

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



HIS HIGHNESS THE AGA KHAN

The Aga Khan Academy, Mombasa





THE AGA KHAN ACADEMY, MOMBASA



The Aga Khan Academy, Mombasa, is a not-for-profit school situated on an 18-acre campus in the Kizingo area of Mombasa Island, Kenya. It is the first in a global network of day and residential schools for exceptional girls and boys from all backgrounds who are drawn from across Kenya and internationally. The Academy features state-of-the-art facilities, a diverse student body, and an experienced and engaged team of educators and staff.

The Academy provides students with education of the highest international standard in order to prepare them for lives of ethical leadership and service, and to succeed in a globally competitive world. Admission to the Academy is based on merit. Students of promise, good character and serious intent are considered regardless of their socioeconomic background or their family's ability to pay. Educators are selected on the basis of their commitment to the all-round development of students and their own continued professional development.

The Academy is committed to excellence in all aspects of education. This commitment includes the academic and co-curricular programmes as well as the campus itself. The Academy strives to create a balance between academic demands, sports, cultural activities and community life. Students are challenged to be intellectually inquisitive and socially conscious. They are encouraged to engage with diversity and display a clear understanding of other people's cultures, social structures, values and beliefs.





The widely recognised International Baccalaureate (IB) programmes have been chosen as the foundation for the Academies' imaginative and inspiring educational vision. The Academies' curriculum stretches and challenges students, encouraging academic rigour, independent learning, enthusiastic inquiry, honesty and integrity in scholarship, and a caring and compassionate outlook. It promotes the international awareness, social responsibility, creativity and high ethical standards needed by leaders in the 21st century. It also prepares students to be effective in their own contexts as well as internationally by ensuring that they have an understanding of national language, history and culture. When they have completed the full programme, students graduate with the IB Diploma, which is a highly respected qualification recognised by universities globally.



HISTORY



In 2000, His Highness the Aga Khan initiated a programme to establish an integrated network of schools, known as the Aga Khan Academies. The first Academy opened in Mombasa, Kenya, in 2003. The second, in Hyderabad, India, began operating in 2011 with the enrolment of students in the Junior School; Senior School students, including residential students, joined in 2012. A third Academy opened in 2013 in Maputo, Mozambique, initially for lower primary students. Land has been acquired in several locations, and the next phase of Academies is in the architectural design process. When complete, the network of Academies will form a global learning community of 18 schools in 14 countries in South and Central Asia, Africa and the Middle East. Exchanges between Academies allow students and teachers to experience a rich global dimension in education. Ultimately, the Academies network will comprise 2,000 educators and a student body of 14,000 girls and boys, and will graduate 1,400 students of exceptional calibre every year.

The Academies are part of the Aga Khan Development Network (AKDN), which has been involved in education for over a century. AKDN agencies currently run two universities and more than 240 schools and educational programmes ranging from early childhood to post-graduate education. Academy students and teachers enjoy unparalleled opportunities for practical experience and learning by working with AKDN programmes. AKDN has a broad range of initiatives and partnerships in health, culture, rural development, institution-building and the promotion of economic development that aim to improve living conditions and opportunities for the poor, regardless of faith, origin or gender.





THE AIM

The Aga Khan Academy, Mombasa strives to develop future leaders with the skills, knowledge and dispositions to support positive development in their societies.

It works toward this by admitting exceptional young people from all backgrounds and providing them with a rigorous and relevant education at the highest international standard.

The Academy prepares students to be intellectually curious, socially conscious and mindful of the need to be citizens of the world.

The programme develops students who are able to understand and engage with complex issues of local, national and global significance.





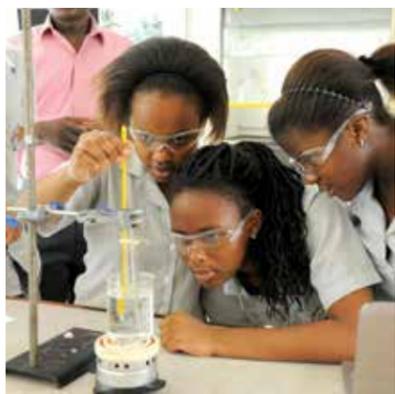
THE ACADEMIC PROGRAMME

The Aga Khan Academy, Mombasa is an IB World School which offers an integrated programme of education that includes the Primary Years Programme, the Middle Years Programme and the Diploma Programme. The academic programme is both comprehensive and rigorous. It encompasses formal academics as well as themes that are designed to give students the skills to lead in their fields globally and locally. The curriculum ensures that students' theoretical learning is linked to relevant local and international topics through the Aga Khan Academy's Curricular Strands, which address issues of ethics, pluralism, culture, economics for development, governance and civil society. The Academies programme allows students to develop their understanding of the world while they build their analytical skills, the ability to learn independently and the desire to make a difference. Additionally, the programme is designed to equip students with the appropriate technical skills, providing them with the opportunity to explore how technology is shaping communities. Through an active, student-centred approach focused on mastery of several disciplines, the academic programme – together with co-curricular programmes – gives students the skills and ability to succeed in competitive universities worldwide.

The Primary Years Programme

The International Baccalaureate Primary Years Programme (PYP) establishes the foundations for lifelong learning. The programme, for students aged 3–11, focuses on the development of the whole child. It addresses 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 language classes. In their final year of the programme, students carry out an extended, collaborative inquiry project, known as the Exhibition, under the guidance of their teachers. This represents a significant event in the life of both the school and students, in which they synthesise the essential elements of the programme and share them with the whole school community. It is an opportunity for students to exhibit the desired attributes and understandings they have developed during their engagement with the programme.

The Academy provides an education that fosters multilingualism, starting with dual language instruction in the Junior School, with English as the lingua franca across the network of Academies combined with Kiswahili instruction in Mombasa, thus bridging the global with the local.





The Middle Years Programme

Students in the Middle Years Programme (MYP), aged 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, social sciences, mathematics, arts, technology and physical education, and culminates in a personal project. The programme also includes a service component designed to encourage students to become involved with their communities. In the final year of the programme, each student completes a Personal Project, a significant piece of work that is the product of the student's own initiative and creativity, offering the opportunity to demonstrate the knowledge and skills acquired over the five-year course. Each project must reflect a personal understanding of the areas of interaction and exhibit a process (planning, research, personal reflection) through to completion, under the supervision of a teacher in the school.

The Diploma Programme

The International Baccalaureate Diploma Programme (DP) for students aged 16–19 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 (optional). They are encouraged to reflect on the knowledge they gain both inside and outside the classroom through the required Theory of Knowledge. They also conduct research on a subject of their choice for a 4,000-word Extended Essay. Students also participate in a variety of creative endeavours, physical activities and community service projects as part of the Creativity, Action and Service requirement. At the same time as it provides an international academic passport, the DP generally fulfils the requirements of a student's national education system. Each student's performance is assessed externally by independent examiners according to global standards applied to all IB schools. Strong support is provided to students for career guidance and university admissions – Academy graduates have gained access, and prestigious scholarships, to some of the top universities around the world.



THE FACULTY



Great teachers are the core of a great school more than any other factor, so the Academy focuses on actively recruiting, carefully selecting and fostering the professional development of exceptional teachers. It identifies and develops teachers of the highest quality who are committed to both the all-round development of young people and to their own professional growth.

Providing ongoing development for teachers is a hallmark of Aga Khan schools worldwide. Achieving world-class standards, which evolve continually, is a dynamic process that requires continuous investment in the training and re-training of teachers to maintain a world-class faculty.

A distinguishing feature of each Academy is its Professional Development Centre (PDC), which is dedicated to developing new teachers to the highest standards while offering veteran teachers the opportunity to stay on the cutting edge of education through research and practice. As more Academies are established, a community of expertise is being created – and leveraged – through collaboration and physical exchanges. In addition to setting a high standard of instruction at the Academy, the PDC is serving to deepen the pool of well-trained educators regionally through its outreach efforts, where Academy teachers share their expertise to enhance teaching and learning at government and other schools.

A talented, experienced and diverse team of educators has been selected from a global pool, including Kenyan nationals, many with international experience. A permanent proportion from overseas will ensure the international mix of the educational experience on offer.

Academy faculty also engage actively with students outside the classroom. A high proportion of faculty live on campus, many as dorm parents. They ensure a safe, nurturing and fun-filled environment for residential students. Dorm parents are trained in matters related to health and safety, community life and interpersonal relations, and possess a high level of energy that allows them to handle multiple tasks while offering guidance and support to the students.





THE RESIDENTIAL CAMPUS



The Academy's welcoming and inclusive culture is reflected in the peaceful and inviting architecture of the residences. Boys and girls live in separate student residences. All students are closely supervised by faculty and staff. The residential experience is characterised by an ethos centred on respect, integrity, honesty, fairness, empathy and good humour. Each student is supported in his or her personal growth by a staff member who is trained to bring out the best in the student. Because 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, the residential programme is designed to promote the learning and growth that comes from constant interaction with a diverse and talented group of teachers and peers. Mealtimes and other gatherings provide residential students with opportunities for informal interaction as well as for discussions, meetings, language development and study groups.

This safe and secure environment gives students of all backgrounds the opportunity to thrive emotionally, intellectually and physically. In general, four MYP students share a room. In the diploma years, students either have single or double rooms. The rooms are spacious with high ceilings and large windows. Other facilities include a student lounge with a large-screen television, dedicated study areas and a laundry facility. In addition, the Commons, the heart of the campus, houses a modern and spacious dining hall and an array of other areas for school activities.





STUDENT LIFE AND LEADERSHIP



The academic curriculum is complemented by an enrichment programme that is designed to provide a balanced, well-rounded and comprehensive programme. Students gain an intense and enduring educational experience by engaging in a range of expression, action and community and service activities with their peers and teachers. Students are encouraged to do their best in all areas, both inside and outside the classroom, and to expand their horizons by trying new pursuits. The Academy's purpose-built campus and specialised facilities provide an unparalleled environment in which learning extends well beyond the classroom to all aspects of student life.

The extensive sports facilities include swimming and diving pools as well as tennis and squash courts, and sports fields (including floodlit) for football, rugby, hockey and athletics. Students are able to pursue artistic and cultural activities in spaces dedicated to fine arts, music and dance, including individual music practice booths and a space for music recording. In addition, the campus landscape has been structured to include outdoor learning spaces as well as areas for social interaction and quiet reflection.





The Academy's enrichment programmes are clustered into three main streams, each with a different focus.

Creative Expression

By engaging in visual or performing arts, students are encouraged to think creatively and express themselves across different media. Through theatre, art, music and drama, students learn to work together and give expression to the values and lessons they have learned.

Action

Through sports, both competitive and recreational, students are challenged in their physical abilities and learn values such as good sportsmanship, teamwork and ethical behaviour. They are encouraged to try different activities both as a method of personal discovery and as a way to extend the range of their abilities. They are also encouraged to work with teammates, be motivated to do their personal best and to pass on what they have learned in the process. Students at the Academy have successfully participated at regional, national and international levels in a range of activities.

Service

The Academy encourages students to expand their knowledge and understanding of humanity and civil society and to recognise their responsibilities as members of the local and global communities. Through their involvement in citizenship activities, students gain an understanding of the practical implications of their work and studies. By collaborating with community groups on sustainable projects, they develop an appreciation for human rights and human dignity, and learn how their actions impact the world around them. The Academy has an active Students' Representative Council, an elected group of student leaders who represent the voice of the students and make positive change in their own community.



AGA KHAN ACADEMY GRADUATES



His Highness the Aga Khan has underlined the importance of three concepts he sees as essential to creating, stabilising and strengthening democracies around the world: meritocracy, pluralism and civil society. The network of Academies strives to instil in its students the positive values embedded in these concepts – values they will embody and carry with them throughout their lives.



The Aga Khan Academies aim to create ethical leaders who have a strong sense of civic responsibility and who will go on to the best universities in the world and pursue careers of their choice. With multilingual abilities, they will move fluidly within both global and local contexts. They will become leaders in the governments and institutions of civil society in their own countries, in international organisations and in academic, economic and artistic institutions that create positive change in our world.



To that end, Aga Khan Academy graduates are expected to become:

- **Leaders** who perceive and anticipate needs and problems locally and globally and who are able to motivate themselves and others to tackle those problems confidently and in a spirit of cooperation;
- **Stewards** who are motivated to leave the world a better and more peaceful place;
- **Inquirers** who are curious, independent learners;
- **Knowledgeable** across a range of disciplines and traditions;
- **Thinkers** who are critical and creative, who make reasoned, ethical decisions;
- **Communicators** who express ideas confidently and creatively, orally and in writing, in at least two languages and through art and music;
- **Principled** young people with a strong sense of integrity, honesty, fairness and justice, who respect the dignity of individuals, groups and communities, and who take responsibility for their own actions and their consequences;
- **Open-minded** young people who understand and appreciate their own personal histories and cultures while recognising and valuing pluralism;
- **Caring** people who are empathetic, compassionate and who respect others' needs and feelings while also being personally committed to making a positive difference in the lives of others and the natural environment;
- **Courageous** learners who approach unfamiliar situations and uncertainty with courage and forethought – independent spirits who are brave and articulate in defending their beliefs;
- **Balanced** young men and women who understand the importance of maintaining personal well-being as well as physical, intellectual, spiritual and emotional balance for themselves and others;
- **Reflective** individuals who give thoughtful consideration to their own learning and personal development and are able to productively analyse their own strengths and limitations.



Alumni from the Aga Khan Academy, Mombasa are studying at some of the top universities around the world. Many have been awarded prestigious university scholarships.

Through their choice of activities and career goals, Academy graduates are demonstrating a strong commitment to community service and the desire to support the long-term development of their countries and regions of origin.



ADMISSIONS POLICY AND FINANCIAL AID

The Academy seeks students representing a diverse range of economic, cultural, ethnic and religious backgrounds. It looks for students who have the ability and motivation to excel academically and who demonstrate leadership in service and other co-curricular pursuits.

Applications to the Academy far exceed places. Selection is based on merit regardless of socio-economic background and ability to pay. Merit is broadly defined as exceptional intellectual potential, leadership, a commitment to learning, a strong sense of integrity, and the desire to work towards and instigate positive change. Financial aid is available to enable access for students with demonstrated financial need. The Academy endeavours to meet the financial needs of each selected student. The Academy uses a multifaceted process to evaluate applicants. The assessments enable students to demonstrate their cognitive, literary, mathematical, creative and leadership abilities. The Admissions Committee then evaluates candidates based on a range of measures and recommends them for selection.



THE AGA KHAN DEVELOPMENT NETWORK IN EDUCATION

The Aga Khan Development Network's (AKDN) education programmes cover a wide spectrum of activities aimed at addressing the full continuum of learning, from early childhood to university education, including non-formal adult education. Education activities range from family and classroom-focused interventions to national and international policy dialogue. These activities are led principally by the following agencies and institutions, which work together as a system to strengthen education delivery and outcomes:

The **Aga Khan Academies (AKA)** is an integrated network of K–12 day and residential schools in Mombasa, Kenya; Hyderabad, India; and Maputo, Mozambique, with more campuses planned across Africa, South and Central Asia, and the Middle East. It aims to help develop these regions' future leaders. It admits exceptional young people from all backgrounds and provides them with a rigorous and relevant education of the highest international standard.

The **Aga Khan Education Services (AKES)** operate over 240 private and community-based schools. They provide quality K–12 education to children (the majority girls) in many of the more remote regions of nine countries of Central and South Asia and East Africa, with the large majority of schools in Pakistan. The first school opened in Zanzibar in 1905.

The **Aga Khan University (AKU)** provides professional and graduate degree training in medicine, nursing and midwifery, and education. It has been operating from campuses in Karachi, Pakistan (since 1980); Dar-es-Salaam, Tanzania; Nairobi, Kenya; Kampala, Uganda (since 2001) and London, UK. The University's Institute for Educational Development offers Master's, Ph.D. and certificate training in pedagogy and education management and provides support to government systems in several countries. Planning for faculties of Arts and Sciences and graduate schools is underway for East Africa and South Asia.

The **University of Central Asia (UCA)** was founded in 2000 to offer an internationally recognised standard of higher education in Central Asia and prepare graduates to contribute leadership, ideas and innovation to the economies and communities of the region. UCA's mission is to foster the socio-economic development of Central Asia, particularly its mountain societies, while helping the people of the region preserve and draw upon their rich cultural heritages as assets for the future. The University brings with it the commitment and partnership of the Aga Khan Development Network.



The **Aga Khan Foundation (AKF)** operates programmes in the areas of education, health, rural development, environment and civil society. Within education, AKF works with governments at all levels, civil society organisations and local communities in early childhood development, school improvement (primary and secondary), and youth and adult education.

The **Aga Khan Trust for Culture (AKTC)** focuses on the physical, social, cultural and economic revitalisation of communities in the Muslim world. It operates a variety of education programmes through its museums and exhibitions initiatives, music initiatives, the Aga Khan Program for Islamic Architecture and the ArchNet.org online architectural resource.



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

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

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