











THE AGA KHAN ACADEMY, MOMBASA



The Aga Khan Academy, Mombasa began operating on a new 18-acre (7.3 hectares) campus in the Kizingo area in August of 2003. It is part of a network of schools, called Aga Khan Academies, dedicated to an international level of excellence in every facet of education.

Admission is based solely on merit. It is also means-blind – that is, selection is based not on the ability to pay but on merit determined by a wide range of criteria, including academic strengths and overall potential.

Instruction is in English but each student is expected to study at least two languages, with English as one of them. The language requirement is intended to prepare students for opportunities in an increasingly interdependent world.

AN EMPHASIS ON THE HUMANITIES

The Academy offers a broad, multidisciplinary education with an emphasis on the humanities. Students study a range of subjects that include, but are not limited to, history; literature; the general sciences comprising physics, biology and chemistry; philosophy and ethics; the mastery of a foreign language and the study of foreign cultures; comparative religion; the history, theory and criticism of the arts; and the social sciences, including political science, government and global economics.









The Academy offers student-centred teaching and interactive learning environments designed to stimulate the joy of inquiry. This process is facilitated both inside and outside the classroom, and is aided by extensive “co-curricula”, or non-core subjects such as music and art, and “extra-curricular” activities such as after-school debating clubs or sports teams. A programme of computer literacy, from primary years through to higher secondary, is also an integral part of the curriculum. All of these aspects are designed to extend the process of the students’ intellectual and personal growth and contribute to the development of value systems. At the same time, they help build the foundations for a life-long process of learning and achievement.

THE PRIMARY YEARS PROGRAMME: FOUNDATIONS FOR LIFE-LONG LEARNING

The Academy is in the process of instituting the framework of the Primary Years Programme of the International Baccalaureate system. The Programme, for students aged 3-11, focuses on the development of the whole child, addressing social, physical, cultural and ethical requirements, while giving students a strong foundation in all of the major areas of knowledge. Activities are geared towards creating independence, confidence and respect for others. The programme includes a beginner’s computing course, swimming instruction, music and Kiswahili. An after-school programme is also offered.





The Programme currently offers the British National Curriculum, Key Stages 1 and 2, the Kenya National Curriculum (8-4-4) and the International General Certificate of Secondary Education (IGCSE). The Kenya National Curriculum features eight years in primary school, four years in secondary and four in tertiary education. The first national exam is the KCPE (Kenya Certificate of Primary Education), which is taken at the end of Standard 8, the last year of primary school.

THE MIDDLE YEARS PROGRAMME



Students in the Middle Years Programme, for ages 11-16, are immersed in a challenging and enriching educational environment which emphasises the mastery of basic skills, the ability to analyse and think critically, the development of self-discipline and good work habits, the acquisition of computer literacy and progressive skill development through physical education. It integrates the study of all the major disciplines, including languages, sciences, literature and the social sciences, mathematics, arts, technology and physical education. The Programme normally includes a service component designed to encourage students to become involved with their communities.



The Programme offers the IGCSE and the Kenya National Curriculum. IGCSE, one of the Cambridge International Examinations, is internationally recognised as equivalent to the UK GCSE and the International GCE O level examinations. IGCSE (core or extended curriculum) is taken in five subject groups: languages, humanities, sciences, mathematics and creative, technical and vocational.

THE INTERNATIONAL BACCALAUREATE AND THE SENIOR SCHOOL

At the Senior School, the Academy is incorporating the International Baccalaureate Diploma Programme (DP) for students aged 16-19. This is a two-year course of study that prepares students for university. All DP students study languages, a social science, an experimental science, mathematics and an arts subject. At the same time as it provides a form of international academic passport, the DP generally fulfils the requirements of a student's national education system. Each student's performance is evaluated by independent examiners and measured by his or her levels of knowledge and skills relative to set standards applied to all schools.







INTERNATIONAL EXCHANGES

The international network of Academies will link students with their counterparts in other sub-Saharan Africa countries, the Indian subcontinent, Central Asia and the Middle East. Currently, there are 19 Academies envisaged or under development. International student exchanges between Academies in different countries, as well as with allied schools in Europe and North America, will offer students opportunities to broaden their worldview and learn to be at ease in multicultural settings. A common curriculum will allow students to study abroad without facing uncertainties regarding compatibility of course study or examinations. Although the medium of instruction will be English at all Academies, the study of a foreign language will be greatly enhanced through emersion in that language. Likewise, appreciation and respect for other nationalities, cultures and intellectual traditions will be greatly facilitated by direct contact with people in other countries.

Each Academy will have residential facilities in a safe, secure campus setting. Accommodation will be provided not only for international students, but also for boarding students from within the country or region. The campus is considered a vital part of the educational programme. Many of the least tangible but most important elements of an education – the development of practical leadership skills, the capacity to make ethical judgments, the ability to navigate through complex cultural settings – are formed outside the classroom. Meal times and other informal gatherings offer opportunities for discussion, meetings, language tables, and study groups. A campus therefore greatly extends and enriches international exchanges.











AN EXPERIENCED, MULTICULTURAL FACULTY



Faculty at the Academy are chosen on the basis of quality. All must have at least a Bachelor's degree and five years of experience in interactive teaching environments. They are also expected to have experience in multicultural environments and actively to promote, through practice and personal example, an appreciation and understanding for other cultures, religions and traditions.

A programme of international teacher exchanges and year-abroad programmes between Academies in different countries, as well as with partner institutions, will play an important role in the professional development of teachers while fostering cross-cultural understanding. Please see the "International Exchanges" section for more information.

PROFESSIONAL DEVELOPMENT OF TEACHERS

The Academy incorporates a Professional Development Centre (PDC) aimed at research, development and the implementation of best practices in contemporary education.

Each faculty member can draw upon a broad programme of professional development courses, including early childhood development, general pedagogical skills, interactive learning techniques and student-centred teaching methods.

These programmes are available not only to the Academy's staff, but also to the faculties of other public and private schools. PDC programmes already train key teachers in a variety of schools throughout the East African region. Through the multiplier effect, the Academy aims to have a broad impact on the quality of education nationally and regionally.









THE INTERNATIONAL BACCALAUREATE

The Academy follows the principles of the International Baccalaureate programme (IB) while also offering the Kenyan National Curriculum and the IGCSE. The IB has become the curriculum of choice at international schools and academies worldwide. It is accepted by over 1700 universities around the world, including those in the United States and Canada, the United Kingdom, continental Europe, Australia and in many other regions. Recipients of the IB diploma enjoy a high rate of acceptance at leading universities. The IB has come to be known not only for academic excellence but also for actively encouraging pluralism and community service.

The IB originated in Switzerland when teachers at the International School of Geneva, working with schools in Asia, Europe and the Americas, created the IB Diploma. The programme is administered by the International Baccalaureate Organisation, a non-profit institution based in Geneva, Switzerland.



AKDN EDUCATION ACTIVITIES



THE AGA KHAN ACADEMIES *(envisaged dates for the decade 2003-2013)*

Africa

- Mombasa, Kenya (2003)
- Nairobi (Nyari), Kenya (2006)
- Kinshasa, Democratic Republic of the Congo
- Antananarivo, Madagascar (2007)
- Bamako, Mali
- Maputo, Mozambique (2007)
- Dar es Salaam, Tanzania (2008)
- Kampala, Uganda

South Asia

- Dhaka, Bangladesh (2006)
- Mumbai, India (2006)
- Hyderabad, India (2007)
- Karachi, Pakistan

Central Asia

- Kabul, Afghanistan
- Osh, Kyrgyz Republic (2002)
- Khorog, Tajikistan (1998)
- Dushanbe, Tajikistan

Middle East

- Damascus, Syria
- Salamieh, Syria (2009)

EDUCATION DEVELOPMENT PARTNERS

- △ (*International Academic Partnerships, 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*)





AGA KHAN ACADEMY VALUES

Aga Khan Academy students pursue a well-balanced education combining intellectual inquiry, academic excellence, sporting and cultural activities and a grounding in ethics and moral reasoning.

They are committed to rigor and self-discipline in their studies and subscribe to the principles of intellectual honesty in the preparation of their work.

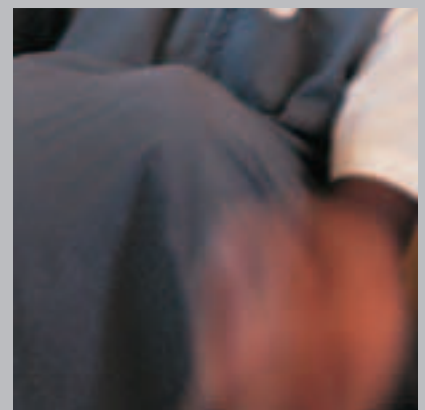
They respect their teachers and fellow students. They extend their respect to the cultural, religious and political convictions of others in school and in society. They dedicate themselves to debate issues honestly and fairly. They aim to understand and recognise the value of other views even as they value their own.

They are self-aware and socially conscious. They are committed to the development of their communities, their nation and civil society in the world at large. They are motivated to help others less fortunate than themselves.

They strive to acquire knowledge as part of a balanced, lifelong process of inquiry that leads to intellectual and personal growth, as well as a means to fulfil material goals. The mastery of a particular discipline is balanced by a broad knowledge of several subjects, including science, art, literature and music.

They are also citizens of the world, and at ease in environments and settings other than their own. They are generous and tolerant towards other cultures and traditions. They are bilingual or multilingual.

They embrace the rich diversity of the world while valuing their own identity.









INTERNATIONAL PARTNERSHIPS AND ASSOCIATIONS



The Academy is part of several unique partnerships and associations that have been formed with leading academic institutions, including institutions in North America, Europe, Africa and Asia. These partnerships contribute to the quality of the curriculum and to the professional development programmes. They also ensure that the Academies maintain and enhance their international standing.

Of particular note is the International Academic Partnership (IAP), which includes Phillips Academy in the United States, the Schule Schloss Salem in Germany, the Aga Khan University's Institute for Educational Development in Pakistan, and Aga Khan Education Services schools in a number of countries. IAP's objectives are to promote global education and student-centred teaching, with a particular focus on professional development for teachers and curricular innovation. Since its founding in 1993, the IAP has linked over 400 schools in Bangladesh, India, Kenya, Pakistan, Tajikistan, Tanzania, Uganda and the United States. Sixty-four Phillips Academy faculty and 500 AKES teachers have been involved in the programme. In addition, teachers from school districts in United States are participating in the programme through an affiliation with the University of Texas at Austin.

Programmes include Islamic Cultural Studies, a multidisciplinary curriculum for the study of Islam and Muslim civilisations in a non-doctrinal, comparative, and historical context. Another course is Global Economics, which aims to develop skills in this field by drawing on examples from the international economy.





Several universities will also play a role in education development at the Academies. The Aga Khan Program for Islamic Architecture at Harvard University and the Massachusetts Institute of Technology will serve as a resource for the teaching of Islamic art and architecture. The University of Central Asia, which is located on three campuses in the Kyrgyz Republic, Kazakhstan and Tajikistan, will provide expertise in the teaching of issues relating to development in mountain zones. The Aga Khan University, which now operates education programmes and institutes in Eastern Africa, Central Asia and the United Kingdom, including the Institute for the Study of Muslim Civilizations in London, is an important resource for training and research in teacher education. AKU-IED's Professional Development Centres, based at the Academies, will help further improve the standards of education, not only at the AKES schools, but also at State schools and other private schools.











THE CAMPUS AND FACILITIES



The new campus, set on an 18-acre (7.3 hectare) site in the Kizingo area of Mombasa, was inspired by Swahili architecture. Designed by a renowned architect to be attractive, self-contained and secure, it houses a set of facilities that are intended to cater both to the intellectual and personal growth of students. It features a variety of best practices in facility design, including construction techniques that allow multiple uses for interior spaces and classroom environments more conducive to interactive learning.

The Academy has well-equipped laboratories for general science, physics, biology, chemistry, home science and computers, art and music rooms, a library and resource centre, a religion and culture room, a career counselling facility, a design and technology workshop, student and teacher lounges, a theatre, a multipurpose hall and a cafeteria and dining area. In addition to computer laboratories, the Academy is networked so that computers become a common resource for teachers and students.

Facilities for sports include swimming pools, fields for sports such as soccer, hockey and athletics. A multipurpose hall (so-called because it can be used for a variety of purposes ranging from theatre productions to parent-teacher meetings) houses facilities for sports such as basketball, badminton, volleyball and gymnastics. Other facilities include tennis courts and three squash courts with public viewing facilities.

Residential facilities will accommodate students and teachers, both those boarding students requiring lodging and those participating in the international exchanges between Aga Khan Academies and other schools.









THE ACADEMY GRADUATE



The Academy provides the framework for a life-long process of learning and inquiry. In addition to mastery of core subjects, students are equipped with the skills, worldview, integrity and confidence to adapt to new challenges and make a positive contribution to their communities, their countries and to civil society in the world at large.

Graduates of the academy are part of an international body of exceptional students who have studied a common curriculum recognised and accepted at schools and universities throughout the world.

They are self-reliant and confident in their abilities. They are secure in their own identities while understanding and respecting the cultures and traditions of others.

They aim to be leaders in the fields of their choice. They are equipped with the skills, qualifications and outlook necessary to take advantage of new opportunities.

They are able to think critically, to analyse and reflect. They are creative and flexible. They are curious and approach learning with a certain rigor and self discipline. They exhibit competence with technology, but also an engagement in sports and art.

They are multilingual, with proficiency in English, the global language of advanced knowledge and research, as well as their own national language, and usually a second foreign language.

They have a strong grasp of moral reasoning, ethics and respect for others. They have a deep understanding and experience of the value of pluralism and how it contributes to building peaceful societies. They actively seek to foster mutual understanding between different societies and civilisations.









AGA KHAN EDUCATION SERVICES



Aga Khan Education Services has a long tradition of leadership in educational development. The foundations of the present system were laid by Sir Sultan Mahomed Shah, Aga Khan III, under whose guidance over 200 schools were established during the first half of the 20th century, the first of them in 1905 in Zanzibar, Gwadur in Pakistan and Mundra in India. Since the creation of Aga Khan Education Service companies in the 1970s, the schools have been centrally administered and managed.

AKES currently operates more than 300 schools and advanced educational programmes that provide quality pre-school, primary, secondary, and higher secondary education services to more than 54,000 students in Pakistan, India, Bangladesh, Kenya, Kyrgyz Republic, Uganda, Tanzania, and Tajikistan. Schools are also envisaged, or under development, in Afghanistan, the Democratic Republic of Congo, Madagascar, Mali, Mozambique and Syria.

AGA KHAN DEVELOPMENT NETWORK

Founded and guided by His Highness the Aga Khan, the Aga Khan Development Network (AKDN) brings together a number of development agencies, institutions, and programmes that work primarily in the poorest parts of Asia and Africa.

In addition to the Aga Khan Education Services (AKES), AKDN's other social development agencies contribute in a variety of ways and at many levels to the educational needs of developed and developing countries. The Aga Khan Foundation (AKF) works to improve the quality of basic education through grants to governments and civil society institutions. Amongst a wide agenda that also encompasses health, rural development, gender and human resource development, the Foundation works to ensure better early caring and learning environments for young children, increase the access to education, keep children in school longer and raise levels of academic achievement.





Aga Khan Health Services (AKHS) works closely with AKES and other agencies to build and promote healthy environments in schools and homes. The Aga Khan Planning and Building Services (AKPBS) provide material and technical assistance for the construction of schools. Through its extensive training and human resource development programmes and promotion of local staff, the Aga Khan Fund for Economic Development (AKFED) has raised standards and provided employment in many countries in the developing world.

The Aga Khan Trust for Culture's (AKTC) education activities range from financial support for the Aga Khan Program for Islamic Architecture at Harvard University and the Massachusetts Institute of Technology in the United States and ArchNet, a growing archive of resources for the study of architecture in Islamic societies, to the Humanities Project in Central Asia, which is developing a core, introductory humanities curriculum based on a wide range of cultural traditions for use in the universities of Central Asia. The Trust also administers the Music Initiative in Central Asia, which works to preserve and promote the music of the region through support to tradition bearers and their students.

Aga Khan University, headquartered in Karachi, is a major centre for education, training and research in the health sciences and teacher education. Chartered as Pakistan's first private international university in 1983, it has since established education programmes and institutes in Eastern Africa, Central Asia and the United Kingdom. The University of Central Asia, the world's first university dedicated to education and research on mountain regions and societies, offers programmes in continuing education and training, degree programmes in the development professions and undergraduate degrees. It is located on three campuses in Khorog (Tajikistan), Tekeli (Kazakhstan) and Naryn (Kyrgyz Republic).

AKDN is a contemporary endeavour of the Ismaili Imamat to realise the social conscience of Islam through institutional action. AKDN agencies conduct their programmes without regard to the faith, origin or gender. While each agency pursues its own mandate, all of them work together within the overarching framework of the Aga Khan Development Network so that their different pursuits can interact and reinforce one another. Their common goal is to help the poor achieve a level of self-reliance whereby they are able to plan their own livelihoods and help those even more needy than themselves.

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





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