds. Our goal is to provide a truly exceptional education for truly exceptional students. And we hope that the Academies, by embracing this principle, can also become role models for many other schools.”

HIS HIGHNESS THE AGA KHAN





© 2011 The Aga Khan Academies

www.akdn.org/academies

www.agakhanacademies.org