



THE AGA KHAN UNIVERSITY



Progress Report 2006



The quest for a better life, among Muslims and non-Muslims alike, must lead inevitably to the Knowledge Society which is developing in our time. The great and central question facing the Ummah of today is how it will relate to the Knowledge Society of tomorrow.

If we judge from Islamic history, there is much to encourage us. For century after century, the Arabs, the Persians, the Turks and many other Islamic societies achieved powerful leadership roles in the world – not only politically and economically but also intellectually. Some ill-informed historians and biased commentators have tried to argue that these successes were essentially produced by military power, but this view is profoundly incorrect. The fundamental reason for the pre-eminence of several Islamic civilisations lay neither in accidents of history nor in acts of war, but rather in their ability to discover new knowledge, to make it their own, and to build constructively upon it. They became the Knowledge Societies of their time.

Those times are over now. They are long gone. But if some people have forgotten or ignored this history, much of the Ummah remembers it – and, in remembering, asks how those times might be recaptured. There may be as many answers to that question as there are Muslims – but one answer which can be shared across the whole of the Ummah is that we must become full and even leading participants in the Knowledge Society of the 21st century.

That will mean embracing the values of collaboration and coordination, openness and partnership, choice and diversity – which will under-gird the Knowledge Society, learning constantly to review and revise and renew what we think we know, learning how to go on learning.

The spirit of the Knowledge Society is the spirit of Pluralism – a readiness to accept the Other, indeed to learn from him, to see difference as an opportunity rather than a threat.

Such a spirit must be rooted, I believe, in a sense of humility before the Divine, realising that none of us have all the answers, and respecting the broad variety of God's creation and the diversity of the Human Family.

As the Ummah moves into the Knowledge Society, a variety of questions and choices will arise. And this brings us back to where we started. For my singular goal for the Aga Khan University, the University of Central Asia, and related institutions, is that they should play a central role in addressing those questions and in guiding those choices.

In addressing such questions, including those with special relevance to the Ummah, we must also recognise that learning has become a global enterprise. There was a time when a single society or empire could live unto itself, culturally and intellectually – claiming dominance over other places. But that was when knowledge travelled slowly – and could be seen as a local resource. That day too has passed. In the age of the Internet, knowledge is universally shaped, universally accessible, and universally applied. And successful institutions of learning must be global institutions.



HIS HIGHNESS THE AGA KHAN

Excerpt from the Chancellor's address at AKU Convocation 2006

Aga Khan University Programmes and Affiliations



Main Campuses

▲ Karachi, East Africa

Campus

■ London

Professional Development Centres

● Karachi, Gilgit, Chitral, Dares-Salaam

To help benchmark and ensure the quality of its programmes, AKU has forged ties with several internationally recognised institutions for curriculum, programmes and faculty development, as well as research. Harvard, McGill, McMaster, Oxford and Toronto universities assisted in the development of the curricula at AKU, while the University also collaborates, amongst others, with the Karolinska Institutet of Sweden and Karachi University and its HEJ Institute (see "Major Partners and Institutional Collaborations" for detailed list on page 46).

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

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Chairman's Message

The devastating earthquake of 8 October 2005 was both a major event for Pakistan and for Aga Khan University (AKU). AKU was called upon to use its resources – and the resources of its sister agencies within the Aga Khan Development Network (AKDN) – to help the victims of a major calamity. His Highness the Aga Khan pledged US\$ 50 million for relief and reconstruction efforts.

AKU worked with the Aga Khan Health Services to send 80 doctors and specialists, 40 nurses, and teams of medical technicians, field officers, medical and nursing students, as well as over 1,000 volunteers. AKDN affiliate Focus Humanitarian Assistance deployed search-and-rescue teams in Islamabad on 8 October and on 10 October, to the worst-affected areas in Azad Kashmir. Support included emergency surgical procedures and health care through three health centres established by Aga Khan Health Services in partnership with UNICEF; mass vaccinations for measles, typhoid, tetanus toxoid and hepatitis A; emergency training in basic nursing, life support, the care of wounds, medical and psychiatric support and trauma counselling; and surveillance for the control of infectious diseases. Other AKDN agencies constructed temporary shelters, delivered food, tents and blankets, and evacuated more than 1,500 casualties from remote and vulnerable locations.

The University's reputation as a national institution was clearly established before the earthquake, but 2005 also marked a new stage in the University's development. In its first ten years, AKU moved from a local institution to a national one. In its second decade, it began to fulfill its original mandate as an institution with international impact.

Much of this success can be attributed to the leadership and drive of the University's first president, Mr Shamsh Kassim-Lakha. For 25 years, Mr Kassim-Lakha overcame many hurdles. When he passed on the reins to Mr Firoz Rasul in May of 2006, he left a university that has not only firmly established itself as an international institution, but one that is also establishing itself in the research field, both in its own right and through collaborations with prestigious universities and institutes around the world. Increasingly, it is also called upon by intergovernmental organisations, national governments and private institutions to be a partner in creating or reforming health and education policies.

All of these developments augur well for Pakistan, as well as for the other countries where AKU has established campuses. The University continues to grow, but it is still following its original mandate to be “an autonomous, international institution of distinction, primarily serving the developing world and Muslim societies in innovative and enduring ways”. I have no doubt that, in the future as in the past, the University will serve with distinction both nationally and internationally.

Ambassador Saidullah Khan Dehlavi



Foreword

When the Charter of the University was first granted in 1983, His Highness the Aga Khan concluded his speech on the occasion with the words, “In everything we do we must look to the future, seeking always to think creatively, to innovate and to improve.”

It has been over two decades since those words were spoken. When the School of Nursing opened its doors in 1980, the nursing profession was poorly regarded. Not a single university in Pakistan offered a nursing degree course – until Aga Khan University’s School of Nursing (AKU-SON) started a BScN in 1988. His Highness felt that the way to improve health care in Asia and Africa was to professionalise and dignify nursing.

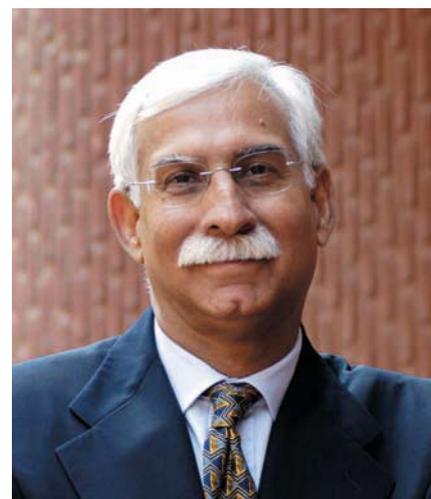
Clearly, much has been achieved in the last quarter century. Diploma graduates, post-diploma BScN graduates, four-year BScN baccalaureate graduates as well as MScN graduates have all graduated from AKU-SON. Nurses can now pursue advanced degrees. Their status has risen significantly. The success of the School’s programmes has led to the initiation of the BScN degree in educational institutions across Pakistan, where such programmes were non-existent.

Another measure of the School’s impact is the number of alumni who hold high-level advisory positions in governments. Graduates have also moved into leadership positions in South and Central Asia, East Africa, the Middle East, North America, Europe and Australia, creating a multiplier effect that has improved the overall quality of nursing. The School, through its graduates, has established an international reputation.

The Medical College’s graduates are serving throughout Pakistan, both in public and private institutions, as well as in East Africa. Its new curriculum, which emphasises problem-based learning and early clinical contact, has influenced postgraduate medical education all over Pakistan. The University’s MBBS degree is accepted and recognised internationally for entry into specialisations. The College is also internationally recognised for its national and community-oriented health services, both in urban and rural areas – programmes in which all of the College’s students must serve as part of their studies. The award to the AKU teaching hospital in Karachi, of both ISO 9001: 2000 certification in 2003 and US Joint Commission International Accreditation (JCIA) in 2006 is further evidence of the pervasive culture of quality developed over the years.

Aga Khan University Hospital in Nairobi, which was designated a teaching hospital in 2005, aims to take forward the same commitment to quality, relevance and impact. As part of AKU’s international expansion in Eastern Africa, the hospital is to become a premier tertiary and teaching centre for sub-Saharan Africa. It already offers eight areas of specialisation in postgraduate medical education. Advanced Nursing Studies programmes are now “on-line”. It will soon feature comprehensive programmes in cardiology and oncology, cardiovascular surgery and radiation therapy services.

In education, AKU’s Institute for Educational Development (AKU-IED) has been an agent of positive change for over 13 years, demonstrating effective ways to improve the education systems in developing countries,



Firoz Rasul
President

particularly Pakistan. It has pioneered innovative professional development programmes for teachers, teacher educators, head teachers, policy makers and others while demonstrating ways to increase the efficiency and effectiveness of schools and other educational institutions.

Increasing the effectiveness of education was the objective of a number of schools in Pakistan when they asked AKU to help create a new way of offering secondary and higher secondary school examinations. This led to the establishment of the Aga Khan University Examination Board, the first such service in the private sector in Pakistan. The Board held its first secondary school certificate examinations in 2007. The examinations will test the knowledge, understanding and application of exam takers, not just the prescribed content. An innovative e-marking system has been specially developed for the purpose – a first in Asia.

AKU has set a course for the future that is at least as ambitious and demanding as its first quarter century. At the beginning of the next decade, AKU will open a new Faculty of Arts and Sciences that will provide a general education curriculum at both undergraduate and graduate levels. It will develop a new breed of leaders, in government and business, who are equipped with critical-thinking and problem-solving capabilities, and a global outlook.

Another major development is the new campus envisaged for East Africa in Arusha in Tanzania. To be built on a new site, the campus would serve the University's planned academic programmes in the liberal arts in East Africa. These developments would be in addition to the significant investments in medical education planned for the Nairobi campus.

As the University prepares for the future, it has given eminent experts the task of developing institutional strategies for a host of new disciplines, such as Architecture and Human Settlement; Government, Civil Society and Public Policy; Law; Economic Growth and Development; Media and Communications; Leisure and Tourism; Education; and Human Development.

Twenty-three years may seem a short period in comparison to the thousand-year-span of the most heralded institution of learning in the Muslim world, Al-Azhar University in Cairo – which was founded by His Highness the Aga Khan's ancestors, the Fatimids, during one of the most dynamic periods in Muslim history. But certainly in its aspirations for the Ummah, and the developing world in general, Aga Khan University is striving to be part of a revitalisation that leads, in His Highness's words, to a Muslim world that is once again “on the frontiers of scientific and humanistic knowledge, radiating intelligence and confidence, research and graduates, into flourishing economies and progressive legal and political systems”. Such a community will provide the applied knowledge, as well as the approaches and strategies, needed to mitigate the effects of disease and economic strife, of ignorance and intolerance, of ethical quandaries posed by scientific discovery, and many other chronic and emerging challenges. These are issues a university, with its unique concentration of intellectual capital, is best equipped to address.



Dr David Taylor
Acting Provost





AKU's Community Health Services, working with the Government and NGOs, cut malnutrition in half in some of the poorest districts of the country. Over 500,000 girls between five and 12 years of age in 5,000 government primary schools were provided a daily meal. School enrolment increased 40 per cent and attendance rose 35 per cent.

Overview An Agent of Positive Change



An aerial view of the AKU Karachi campus.

Milestones

- 1964 His Highness the Aga Khan announced plans for establishing Aga Khan Hospital and Medical College, Karachi
- 1980 School of Nursing, Karachi established
- 1983 Government of Pakistan grants University Charter
- 1983 Medical College, Karachi established
- 1985 University Hospital, Karachi established
- 1993 Institute for Educational Development, Karachi established
- 2001 Programmes started in Uganda
- 2002 Programmes started in Tanzania and Kenya
- 2002 Institute for the Study of Muslim Civilisations, UK established
- 2003 Examination Board established
- 2005 Aga Khan Hospital, Nairobi became Aga Khan University Hospital, Nairobi
- 2006 Management of French Medical Institute for Children, Kabul, Afghanistan
- 2006 Aga Khan University Hospital, Karachi awarded Joint Commission International Accreditation (JCIA)

As the School of Nursing marked its 25th year in 2005, the Kashmir earthquake that same year put into stark relief both what the University could offer to the nation – particularly through its ability to respond to the disaster with doctors, nurses and paramedical staff – and in what areas it would need to expand to meet future needs.

While AKU and its sister agencies of the Aga Khan Development Network (AKDN) provided a range of services, from search and rescue to post-earthquake reconstruction, the disaster threw into relief the need for the study of new disciplines.

The next five years will therefore be a period of significant expansion in AKU's programmes, both in Pakistan and internationally. Its permanent presence in some regions, such as East Africa, is growing rapidly. At the same time, the University is expanding the range and scope of its academic programmes and services, and extending its reach in more countries. It is now planning a major Faculty of Arts and Sciences at a new campus on the outskirts of Karachi, as well as in East Africa. It is also an active partner with other universities in taking forward a planned programme in Human Development.

These initiatives are built on the steps taken to expand AKU's presence in Pakistan and abroad. In 2006, Aga Khan University Hospital (AKUH) in Karachi admitted over 40,000 inpatients and cared for over 500,000 outpatients. Over 5.5 million diagnostic tests were performed at medical services units throughout the country. The School of Nursing in Karachi, 2005, has set the standard for nursing education in South Asia. Its graduates have had an important impact in Asia and Africa as they step into leadership roles and help shape national nursing curricula and academic policies.



Following the devastating earthquake of 8 October 2005 in Pakistan, AKU and Aga Khan Health Services sent 80 doctors and specialists, 40 nurses, and teams of medical technicians, field officers, and medical and nursing students, as well as over 1,000 volunteers.



His Highness the Aga Khan reviewing relief efforts in Pakistan following the 2005 earthquake.

The University's two Institutes for Educational Development (AKU-IED), in Pakistan and in Tanzania, continue to enhance capacities in teacher education, management and policy making. The vast majority of the students at the Institutes are from government schools. Benefits to AKU-IED students are multiplied into classrooms, schools and communities when these students return to their own institution and become agents of positive change.

In Afghanistan, AKU continues to play an important role in nursing, medical and teacher education. It is assisting in the upgrading of Afghanistan's Institutes of Health Sciences, particularly the nursing and midwifery education programmes, as well as English and computer usage. An important milestone in nursing education was achieved in 2006 in Kabul, when the thousandth nurse and midwife graduated from an AKU-supported programme. The University also plays an important role in the management and staffing of the French Medical Institute for Children (FMIC) in Kabul, through partnerships with the governments of France and Afghanistan, and La Chaine de l'Espoir, the NGO which set up FMIC. AKU-IED, in collaboration with the Embassy of the Federal Republic of Germany and with German funding, is training school teachers in certain provinces in Afghanistan.

The Medical College continues to deliver innovative approaches in medical education, focusing on Problem-Based Learning and the use of in-house research to facilitate studies. It partners with government agencies in Pakistan, to assist in the formulation of policies and their implementation, especially in paediatrics, community health, infectious diseases, hypertension, and research.

In London, the Institute for the Study of Muslim Civilisations (AKU-ISMC) initiated courses in September 2006 for its MA programme in Muslim Cultures. The Institute is also offering a series of short courses as part of its mandate of curriculum development, including certificate and short courses for teachers and school staff as well as courses for diplomats. In parallel with its educational programmes, the Institute is pursuing research that will explore challenges within Muslim societies, including a focus on pluralism.

French First Lady Mme. Bernadette Chirac, President Hamid Karzai of Afghanistan and His Highness the Aga Khan inaugurated the French Medical Institute for Children (FMIC) in 2006. At the request of the partners, the hospital, which was financed by the French private sector and individual donors, will be managed by AKU. AKDN operates 23 other health care facilities in Afghanistan, including community-based clinics and a regional hospital in Bamyan.





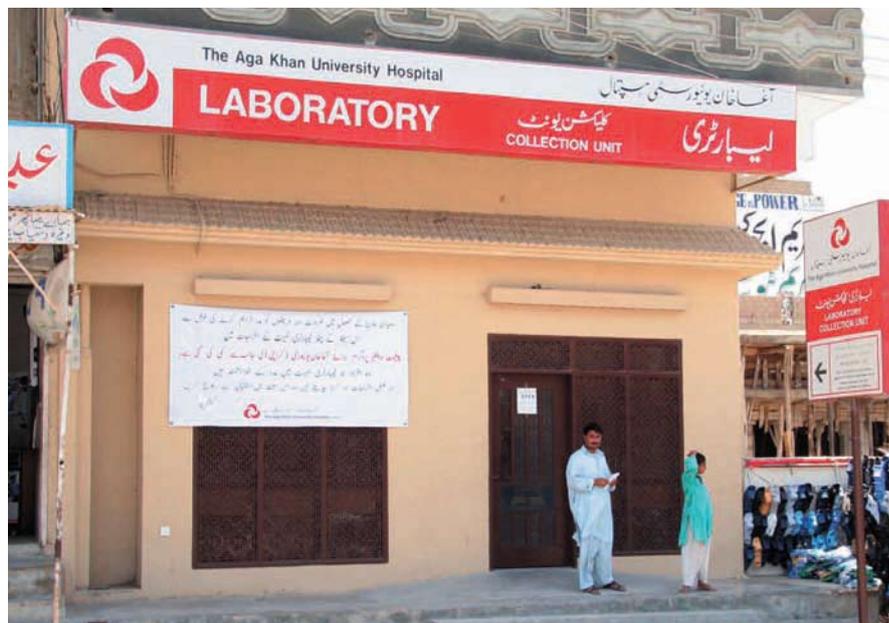
A community health worker conducts a survey on women's health in a poor district of Karachi. AKU's research activities are aimed at the formulation of models that can be widely replicated, with the overall aim of raising the standard of health care.

After 23 years, a unique combination of academic rigor and development ethos has produced a special hybrid that has redefined the notion of a University. Courses offered are meant to build human resources in key areas where those resources have until now been lacking, especially in health care and education; research it conducts must be relevant and have an impact on chronic and emerging diseases in developing societies; the models it formulates are meant to be emulated, both formally and informally; and the benchmarks and standards it sets, which are invariably high, are meant to raise the overall standard of health care and education.

Some examples:

Cutting Malnutrition by 50 Per cent: AKU's Community Health Services, working with the Governments of Pakistan and of Sindh province, as well as NGOs, has cut malnutrition in half in some of the poorest districts of the country. The Tawana programme, which targeted 500,000 girls between five and 12 years of age in 5,000 government primary schools, provided a meal a day to each student. School enrolment increased 40 per cent and attendance rose 35 per cent. The programme cost less than US\$ 0.15 per girl.

As the correct diagnosis of many diseases is dependant on reliable laboratory testing, AKU expanded the number of its laboratory collection units to 124 (in 54 cities) and expanded its central processing facility. The standards it has set for diagnostic testing are now being emulated by other laboratories, thereby raising the overall accuracy of diagnoses. In 2006, it processed over 5.5 million tests.



Advanced Nursing Studies for East Africa: AKU-SON started its Advanced Nursing Studies (ANS) programme in East Africa – Kenya, Uganda and Tanzania – developed at the request of nursing leaders and the respective governments. The programme offers continuing and higher education up to BScN level to working nurses, allowing them to remain at their workplaces as they pursue professional development. The programme focuses on issues relevant to the indigenous environment – recently conducting, for example, a course for HIV prevention, treatment and care.

Setting Standards: The need for reliable laboratory testing (the basis of most diagnoses) led AKU to expand the number of its collection units to 124 in 54 cities and towns in Pakistan, and to build an expanded facility for its central processing laboratory in Karachi. In 2006, the University processed over 5.5 million laboratory tests. Standards set by the AKU units have made them the reference laboratory for doctors throughout Pakistan and recently in Afghanistan, where four phlebotomy centres have opened. This has encouraged other laboratories to raise the quality of the equipment and procedures, thereby raising the overall accuracy of diagnoses.

A University Hospital in Nairobi: Now known as Aga Khan University Hospital, Nairobi (AKUH,N), it is the premier health care teaching site of AKU in East Africa, focusing on high quality care, research and postgraduate medical education (PGME) in all major clinical specialties. Academic functions are being closely integrated with clinical services with the aim of producing specialists in all the primary disciplines and thereby addressing the “brain drain”. These efforts are supported by training in sub-speciality skills, and may be augmented with possible collaborations with AKU in Karachi and the University of Alberta in Canada. The Hospital and its programmes have also led to the establishment of Clinical Governance, which works to improve the quality of clinical care. The Hospital itself has also strengthened management in line with the hospital’s teaching status. In Kenya, the hospital has opened several laboratory collection centres in collaboration with Aga Khan Health Service.

Health care for Afghanistan: In a country where many areas of the country have only one doctor for every 50,000 inhabitants and where 90 per cent of private pharmaceutical outlets have only five essential drugs in stock, AKU's involvement in Afghanistan has been substantial. To expand the number of health care workers and to assist health professionals update their knowledge and skills, AKU and other AKDN agencies run a number of training and continuing education programmes for midwives, nurses, laboratory technicians, doctors and other medical personnel.

In January 2005, the Government endorsed AKU's revisions to Afghanistan's nursing curriculum and adopted it throughout the country. Through a partnership between the AKDN, the Governments of France and Afghanistan and "La Chaîne de l'Espoir", the French NGO which started the project, AKU also manages and operates the French Medical Institute for Children (FMIC) in Kabul, a state-of-the-art medical and surgical care hospital.

Leadership: A large proportion of the medical faculty is in leadership roles in their respective medical associations. Many are participants in government reviews of health care systems – in Pakistan as well as in Afghanistan and East Africa. AKU's faculty has provided support to a number of governments, including assistance in the formulation of national policies regarding chronic diseases, such as hepatitis, HIV/AIDs, as well as training.

Postgraduate Medical Education (PGME): The PGME programme has graduated over 1,200 physicians: the aim is to

At the request of the Women Health Project of the Pakistan Ministry of Health, AKU's School of Nursing conducted training programmes for Public Health nurses. The School also became a consultant to Proctor and Gamble for educating nursing instructors, practising nurses and midwives in maternal and child health in seven cities in Pakistan.





help young men and women evolve into humane, ethical and competent generalists, as well as specialists and scientists who will go on to help improve the health care systems of their countries. By offering training in-country in a wide range of clinical specialties, the PGME programme helps developing nations retain a high number of the “best and brightest” rather than lose them to developed country hospitals. In recent years, the PGME has expanded to East Africa, offering residency training in a variety of disciplines.

Groundbreaking Research: AKU has a growing reputation for its research in a number of disciplines. External grants for research continue to rise. More and more of the complex research tasks, such as analysis using advanced laboratory techniques, is done at AKU, whereas in previous years samples were shipped abroad. This research has been reported in a growing number of publications in Pakistan and abroad. The University’s research in the health sciences generates the publication of articles in over a 100 peer-reviewed journals per year, including *The Lancet* and the *New England Journal of Medicine*.

Ensuring that the Poor Receive Quality Medical Attention: The Patient Welfare programme is dedicated to ensuring that medical care is assured to lower income patients. Over Rs. 425 million (US\$ 7 million) was disbursed in 2005-2006. Since the inception of the programme, Rs 1.8 billion (over US\$ 30 million) has been given to needy patients. Nearly 74 per cent of all patients treated at the University Hospital in Karachi are from low-to-middle-income groups.

Painstaking research on leprosy conducted at the University has identified markers for a genetic predisposition to the disease. As leprosy can now be treated, the key to battling the disease is early detection and treatment. Therefore, this research represents an important step in the eventual eradication of the disease.

AKU research funded by the National Institutes of Health (USA) and the Saving Newborn Lives Initiative of the Bill and Melinda Gates Foundation will attempt to determine the major causes of infant mortality. It will have a particular focus on how babies die from infection acquired at birth and whether washing of the cord and birth canal can reduce infant mortality.







The University's Impact on Education



The Professional Development Centre in Gilgit hosts training courses for teachers from throughout the Northern Areas of Pakistan.

Since its inception, in July 1993, AKU's Institute for Educational Development (AKU-IED) has contributed to improving the quality of education in schools through the professional development of teachers, teacher educators, head teachers and policy makers. It has promoted activity-based learning and reflective practice for teachers' as a way of engendering the essential critical-thinking and problem-solving skills that teachers, in turn, need to pass on to students.

During the Institute's first phase (1993-2001), it developed and tested innovative models of teacher education and school improvement. In its second phase (2001-2007), AKU-IED also concentrated on institutional research and scholarship by establishing a Research and Policy Studies (RAPS) Unit. The Unit initiated several policy and impact studies, which have shown a positive impact of AKU-IED initiatives on students, teachers, institutions, and education policy. In order to enhance access and equity, AKU-IED has initiated several professional development programmes through online and distance learning. AKU-IED's areas of focus include research and policy studies, teaching and learning, educational leadership and management and citizenship education which may emerge as centres of excellence in future.

AKU-IED's Phase III will begin in June 2007. It will focus more on research and policy studies, developing programmes in new areas such as monitoring and evaluation, curriculum studies, policy studies, and research methods. It has also planned to launch an Advanced Diploma programme in Early Childhood Education which may become an additional specialisation in the MEd programme. AKU-IED will continue collaborating with national and international educational institutions for sharing knowledge and experiences for capacity building.





The University offers a range of advanced degrees in medicine, nursing and education, including postgraduate medical study and PhDs in Health Sciences and Education.

Left: AKU-IED's mandate is to initiate educational reforms that increase the efficiency and effectiveness of educational institutions in developing countries. Graduates, like this teacher in Tanzania, function as mentors who engage their fellow teachers in a continuous process of professional development. The Institute has created a "multiplier-effect" in which the impact is spread to a high number of other teachers and even more students.

Its impact has been far reaching:

Certificates of Education: Over 4,500 teachers have graduated from a range of certificates in education programmes. Formerly known as Visiting Teacher Programmes, the ten-week programmes (spread over a period of six months) are aimed at enhancing the quality of classroom teaching and learning. Certificate courses are also offered in Afghanistan, Bangladesh, Kenya, Syria, Tajikistan, Tanzania and Uganda.

Advanced Degrees: AKU-IED has graduated 275 men and women from its innovative two-year Masters in Education programme (with two specialisations: teacher education and educational leadership and management), and over 260 from the one-year field-based Advanced Diploma programmes. The Institute also offers a PhD programme, initiated in 2004. The first cohort of the PhD in Education will graduate in 2008.

The Multiplier Effect: AKU-IED graduates have mentored over 48,000 teachers in Pakistan and East Africa, who in turn are delivering education to over two million children. Once these teachers return to their schools in remote areas, villages and towns, they carry with them innovative methods for raising quality in classrooms, improving school management, and introducing relevant pedagogy, curricula and assessment.

Working with Governments: AKU-IED is increasingly being called upon by governments at all levels to advise on policy and development matters related to teacher education, school improvement and effectiveness and school curriculum. Already considered a "national resource" and "partner of choice" in Pakistan, more recently it has been consulted on teacher development by the governments of Afghanistan, Syria, Tajikistan and Kyrgyzstan. The Institute and the governments of Kenya, Uganda, and Tanzania have been consulting AKU on how to make curriculum change more effective through the improvement of teachers' professional knowledge, competence and skills.

Collaboration with Aga Khan Education Services: AKU-IED works closely with Aga Khan Education Services (AKES), which operates more than 300 schools that provide quality pre-school, primary, secondary and higher secondary education in South and Central Asia as well as East Africa. AKES schools serve as professional development field sites for the course participants of various AKU-IED programmes. Collaboration with AKES aids research on educational development and its impact on society in the developing world. The Institute is also playing a role in the creation of the Aga Khan Academies, an international network of centres of education excellence.

Participatory Research: In recent years, there has been increasing demand for participatory research, particularly on aspects of school effectiveness and school improvement. As a result, practically every faculty member is involved in research, many of them devoting 30 per cent of their workload time to research activities. Major research themes include school management, assessment practices, early childhood development, health in schools, gender studies and inclusive education.

A High Quality, Culturally Appropriate, Affordable System of Examinations: The AKU-Examination Board is also contributing towards the efforts for improving education. In 1995, at the request of various stakeholders including government, parents and schools, AKU began studies on how to improve the school leaving examination system in Pakistan. In 2002, working with the Government of Pakistan, AKU established its Examination Board, which is based on the national curriculum for secondary and higher secondary education. The Board offers schools across the country an option to become affiliated with the programme, provided they meet certain criteria. The general objective of the Board is to design and offer affordable, high quality public examinations in both the English and Urdu mediums. It also offers related services, such as the creation of examination syllabi, as well as training in more effective teaching.

The examination tests a wider range of abilities than has been customary in Pakistan, including comprehension, logical thinking and problem-solving – the skills needed for the 21st century. Equally important, in a country where well-regarded examinations, such as the Cambridge “O” level certificate, cost ten to fifteen times as much, the AKU-EB offers an affordable alternative. AKU-EB successfully conducted a practice secondary school examination in May 2006; the first secondary school Board examination was held in 2007.

In Asia and Eastern Africa, AKU's School of Nursing programmes ensure that nurses and midwives are able to advance their skills and knowledge as well as their career opportunities.





In addition to medical and nursing degrees awarded at the Nairobi campus, a new faculty of arts and sciences in East Africa is expected to offer a wide range of courses in the humanities, physics, music, anthropology, and climatology.

In Pakistan, with the construction of the Faculty of Arts and Sciences, AKU envisages tripling the size of its facilities and doubling the number of students.

As the wealth of nations become more closely tied to knowledge rather than natural resources, the University's mission has never been more vital, both in terms of economic development and the overall quality of life.

Companies and organisations in diverse fields are looking for graduates who are not only smart and technically proficient, but who are nimble, curious, adaptable, confident, ethical and broad-minded, and who have the required leadership, problem-solving and critical-thinking skills needed by twenty-first century societies.

As it is now accepted that many of these qualities and skills are discovered or strengthened through a study of the humanities, the University is moving ahead with plans to become a comprehensive centre for learning with the construction of a new campus for the Faculty of Arts and Sciences (FAS). This new campus, to be located on 1,100 acres on the outskirts of Karachi, will offer a range of undergraduate and graduate courses, from archeology to quantum physics, from music to South Asian history. In the first phase, FAS will enroll 1,500 undergraduate and 100 postgraduate students. Undergraduates will receive an education which encompasses the sciences, economics and information technology. The broad core curriculum will also include world history, one or more Asian languages and strong foundation courses in Muslim civilisations and culture.

A new campus in East Africa will also augment the University's medical and educational development programmes in the region. To be built on a new site, the campus would serve the University's planned academic programmes in the liberal arts in East Africa, which will follow a path similar to the creation of FAS in Karachi. Students from all over Africa and beyond are expected to enroll. These developments would be in addition to the significant investments in medical education planned for the Nairobi campus.

Expansion at the two main campuses is expected to double the student body and triple the overall physical size of buildings.

The University is in the process of developing institutional strategies for a host of new graduate disciplines which will be housed in either Karachi or in East Africa. These subjects are likely to include Architecture and Human Settlement; Government, Civil Society and Public Policy; Law; Economic Growth and Development; Media and Communications; Leisure and Tourism; Education; and Human Development.

A long-term commitment to nursing and midwifery education in East Africa is also envisaged, with the objective of offering relevant, short, credit courses that would be recognised and approved as higher education qualifications. These programmes, along with existing nursing education and Advanced Nursing Practice, are intended to play a major role in strengthening the health systems of Eastern Africa. The proposed MScN degree, for example, will have a special emphasis on relevance to the region it will serve.



The Aga Khan University Hospital in Nairobi, which became an AKU teaching hospital in 2005, will celebrate its 50th anniversary in 2008.

The University's robust network of institutional collaborations will be deepened as it teams up with institutions of excellence to address crucial research areas such as education, climatology, human development (incorporating early childhood development) and basic and applied sciences. In all these activities, the University will continue to focus on creating benefits for the wider communities it serves.

Capacity building and technical assistance in nursing education and nursing services will continue in Afghanistan, Syria and Egypt. In Afghanistan, AKU-SON will develop relevant aspects of the nursing curriculum in collaboration with the Ministry of Health. In a nation with an acute shortage of trained professionals, the University is dedicated to creating a major impact on the quality of care by raising the number of trained health care workers.



The expansion of Aga Khan University Hospital in Nairobi includes planning for the development of international standard tertiary care facilities in cardiology and oncology.

The University's Institute for Educational Development in East Africa (AKU-IED EA) introduced its MEd programme in January 2007, with an intake of senior educators from Kenya, Tanzania and Uganda. A second MEd cohort began in October 2007; certificate programmes will be offered in all three countries. In addition to its teaching programmes, IED EA is also developing a substantial programme of research through collaborations with the universities of Calgary and Cambridge.

The University's role as a trusted advisor to governments on policy will continue to expand as its research programmes grow and the University brings its intellectual resources to bear on key social challenges facing the developing world, including infectious diseases, malnutrition, reproductive health, early childhood development, effective primary and secondary education and nursing care.





University Focus School of Nursing





The Advanced Nursing Studies (ANS) programmes in Kenya, Tanzania and Uganda have been graduating diploma and BScN degree nurses since 2002.

Many graduates of the School of Nursing are serving in leadership positions, including district health officers and consultants to governments on national health care programmes.

AKU-SON, which began operations in 1980 and celebrated its 25th Anniversary in 2005, educates nurses to provide exemplary patient care and demonstrate leadership in nursing education, practice, administration and research. The School offers programmes in the General Nursing Diploma (RN), Post RN BScN, BScN and MScN – the first of its kind in Pakistan.

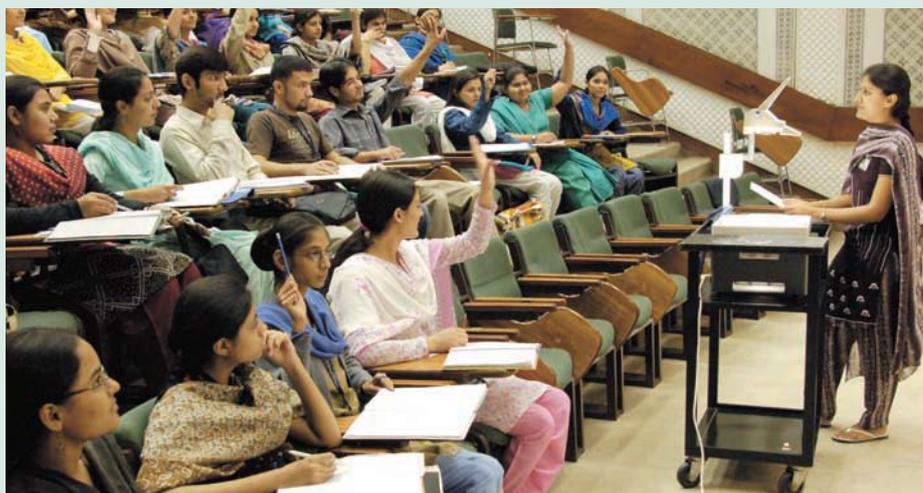
In 2001, AKU-SON started an Advanced Nursing Studies programme (AKU-ANS) in Kenya, Uganda and Tanzania. Developed at the request of nursing leaders and the respective governments, the programme offers continuing and higher education up to BScN level to working nurses, allowing them to remain at their workplaces while pursuing professional development.

Since 2006, all three East African countries now provide distance learning via on-line modules and web based support, doubling enrolment figures as working nurses take advantage of remote learning possibilities.

AKU-SON is also providing technical assistance and capacity building for nursing education and services in Afghanistan, Syria and Egypt.

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

University Focus Medical College



The Medical College was established in 1983. Its main objective is to train good doctors and leaders who will go on to raise the quality of care in developing countries through improvements to primary, secondary and tertiary health care systems and research on relevant diseases and through technical assistance to governments at all levels.

It enrolls students in a five-year programme leading to a Bachelor of Medicine and Bachelor of Surgery (MBBS) degree. The College's curricular objectives include the development of clinical competence in community settings and hospitals, along with health promotion and disease prevention.

In postgraduate medical education (PGME), the University offers four-year postgraduate residency training programmes in over 40 clinical disciplines, including 16 highly specialised two-year fellowship training programmes.

Graduate programmes include Masters of Science degrees in Epidemiology and Biostatistics and in Health Policy and Management, as well as a PhD in Health Sciences – the first of its kind in Pakistan. Postgraduate medical education in Kenya and Tanzania has been offered since 2004, with the first cohort set to graduate in 2008.

Continuing Medical Education (CME) programmes focus on family physicians in community practice. Designed to help primary care physicians become part of the health care system, the programmes include an overview of recent trends in the management of diseases. In 2006, over 2,000 family physicians participated in CME's 17 programmes.

Research at AKU-MC focuses on the key health issues facing the developing world, including infectious diseases, malnutrition, reproductive health, education and nursing care. More recently, it has conducted research on cardiovascular disease, cancer, liver and kidney disease, molecular and genetic medicine.

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











The expansion of the Aga Khan University Hospital in Nairobi is part of a wider expansion of the University's presence in East Africa.



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

A broad range of secondary and tertiary care is available in the 550-bed University Hospital in Karachi. Those who are unable to pay for treatment receive generous assistance through a variety of subsidies and the Hospital's Patient Welfare Programme.

In 2000, AKUH, Karachi became the first teaching hospital in Pakistan to be completely ISO 9002 certified. It received ISO 9001 certification in 2003 and the prestigious Joint Commission International Accreditation in 2006. Its doctors and nurses conduct research at the cutting edge of a variety of disciplines, publishing in international journals such as *The Lancet* and the *New England Journal of Medicine*. Increasingly, the expertise of its staff and faculty are sought after by governments and research institutions in many countries.

In 2005, the Aga Khan University Hospital, Nairobi, was created as a teaching hospital. Postgraduate medical education is already in place, in Nairobi and Dar es Salaam. The Hospital's aim is to be a premier tertiary care facility for Eastern Africa.

Since becoming a University teaching hospital in 2005, the Aga Khan University Hospital, Nairobi, has increased its clinical capacity and made significant improvements to its facilities. In collaboration with Aga Khan Health Service, Kenya, the Hospital has developed a health management information system at the district level. Another programme to help communities take charge of their primary level health facilities has also been developed in collaboration with the University's Community Health Sciences Department at Karachi. The Hospital has launched an ophthalmology programme, and planning is continuing for the development of international standard tertiary care facilities in cardiology and oncology.

The Hospital aims to develop strong research capabilities in relevant research, focusing on regional issues.

For more information, please visit the website:

<http://www.aku.edu/AKUH/>; <http://www.aku.edu/AKUH/N/>

The University Hospital in Karachi provides services to over one million people per year. Outreach programmes meet the health needs of many more.

University Focus Institutes for Educational Development





Aga Khan University Institute for Educational Development (AKU-IED) Pakistan, along with its embedded Professional Development Centre (PDC), was established in July 1993 on the campus of Sultan Mohamed Shah (SMS) Aga Khan School, Karimabad, Karachi.

AKU-IED offers programmes for in-service teachers working in public, private, AKDN and NGO sector schools in Pakistan and other developing countries, through a school-university partnership. In order to build their capacity, a wide range of educational programmes are offered. These include: a four-year PhD programme, a two-year Masters programme, one-year field-based Advanced Diplomas, a six-month field based Certificate in Education, and tailor-made short courses.

In order to provide access to teacher development in remote and disadvantaged areas, AKU-IED has established Professional Development Centres in Gilgit and Chitral. For strengthening professional networking amongst the teachers, teacher educators and researchers, AKU-IED continues supporting the professional associations it launched. These include Pakistan Teachers Association Network and Pakistan Association for Research in Education.

One of the University's most recent developments was initiation of a second Institute for Educational Development for Eastern Africa (AKU-IED EA). The new Institute, modelled on the successes of the IED in Pakistan and built on the foundations laid by the Professional Development Centre Lead-in Project in East Africa, is located in Dar es Salaam, Tanzania.

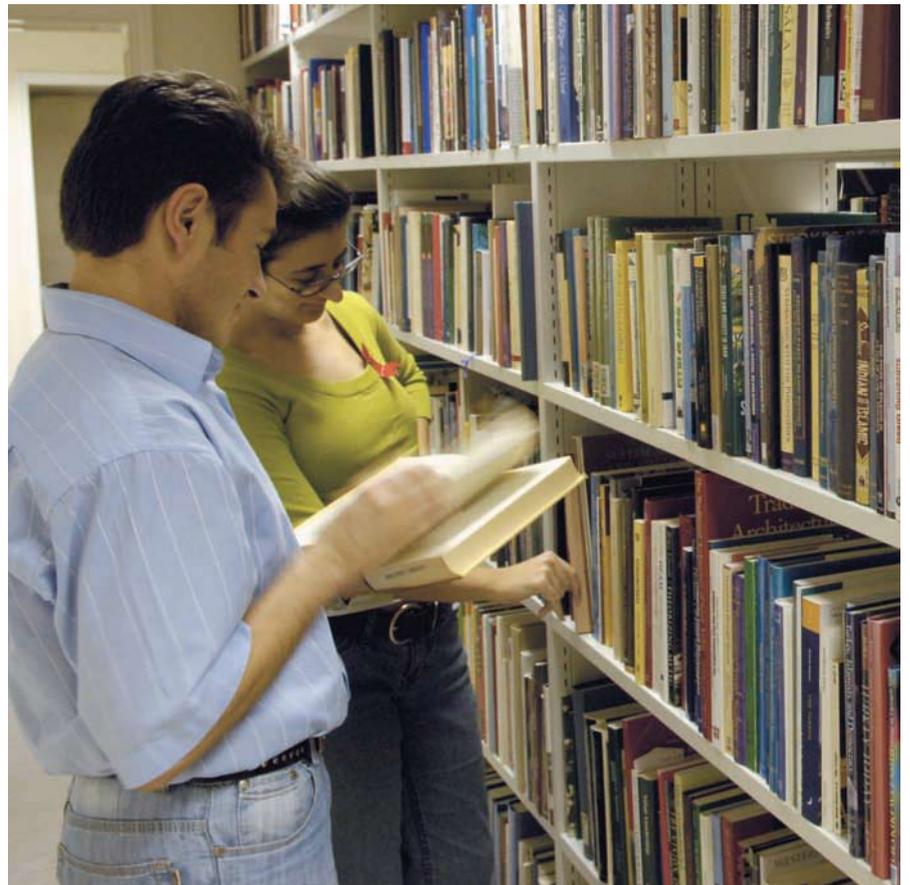
*For more information, please visit the website:
<http://www.aku.edu/ied>*



The Institute works to develop models of effective teaching, learning, teacher development, curriculum and material development and school management that are relevant to different types of school systems in developing countries. It then tests these models under real classroom conditions to assess their feasibility and effectiveness in bringing about whole school improvement, with a focus on child-centred learning.







In 2002, the University established its Institute for the Study of Muslim Civilisations (AKU-ISMC) in the United Kingdom. The goal of the Institute is to strengthen research and teaching on the heritage of Muslim societies in all their historic diversity as a way of creating understanding within the Muslim community as well as between Muslims and non-Muslims.

The Institute's activities include research and colloquia on systems of moral and ethical thought, structures of governance and public life, and artistic and creative expression in all forms. In addition, the Institute creates opportunities for interaction among academics, traditionally trained scholars and other professionals so as to deepen the understanding of pressing issues of public life affecting Muslim societies.

The Institute's first cohort of 15 MA students, welcomed in September 2006, came from nine countries: Canada, India, Indonesia, Iran, Pakistan, Tajikistan, Tunisia, United Kingdom and the United States of America. Short courses for teachers as well as for diplomats were offered in a number of other countries in 2006. Short courses for other professionals will be developed in parallel with the Institute's research programmes.

The Institute conducts research and colloquia on the heritage of Muslim civilisations in all their historic diversity.

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





Top: By end-2006, over 400 teachers were given specialised training in the enabling of active study through learning materials, subject delivery, question- and item-writing and marking procedures.

Left: The Examination Board's e-marking system is the first such system in Asia. The formulation of syllabi and teachers' guides, printed in both English and Urdu and distributed free to affiliated schools – another first in Pakistan – is now being emulated by other boards.

Right: The Board held practice examinations in 60 schools in May 2006; formal school certificate examinations were conducted in 2007 in the affiliated schools.

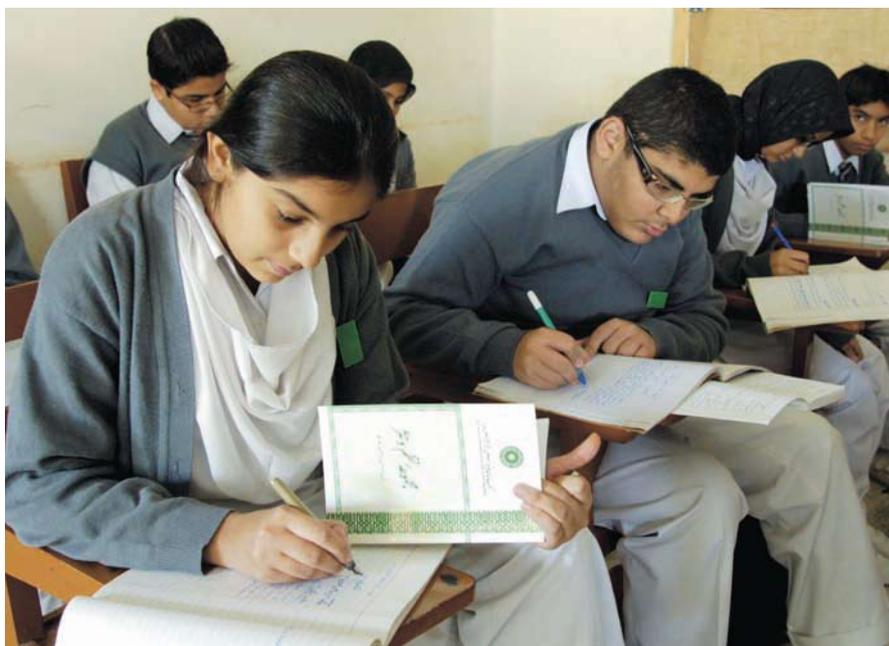
In 1995, AKU began studies on how to improve the school leaving examination system in Pakistan. In response to this request, AKU proposed to create a school examination service that would help improve the quality and standard of education in Pakistan by switching the emphasis from rote memorisation of selected text book passages to an understanding of the whole subject syllabus as well as the application of ideas in everyday life.

The general objective of the Board was to design and offer affordable, high quality public examinations in both the English and Urdu mediums. A wider range of assessments was intended to bring international standards of examination practice within the means of a much wider segment of the Pakistani people. In 2003, working with the Government of Pakistan, AKU established its Examination Board, based on the national curriculum for secondary and higher secondary education.

The Board offers schools across the country an option to become affiliated with the programme, provided they meet certain criteria. Affiliation is voluntary. It also offers related services, such as the creation of examination syllabi, as well as the training in more effective teaching. Examination papers emphasise understanding and the application of knowledge.

AKU-EB operates its own e-marking system, which is the first such system in Asia. The system, which generates individualised reports for each school on a subject-by-subject and question-by-question basis, provides schools with information on the performance of their own candidates relative to the country as a whole. The intention is to offer teachers a better understanding of which concepts are well understood and which need more work.

*For more information, please visit the website:
<http://www.aku.edu/akueb>*







Major Partners and Institutional Collaborations

Whether in the industrialised world or in emerging nations, universities aspiring to greatness must forever raise funds to sustain existing programmes, and to expand into new areas and endeavours. Since its inception, Aga Khan University has been fortunate to have received generous support from its founder His Highness the Aga Khan, from governments, from international funding agencies and from individual donors in several countries. There is a need, however, to expand this funding base, for which purpose AKU has established new fundraising offices in North America, Kenya and the United Kingdom.

The University received an early donation towards construction of the Ibn Zuhr Oncology Services Building on the Karachi campus from an AKU alumna now practising as a nephrologist in California. A second donation, received from a family foundation in Palo Alto, is supporting AKU's Advanced Nursing Studies programme in East Africa.

More recently, a significant advance was made when a group of Canadian corporate leaders in Calgary, led by retired oil and gas executive Jim Gray, pledged their support for establishment of a new Institute for Educational Development, Eastern Africa. After visiting Pakistan and East Africa to witness first hand a range of AKDN projects in action, the Calgary group pledged C\$5 million towards the new Institute's total costs of C\$25 million. At the same time, its members have secured a C\$5 million grant from the Canadian International Development Agency. The Aga Khan Development Network, Aga Khan University and other funders will provide the remaining C\$15 million to complete the project. With funding assured, plans are proceeding to construct the facility on the same 40 acre parcel of land already purchased for a proposed Aga Khan Academy in Dar es Salaam. Classes in the new Institute will begin in temporary premises pending a move to the permanent campus. Partnerships are being forged for a range of AKU programmes, most notably for nursing studies in Africa and patient welfare in Pakistan. Early results from appeals in Kenya and the United Kingdom are also showing emerging support for AKU programmes.

While fundraising in mainstream communities outside of Pakistan is in its early stages of development, long standing appeals in Pakistan are yielding increasingly good results. To date more than US\$10 million has been raised, almost half in the form of individual donations through annual giving. The bulk of funds, however, have been provided by corporate donors throughout the country in support of major capital projects on the main Stadium Road campus. Corporate donors funded more than half the costs of the Ibn Zuhr Oncology

Centre, and are now actively involved in raising US\$ 3 million to expand the Hospital's Emergency Room. A dedicated clinical laboratory building on the Karachi campus was inaugurated in 2006, funded in part by a major donation from the estate of Noshir and Mehroo Soparivala, prominent members of Karachi's Zoroastrian community.

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

Recent Strategic Partnerships

University of Alberta: AKU signed two Memoranda of Understanding (MOUs) in Edmonton on June 20, 2006 in order to create a long-term "anchor" relationship with the University of Alberta and with Capital Health (the health services provider in Edmonton). One establishes a three-way partnership between AKU, the University of Alberta and Capital Health for health sciences cooperation, and the other creates a bilateral relationship with the University of Alberta for academic and scientific cooperation.

University of Waterloo: A Memorandum of Understanding for education and scientific cooperation between Aga Khan University and the University of Waterloo in Ontario was signed in Canada on January 13, 2007. The two institutions will explore the possibilities of collaboration in the areas of education, training and research. AKU is especially interested in the University of Waterloo's model of cooperative education, where students mix periods of work and study during their degrees.

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

Aga Khan Development Network
British Council, Karachi, Pakistan
Canadian International Development Agency
College of Physicians and Surgeons, Pakistan (CPSP)
Department for International Development, UK
European Union
Fogarty International, USA
Government of Afghanistan
Government of France
Government of Pakistan
Government of Syria
Harvard University, USA
Hospital for Sick Children, Toronto, Canada
International Academic Partnership
International Vaccine Institute, South Korea
Johns Hopkins University, USA
Karolinska Institutet, Sweden
La Chaîne de l'Espoir et les Enfants Afghans, France
London School of Hygiene and Tropical Medicine
McMaster University, Canada
McGill University, Canada
National Institutes of Health, USA
New Zealand Overseas Development Assistance
Sheffield Hallam University, UK
United Nations Children's Fund (UNICEF)
University of Alabama, USA
University of Alberta, Canada
University of British Columbia, Canada
University of Calgary, Canada
University of Karachi, Pakistan
University of London Institute of Education, UK
University of Oxford, UK
University of Sheffield, UK
University of Toronto, Canada / Ontario Institute for Studies in Education
University of Waterloo, Canada
United Nations Development Programme (UNDP)
United Nations Population Fund (UNFPA)
United States Agency for International Development (USAID)
World Health Organisation (WHO)

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Mr Justice Sarmad J. Osmany
Senior Puisne Judge
Sindh High Court
Karachi, Pakistan

Dr Hafiz A. Pasha
UN Assistant Secretary-General
UNDP Assistant Administrator
and Director of the Regional
Bureau for Asia and the Pacific
New York, USA

Mr Firoz Rasul
President and
Chief Executive Officer
Aga Khan University

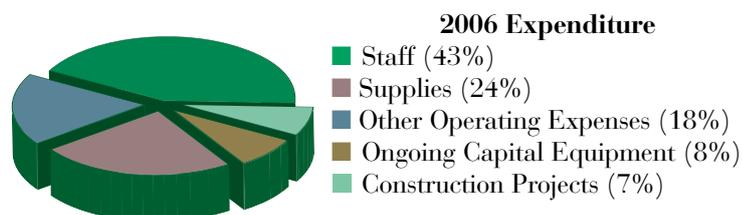
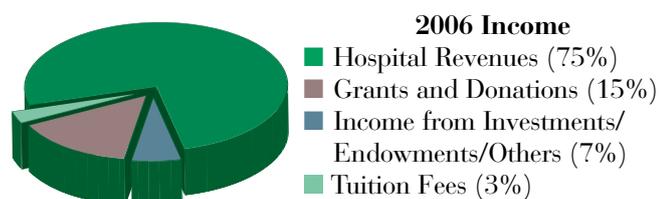
Financial Information

CONSOLIDATED FINANCIAL PERFORMANCE

(US\$ in millions)

| | 2005 | 2006 |
|--|--------------|--------------|
| 1.0 Income | | |
| 1.1 Hospital Revenues | 95.9 | 115.1 |
| 1.2 Tuition Fees | 3.8 | 4.1 |
| 1.3 Grants and Donations | 26.8 | 23.4 |
| 1.4 Income from Investments/Endowments/Other | 10.0 | 10.0 |
| 1.5 Total | 136.5 | 152.6 |
| 2.0 Expenditure | | |
| 2.1 Staff | 54.7 | 67.4 |
| 2.2 Supplies | 32.6 | 37.3 |
| 2.3 Other Operating Expenses | 25.5 | 28.3 |
| 2.4 Total | 112.8 | 133.0 |
| 3.0 Ongoing Capital Equipment | 8.1 | 12.5 |
| 4.0 Construction Projects | 14.1 | 10.6 |
| 5.0 Excess/(Shortfall) of Income over Expenditure¹ | 1.5 | (3.5) |

Note 1: The 2006 shortfall was funded through excess of income over expenditure of prior years.



MAJOR CAPITAL PROJECTS

| | Total Project Value | Donor Pledges | AKU Contribution | Completion Date |
|--|---------------------|---------------|------------------|-----------------|
| Pakistan | | | | |
| Soparivala Building for Clinical Laboratory (Phase I) | 3.6 | 1.2 | 2.4 | 2005 |
| Faculty Office Building | 2.5 | – | 2.5 | 2005 |
| Ibn Zuhr Building for Oncology Services | 8.4 | 4.1 | 4.3 | 2006 |
| Soparivala Building for Clinical Laboratory (Phase II) | 2.3 | 0.1 | 2.2 | 2007 |
| Emergency Room Expansion | 4.5 | 3.0 | 1.5 | 2009 |
| Kenya | | | | |
| Phase IIA including Oncology and Cardiovascular Services | 41.5 | 41.5 | – | 2009 |
| Total | 62.8 | 49.9 | 12.9 | |

University in Numbers

AKU FACULTY AND STAFF IN AFGHANISTAN, KENYA, PAKISTAN, TANZANIA, UGANDA, UK

| | 2006 |
|---|--------------|
| Full-time Faculty | 539 |
| Full-time Staff | 7,057 |
| Trainees | 590 |
| Part-time and Temporary Faculty and Staff | 903 |
| Total | 9,089 |

Note: Academic programmes in Egypt and Syria were conducted by Pakistan-based faculty.

PAKISTAN FACULTY OF HEALTH SCIENCES

| | Student enrolment in 2006 | Total graduates including 2006 |
|---|----------------------------------|---------------------------------------|
| School of Nursing | | |
| Diploma in Nursing (RN) | 227 | 1,645 |
| Post-RN BScN | 69 | 405 |
| BSc in Nursing | 147 | 165 |
| MSc in Nursing | 19 | 17 |
| Total | 462 | 2,232 |
| Medical College | | |
| MBBS | 448 | 1,370 |
| MSc in Health Policy and Management | 13 | 21 |
| MSc in Epidemiology and Biostatistics | 10 | 57 |
| MSc in Clinical Research | 10 | First cohort will complete in 2007 |
| PhD in Health Sciences | 13 | 1 |
| Postgraduate Medical Education (PGME) | 416 | 1,377 |
| Total | 910 | 2,826 |
| Faculty of Health Sciences total | 1,367 | 5,058 |

UK INSTITUTE FOR THE STUDY OF MUSLIM CIVILISATIONS, LONDON

| | | |
|-----------------------|----|------------------------------------|
| MA in Muslim Cultures | 15 | First cohort will graduate in 2008 |
|-----------------------|----|------------------------------------|

UNIVERSITY HOSPITAL, KARACHI

| | | |
|--------------------------------|--------------------------|-------------------------------|
| Patient Welfare Support | 2006 | Cumulative to 2006 |
| | Rs 243 m (US\$4m) | Rs 1.62 b (US\$34.24m) |

| | | |
|-------------------------|-------------|-------------|
| Hospital Volumes | 2005 | 2006 |
| Operational beds | 497 | 543 |

Patient Volumes

| | | |
|------------------|---------|---------|
| Admissions | 38,612 | 40,673 |
| Patient days | 138,997 | 146,146 |
| Outpatient visit | 429,659 | 459,820 |

Institute for Educational Development

| | Student enrolment in 2006 | Total graduates including 2006 |
|-------------------------------|----------------------------------|---------------------------------------|
| Programmes | | |
| PhD | 8 | – |
| Master of Education (MEd) | 84 | 276 |
| Advanced Diploma in Education | 36 | 294 |
| Certificate in Education | 532 | 5,059 |
| Total | 660 | 5,629 |

EAST AFRICA

KENYA, TANZANIA AND UGANDA FACULTY OF HEALTH SCIENCES

| | Student enrolment in 2006 | Total graduates including 2006 |
|--|---------------------------|------------------------------------|
| Advanced Nursing Studies (ANS) | | |
| Programmes | | |
| EN-RN Diploma | 284 | 334 |
| BScN | 316 | 115 |
| Clinical Specialist Diploma | – | 5 |
| Total | 600 | 454 |
| Postgraduate Medical Education (PGME) | | |
| | 48 | First cohort will graduate in 2008 |
| Faculty of Health Sciences total | 648 | 454 |

INSTITUTE FOR EDUCATIONAL DEVELOPMENT, EAST AFRICA. DAR ES SALAAM, TANZANIA

| | Student enrolment in 2006 | Total graduates including 2006 |
|--------------------------|---------------------------|------------------------------------|
| Programmes | | |
| Certificate in Education | 120 | 712 |
| Master of Education | 22 | First cohort will graduate in 2009 |
| Total | 142 | 712 |

UNIVERSITY HOSPITAL, NAIROBI, KENYA

| Hospital Volumes | 2005 | 2006 |
|------------------------|---------|---------|
| Operational beds | 218 | 224 |
| Patient Volumes | | |
| Admissions | 13,165 | 13,606 |
| Patient days | 54,353 | 59,045 |
| Outpatient visits | 172,202 | 189,796 |

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Campuses

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Overview of the Aga Khan Development Network



Aga Khan University is part of the Aga Khan Development Network (AKDN). Founded and guided by His Highness the Aga Khan, the AKDN brings together a number of international development agencies, institutions and programmes that work primarily in the poorest parts of South and Central Asia, Africa and the Middle East. All AKDN agencies conduct their programmes without regard to faith, origin or gender. The work of the Aga Khan Foundation (AKF) centres on inclusive, community-based development approaches, in which local organisations identify, prioritise and implement projects with the Foundation's assistance. Within this ethos, AKF focuses on five major areas: education, rural development, environment, health and civil society.

The Azhar Park Project encompasses a 30-hectare park and various social programmes in the adjacent neighborhood, including microfinance, health, housing rehabilitation and education.

The Aga Khan Agency for Microfinance works to expand access for the poor to a wider range of financial services, including micro-insurance, small housing loans, savings, education and health accounts. Its programmes range from village lending cooperatives to self-standing microfinance banks in South and Central Asia, Africa and the Middle East.

Aga Khan Education Services (AKES) aims to diminish obstacles to educational access, quality and achievement. It operates more than 300 schools incorporating advanced educational programmes at the pre-school, primary, secondary and higher secondary levels in Bangladesh, India, Kenya, Kyrgyz Republic, Pakistan, Tajikistan, Tanzania and Uganda. It emphasises student-centred teaching methods, field-based teacher training and school improvement.

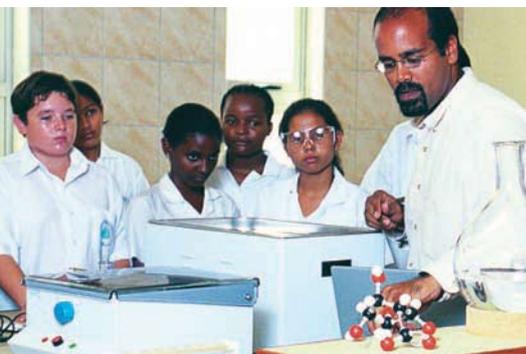
Aga Khan Academies are an international network of academic centres of excellence dedicated to providing an international standard of primary and secondary education to students in the developing world. Entry to the schools is merit-based and needs-blind.

Aga Khan Health Services (AKHS) provides primary and curative health care in Afghanistan, India, Kenya, Pakistan, Tajikistan and Tanzania through 237 health centres, dispensaries, hospitals, diagnostic centres and community health outlets. Annually, AKHS provides primary health care to one million beneficiaries and handles 1.2 million patient visits. AKHS also works with governments and other institutions to improve national health systems.

Aga Khan Planning and Building Services assists communities with village planning, natural hazard mitigation, environmental sanitation, water supply systems and improved design and construction of both housing and public buildings. It provides material and technical expertise, training and construction management services to rural and urban areas.

The Siaquol suspension bridge in Baghlan province, Afghanistan, is part of an infrastructure rehabilitation programme undertaken by the Aga Khan Foundation. Bridges not only provide safe passage over fast-moving rivers, but increase access to markets, schools and medical care.





Top: Azito power plant in Ivory Coast, which supplies 30 per cent of the country's power.

Middle: Chemistry class, Aga Khan Academy, Mombasa.

Bottom: Zanzibar Madrassa programme.

The Aga Khan Trust for Culture encompasses the triennial Aga Khan Award for Architecture; Aga Khan Historic Cities Programme, which undertakes conservation and rehabilitation in ways that act as catalysts for development; the Humanities Project, which develops humanities curricula for use in universities in Central Asia; the Music Initiative, which preserves and promotes the traditional music of Central Asia; ArchNet.org, an online archive of materials on architecture and related issues; the Aga Khan Programme for Islamic Architecture, which is based at Harvard and MIT; and the Museums Project, which is creating museums in Toronto and Cairo.

The AKDN includes another institution of higher learning, The University of Central Asia (UCA). Chartered in 2000, UCA is located on three campuses: in Khorog, Tajikistan; Tekeli, Kazakhstan; and Naryn, Kyrgyz Republic. UCA's mission is to foster economic and social development in the mountain regions of Central Asia. It will offer a Master of Arts degree in fields related to the development of mountain societies and a Bachelor of Arts programme based on the liberal arts and sciences. Its School of Professional and Continuing Education, which offers vocational, professional development and personal improvement opportunities to youth and adults, is Central Asia's first provider of formal, university-based, non-degree educational programmes. AKU, which assisted in the planning of the establishment of UCA, now continues collaboration with UCA drawing on its experience in key areas such as development of faculty, infrastructure, processes, facilities, support systems, linkages, and innovative academic programmes. Going forward, the two institutions will encourage mobility of students and faculty between each other. The Aga Khan Fund for Economic Development is the only for-profit agency in the Network. Often acting in collaboration with local and international partners, AKFED takes bold but calculated steps to invest in fragile and complex settings. It mobilises investment for the construction, rehabilitation or expansion of infrastructure, sets up sustainable financial institutions, builds economically viable enterprises that provide essential goods and services, and creates employment opportunities.

Focus Humanitarian Assistance, an AKDN affiliate, provides emergency relief supplies and services to victims of conflict and natural disasters. It also works with AKF to help people recover from these events and makes the transition to long-term development and self-reliance.

AKDN institutions work together with the world's leading aid and development agencies. See "Major Partners and Institutional Collaborations" for more information on AKU's collaborations.

THE IMAMAT

AGA KHAN DEVELOPMENT NETWORK

ECONOMIC
DEVELOPMENT

SOCIAL
DEVELOPMENT

CULTURE

AGA KHAN FUND
FOR ECONOMIC
DEVELOPMENT

AGA KHAN
AGENCY FOR
MICROFINANCE

AGA KHAN
FOUNDATION

AGA KHAN
UNIVERSITY

UNIVERSITY
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PROGRAMME

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SERVICES

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PLANNING AND
BUILDING SERVICES

EDUCATION
AND CULTURE
PROGRAMME

FINANCIAL
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AVIATION
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MEDIA
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