

Aga Khan Schools



Annual Publication



Aga Khan Education Services





“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.”

HIS HIGHNESS THE AGA KHAN

Foundation stone-laying ceremony of the residential campus for the Aga Khan Academy Mombasa in Kenya, 14 August 2007

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Introducing the Aga Khan Schools



The Aga Khan Schools (AKS) brings together the Aga Khan Academies (AKA) and the Aga Khan Education Services (AKES). AKS comprises a network of over 200 schools, more than 100 non-formal education programme centres and seven hostels, serving over 96,000 students from the age of 18 months to adulthood each year, with the support of over 6,400 teachers and staff. The agency currently operates across 12 countries in East Africa, South and Central Asia and the Middle East.

As guided by His Highness the Aga Khan, AKS has been created as a new agency to ensure an overarching view of the Aga Khan Development Network (AKDN) school system, its links with other related programmes and institutions globally, and the provision of quality and relevant pre-tertiary education.

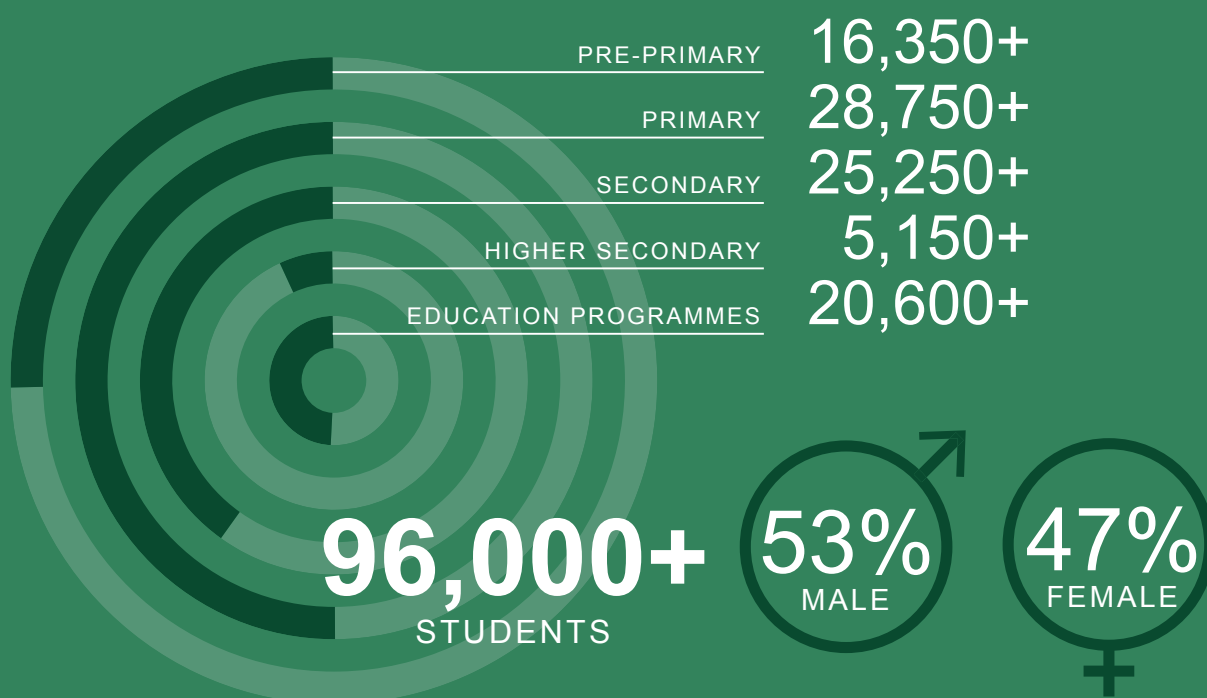
AKA is a network of three Academies in an integrated network of non-profit, non-denominational, co-educational, residential schools being established in countries across Africa, South and Central Asia, the Middle East and Europe. Each Academy provides a world-class education to exceptional students who have demonstrated their potential as leaders who can support positive development in their societies.

AKES is currently one of the largest private, non-profit, non-denominational, pre-tertiary education networks, with a history that dates back to 1905. Its schools, hostels and education programmes are present in 11 countries across East Africa, South and Central Asia and the Middle East. The vast majority of its schools are located in rural and remote communities where access to quality education is limited.

AKS' unique approach to education centres on a commitment to high educational standards, access to education and service learning (all of which is rooted in a pluralistic disposition), a strong ethical framework, and a deep understanding of local contexts and cultures. Alongside the high-quality education provided across AKS, students develop specific skills and attributes inside and outside the classroom, which they carry with them beyond graduation to become leaders who contribute to improving the quality of life for people in their communities.



Student Population



A Global Network

12 COUNTRIES

200+ SCHOOLS AND STANDALONE PRE-PRIMARY CENTRES

7 HOSTELS

100+ CENTRES OFFERING NON-FORMAL PROGRAMMES



 RURAL

75%

 URBAN

25%

“I am sure that all of you here today will agree that we live in a time of rapid change – change that is often not predictable, and not always positive. The best way to manage change, whether positive or negative, is to anticipate it and prepare for it. On the basis of my experience with development as an observer and a practitioner – that now spans more than forty years – I have come to the conclusion that there is no greater form of preparation for change than education. I also think that there is no better investment that the individual, parents, and the nation can make than an investment in education of the highest possible quality.”

HIS HIGHNESS THE AGA KHAN

Opening ceremony of the Aga Khan School, Osh in Kyrgyz Republic, 30 October 2002



Coming Through COVID-19



Although it has been two years since the COVID-19 pandemic transformed the way schools deliver education, our teachers and school leadership teams have continued to find relevant and innovative ways to ensure learning continuity for our students. In line with each country's government guidelines and local context, the majority of our schools have been able to reopen for physical learning, whilst some have continued remote learning or have adopted a hybrid approach, using both online and offline methods. Our schools have incorporated health, hygiene and safety protocols for the safe reopening of our schools, which has helped build trust and confidence from students, parents and staff on returning to in-person learning. Throughout these uncertain times, our teachers and school leadership teams have not only ensured that students receive support in their learning, but they have also placed a strong focus on supporting students' social, emotional and physical well-being.



Coming Through COVID-19

SAFETY MEASURES FOR REOPENING SCHOOLS

Kyrgyz Republic: Blended Learning

Upon reopening in January 2021, the Aga Khan School, Osh, offered a blended learning approach, in which students and families could initially choose between distance learning or in-person schooling based on their needs and preferences. To prepare for this approach, teachers and leaders modified their programmes to include new teaching styles and equipped themselves with resources that could successfully accommodate both ways of learning.

India: Award-winning Cleanliness

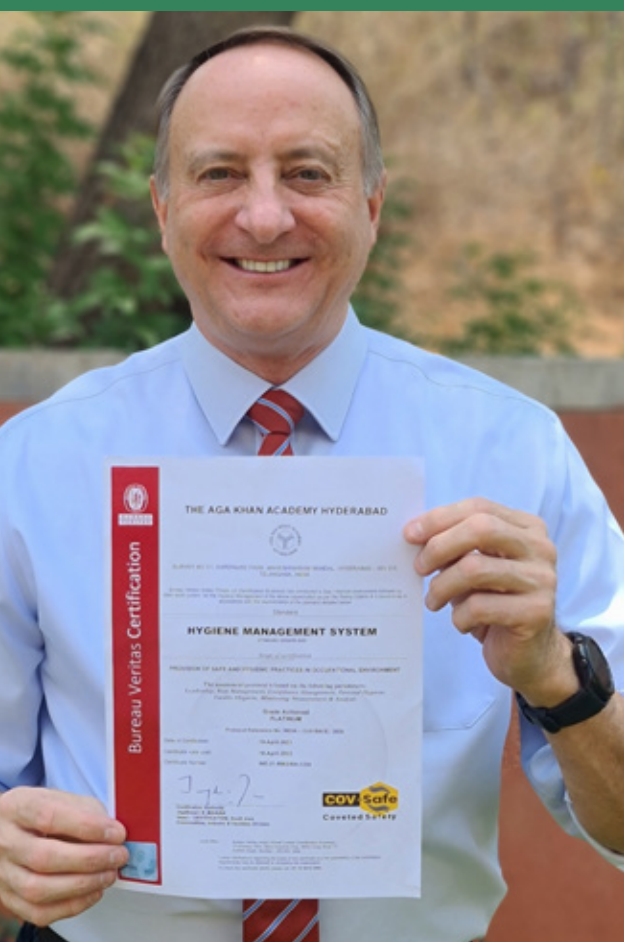
The Aga Khan Academy Hyderabad received a platinum-level certification – the highest certification an institution can achieve – for its hygiene management and COVID-19 readiness by Bureau Veritas, a world leader and globally respected name in testing, inspection and certification. The Academy is the only educational institution in India to receive this certification.

The Platinum Jubilee High School, Warangal, was recognised as a ‘Swachh Warrior 2020-21’ by the Greater Warangal Municipal Corporation, highlighting the school’s efforts to maintain and promote cleanliness.

95%

STUDENTS BACK IN THE CLASSROOMS

As of December 2021, 95% of students at our schools have resumed full in-person or hybrid learning.



Coming Through COVID-19

“When I am in school, I feel happy because school is my favourite place. I like being with my friends because I have so much fun with them.”

Kindergarten 3 student, Aga Khan Academy Maputo in Mozambique



Our Parents and Families



The transitions in schooling between physical and remote have been a unique experience for parents and families across our network. Although tricky to navigate at first, our parents and families have joined hands with our teachers and school leaders in finding creative ways to encourage learning. Their support has enabled staff to find the best ways to ensure our students continue to thrive regardless of the mode of educational delivery.



Our Parents and Families

FAMILIES AND SCHOOLS COMING TOGETHER

India: Fun for the whole family

The Diamond Jubilee High School, Mumbai, in partnership with Andover Bread Loaf, USA, organised and hosted a special Family Literacy Night in February 2021. This event brought together staff, students and their families for an evening filled with writing, drama and singing, with the theme 'Moving Forward Together'. Throughout the year, AKES, India organised events involving the whole family including grandparents, parents and siblings.

Tajikistan: Supporting our schools

At the Aga Khan Lycée, Khorog, parents work closely with the school to support students inside and outside the classroom. For example, some parents have conducted group discussions with students to discuss various challenges they face outside of school and much more. These sessions are valued by the whole school community.

“I am very impressed at how my child’s teacher uses different activities to create a hands-on learning environment in the class. I particularly appreciate how she keeps parents informed on what our children are doing day-to-day.”

Mother of a student in Grade 1 at the Aga Khan School, Murtazabad in Pakistan



Photo taken prior to COVID-19



Photo taken prior to COVID-19



Our Teachers

Our schools and programmes are staffed with qualified teachers, dedicated to providing support for students' academic attainment, progress and well-being. Our teachers engage in training and work in professional learning communities. In addition, our Professional Development Centres train some of our teachers and teachers in their local communities. This year, our teachers continued to apply new approaches to teaching and learning, using digital technologies to ensure education continuity for students. Both adults and students have focused on learning how to learn and developing their resilience in a time of rapid change.

STAFF RECOGNITION

Tajikistan: School principal receives Certificate of Honour

The principal of the Aga Khan Lycée, Khorog was awarded the Certificate of Honour from the Tajikistan government for the great efforts and achievements of the school. In addition, the school received a Certificate of Honour from the Ministry of Education and the Regional Government for its achievements in regional and national academic competitions during the academic year.

Tanzania: Teachers sharing their learning

Two teachers, one from the Aga Khan Nursery and Primary School and one from the Aga Khan Mzizima Secondary School, Dar es Salaam, graduated from a full-time master's programme and are using their learning to develop the educational programmes at their schools. The former teacher specialised in language and literacy and will work with colleagues to implement creative strategies to improve the school's literacy programme. The latter teacher specialised in science education and will support the secondary team to improve the conceptual and practical teaching of science.



Photo taken prior to COVID-19



Our Teachers

PROFESSIONAL DEVELOPMENT

Kyrgyz Republic: Collaborations across borders

In spring 2021, the first hybrid online and face-to-face chemistry session was conducted at the Aga Khan School, Osh. This involved joint planning and delivery of chemistry laboratory experiments by the school's chemistry teachers and a volunteer coach based in Toronto, Canada. A second session was held in October with plans being devised for applying the model to the Aga Khan Lycée, Khorog in Tajikistan in 2022. Furthermore, professional development courses were arranged for IT teachers in partnership with the University of Central Asia's School of Arts and Sciences on IT programmes.

Kenya: IB workshops for local and international teachers

The Aga Khan Academy Mombasa offers International Baccalaureate (IB) teacher training workshops for Primary Years, Middle Years and Diploma Programme teachers from AKS and other IB schools. To accommodate a diverse range of learners, the workshops are designed for both new and experienced teachers interested in increasing their knowledge and expertise about the IB programme. The workshops include strategies and techniques for teaching IB courses effectively in the classroom and are led by highly trained experts. AKA is the only authorised provider of IB workshops based in Africa. In 2021, the workshops were held online to ensure teacher training continued despite the COVID-19 pandemic. They were attended by over 130 teachers from more than 25 countries.



Our Teachers

ENSURING STAFF WELL-BEING

Mozambique: At the Aga Khan Academy Maputo, teachers participated in a well-being session where they discussed the 'The Five Wells of Well-Being', which helps people take care of their mental health. After the session, group discussions were held to understand what actions could be taken by the Academy to support its staff. In addition, staff swimming classes are held twice a week and the Academy's gym facilities are available for staff use every evening. Monthly birthday celebrations with cake are also organised to bring the Academy community together.

Bangladesh: Different initiatives to support staff well-being have taken place at the Aga Khan School, Dhaka. This includes routine calls from the school nurses to check on the staff's mental health, opportunities for staff to engage in creative and cultural presentations, and awarding staff appreciation crests for their dedication and contribution. In addition, staff have also attended sessions by professional psychiatrists, received resources and tips from the AKDN on how to support their well-being, and have been offered free counselling services.



Our Teachers

99%

OF STAFF ARE LOCAL

AKS supports local recruitment in the countries it operates in.

6,400+

STAFF

AKS employs over 6,400 staff, of which over 4,200 (65%) work directly with students as educators and school leaders.

131

TEACHERS PARTICIPATED IN IB WORKSHOPS

In 2021, 131 teachers from more than 25 countries participated in virtual IB workshops where they enhanced and shared their knowledge and expertise about the IB programme.

“Being part of this school has equipped me with effective workplace practice over the years. Having joined the institution as a novice teacher from university, my professional growth came from consistent workshops on a range of educational issues and teachers and leaders who modelled admirable practice. Today, I love identifying educational problems and developing solutions to them, be it in school or outside school. I consider myself a change agent.”

English Language and Literature teacher at the Aga Khan High School, Kampala in Uganda, who also received a full scholarship from AKES, Uganda last year to pursue a Master of Educational Leadership and Management from the Aga Khan University's Institute for Educational Development, East Africa



Early Childhood Development and Pre-Primary Education



Research shows that high-quality experiences in the early years of childhood are linked to positive outcomes associated with health, social and economic well-being as adults. AKS' early childhood development (ECD) programmes, which serve children as young as 18 months, provide ongoing training and support for teachers to facilitate the provision of safe, stimulating and nurturing early learning environments for young children.

EARLY YEARS HIGHLIGHTS

Central and South Asia: Funding from Global Affairs Canada has enabled AKS to collaborate with other AKDN agencies to design and deliver training to a cohort of government and community pre-primary teachers. The project aims to improve gender equality and holistic early childhood education with a focus on building capacity of ECD leaders from AKS, government and community schools.

Mozambique: The Aga Khan Academy Maputo provides an Early Years programme for children aged 3 to 5. This programme places an emphasis on play as a form of inquiry, allowing children to make connections with real-life experiences, whilst exploring their self-management, social, critical thinking and communication skills. Through this approach, children also begin to understand more about responsibilities, the importance of community and the value of embracing new ideas and cultures.

India: AKES, India developed a research-based and technology-driven remote learning programme in 2021 for children aged 3 to 6 called "E-School for Preschool" that will provide opportunities for physical, emotional and social skills development. The programme is supplemented by student learning packs which include resources such as graded reading books, vocabulary cards, reusable tracing sheets and art resources.



Early Childhood Development and Pre-Primary Education

“...the evidence accumulates steadily showing that an investment made in the earliest, pre-school years can bring enormous dividends as a child proceeds from one level of education to another.”

HIS HIGHNESS THE AGA KHAN

Commemoration of the 25th anniversary of the Madrasa programme, Mombasa, Kenya, 14 August 2007

GOVERNMENT COLLABORATIONS

India: AKES, India supports government and private ECD initiatives in Gujarat, Maharashtra and Telangana. One such example is the Anganwadi Quality Improvement Programme – a government-initiated partnership involving AKES, India, the Aga Khan Foundation, the Aga Khan Rural Support Programme and Tata Trusts – in the Okhamandal block of the Devbhumi Dwarka District of Gujarat. Through this project, AKES has supported government ECD centres by enhancing the learning environment, enriching the curriculum and building teaching capability through mentoring and training. This project has reached more than 1,000 children over three years.

Tajikistan: At the end of 2021, Ministry of Education staff from the sub-districts of Gorno-Badakshan Autonomous Oblast visited the Aga Khan ECD centres in Khorog. This visit enabled guests to observe best practices in management and teaching, which they will take back to enhance government ECD provision.



Early Childhood Development and Pre-Primary Education

“Since my granddaughter enrolled in the ECD Centre, we are observing big changes in her passion for learning. She engages us to learn numbers, and she draws and colours pictures when at home, always rushing to the centre the next day. We highly appreciate the great work of the ECD Centre.”

Grandfather of a student at the Early Childhood Centre, Ishkashim District in Tajikistan

265

PRE-PRIMARY UNITS

AKS manages 265 pre-primary units in nine countries, including 108 standalone nursery schools and ECD centres and 157 units attached to our schools.

16,000+

STUDENTS

Over 16,000 students aged 18 months to 6 years are currently enrolled in our 265 pre-primary units.



Curriculum



AKS aspires to deliver an inclusive, academically rigorous and well-rounded curriculum that honours the context in which students live and their place as global citizens. Our range of curriculum offerings give students the skills and ability to pursue a competitive, high-quality, post-secondary education, whilst also equipping them with the attitudes and values they will need to be pluralistic and ethical leaders of tomorrow. Additionally, some schools offer a bilingual programme using English and another national language as the languages of instruction for primary students.

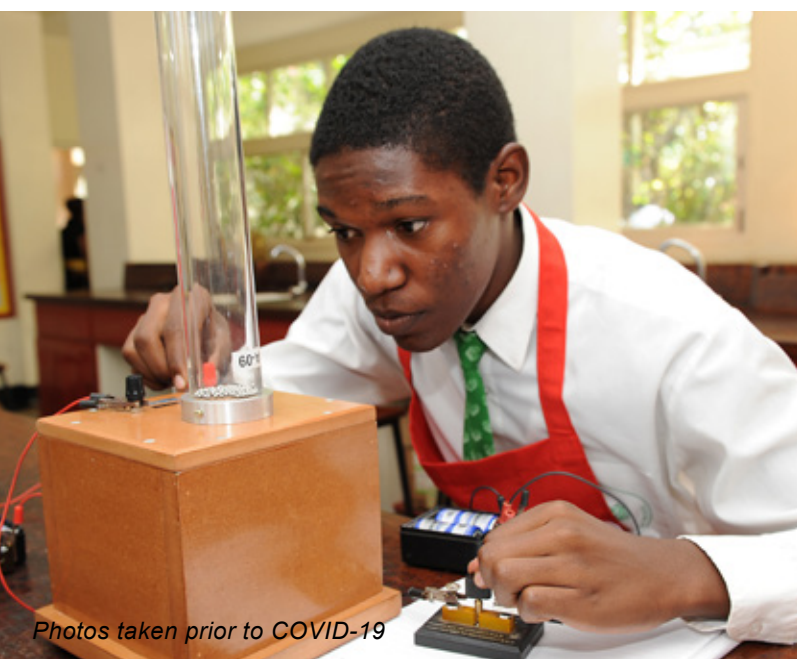
OUR CURRICULUM

Our network is affiliated to a total of 19 examination boards of which 17 are national and state examination boards, including the Aga Khan University Examination Board (AKU-EB), and two are international – the International Baccalaureate (IB) and the Cambridge Assessment International Education. Each curriculum is tailored to the local context of the school and provides access to quality education for students in urban, rural and remote locations enabling our graduates to access further studies and careers of choice.

In our pre-primary level programmes, the diversity of curriculum includes international, national or blended curriculum approaches that reflect children's context, culture and their community, and integrates learning areas across a range of individual and group activities. The approach to learning mirrors the interrelated nature of development in early childhood, which nurtures students' holistic development.

AKU-EB

46 of our schools in Pakistan are affiliated with the AKU-EB which is a certified Pakistan-based examination and education system accounting for a student's instruction from Grade 6 to Grade 12, after which they may pursue higher education. The curriculum is based on the Pakistan national curriculum and has an emphasis on concept-based learning. AKES, Pakistan is steadily transitioning all its schools towards affiliation with this board.



Photos taken prior to COVID-19



AGA KHAN CURRICULAR STRANDS

The curriculum at AKA includes five areas of special emphasis, the Aga Khan Curricular Strands (AK Strands), which strengthen the understandings and dispositions needed by future leaders linking the learned curriculum directly to the AKA mission. They encompass five critical areas of study: Ethics; Pluralism; Cultures (with an emphasis on Muslim civilisations); Governance and Civil Society; and Economics for Development. The AK Strands encourage students to connect their academic learnings to issues in their local community, and to take action to solve these.

CURRICULUM IN ACTION

Kenya: In May 2021, a Grade 10 student from the Aga Khan Academy Mombasa received \$37,000 in funding from the Aga Khan Agency for Habitat to develop her project to rehabilitate coral reefs on the Kenyan coast through coral gardening. Working with Oceans Alive, an established non-profit organisation in Kenya dedicated to planting coral tables, this student's personal project, which was part of her IB studies, also focuses on spreading awareness on the importance of marine conservation by working with students from schools around Kenya.

Kenya, Mozambique and India: In September 2021, AKA Diploma Programme students were given a virtual tour of the Aga Khan Museum in Toronto, Canada. The students learned about Islamic art and artefacts from various Muslim civilisations. As part of the still life unit about object and meaning in their Visual Arts classes, students worked in groups and explored four artefacts from Muslim civilisations of the 15th and 16th centuries. This session served as a springboard and inspiration for students to produce their own work, both visual and written, that incorporated objects they had studied in the museum with their own objects of personal and cultural importance.



Curriculum

“My International Baccalaureate Primary Years Programme curriculum helps me develop in all of the areas needed to become a good human being so I can change the world for the better. As a research-based curriculum, it helps me to gather knowledge about the world.”

Grade 5 student, Aga Khan School, Dhaka in Bangladesh

19

EXAMINATION BOARDS

Our network is affiliated with a total of 19 examination boards of which 17 are national and state and two are international.

46

SCHOOLS ARE AFFILIATED WITH AKU-EB TO DATE

Since 2009, 46 schools in Pakistan have been affiliated with the Aga Khan University's Education Board.

15+

LANGUAGES

In addition to English, more than 15 different languages are taught in schools across our network including Arabic, Bengali, French, Hindi, Kiswahili, Kyrgyz, Marathi, Persian, Portuguese, Russian, Telugu and more.



Co-Curricular Activities



AKS aims to enrich learning with a range of co-curricular activities enabling students to realise their potential in settings beyond the classroom. Our schools offer clubs and camps, and many offer additional summer and winter holiday enrichment programmes, including internship opportunities for older students. This year, some co-curricular programmes were delivered remotely.

EXPLORING THEIR PASSIONS

Uganda: Keeping the tradition of spoken word poetry alive during school closures, the Aga Khan High School, Kampala hosted its annual Poetry Café competition through a virtual platform for the first time in July 2021. More than 40 schools from around Uganda participated in the well-known competition for a chance to win a trophy and a monetary prize.

Mozambique: After more than a year of being closed, the primary students at the Aga Khan Academy Maputo have resumed their swimming classes after school. The Academy's swimming coach and lifeguard have been assessing each student's swimming abilities and are setting up a programme that will support beginners in learning how to swim and advanced swimmers in developing different stroke techniques.

Kenya: In February 2021, the Aga Khan Nursery School, Mombasa celebrated "World Read Aloud Day", which promotes the power of reading aloud and sharing stories to foster a sense of community. With this year's theme exploring why reading is so critical during a pandemic, the teachers planned a special day for the students in which they could bring their favourite toy to read with them, listen to stories online and borrow books from the library to read. Students learning remotely also had the opportunity to join in virtually and hear their teachers tell stories. Afterwards, they drew or painted their favourite characters, a part of a story they enjoyed or created an alternative ending to a story they heard.



Co-Curricular Activities

“Working as an intern at AKF Geneva was like a window to the world. The output of my internship shaped two of AKF Geneva’s flagship initiatives, providing insight on youth employability and green entrepreneurship. Four other students also interned here under different programmes such as civil society, gender equality and equity intervention, and education and climate resilience. Together, we designed a collaborative task demonstrating how these programmes are interconnected and result in the holistic growth of a community. This internship taught me how education and the world of work go hand in hand in creating a better and sustainable future, and it inspired me to make informed choices as a student and a global citizen.”

Diploma Programme student from the Aga Khan Academy Hyderabad in India, paired with AKF Geneva’s Department of Programmes through the AKA AKDN internship programme, which prepares students for university and beyond

STUDENT ACHIEVEMENTS

Pakistan: Innovative Scientists

Four Grade 8 students from the Sultan Mahomed Shah Aga Khan School, Karachi, received a special mention in an international science competition for a rotatable golf club they designed and built.

Uganda: Paralympic Athlete

A Grade 8 student from the Aga Khan High School, Kampala represented Uganda in the under 16 swimming competition at the Tokyo 2020 Paralympic Games. She was the youngest athlete at the Games and the second Paralympic swimmer from Uganda to compete in the Games.

Tajikistan and Kyrgyz Republic: Studying Abroad

Six Grade 11 students from the Aga Khan Lycée, Khorog and two Grade 10 students from the Aga Khan School, Osh were selected to be a part of the Future Leaders Exchange (FLEX) Programme, where they will receive a scholarship to study in the United States for a year. FLEX, a competitive, merit-based scholarship programme, encourages students to gain leadership skills and form long-term relationships with other students, teachers and their host families in the US.

India: Excellence in Essay Writing

A Diploma Programme student from the Aga Khan Academy Hyderabad won Gold in the Queen’s Commonwealth Essay Writing Competition – the world’s oldest international writing competition for schools – for her essay on the COVID-19 pandemic and the lasting effects it has had on the population in India.

Service, Partnerships and Volunteers



Community service programmes are a fundamental part of the education and experience of an Aga Khan student. Incorporated into student life and the curriculum, these programmes extend beyond the classroom and equip students with essential skills, encouraging them to see how they can apply their education to helping resolve real world challenges. Students take part in sustainable projects that have lasting effects on communities, which helps them develop a greater level of self-esteem, self-confidence, teamwork, leadership skills and a sense of civic responsibility.

SERVICE IN ACTION

Creativity, activity, service (CAS) is an integral element of the International Baccalaureate curriculum all Diploma Programme students engage in. Students participate in a range of activities focused on creative endeavours, physical activities and community service projects.

India: Since May 2021, 17 students at the Aga Khan Academy Hyderabad have been collaborating with Rainbow Girls Home, an orphanage for girls between 7 and 18 years of age in Falaknuma, near Charminar, India. Two programmes, Project Better You and Project Connect, focused on showing the girls how to use creative interventions for their mental health and conducting a series of guest speaker sessions on cultural appreciation, careers, menstrual hygiene and public speaking, with one session having a puppet show for the girls.

Tanzania: A group of students at the Aga Khan Mzizima Secondary School, Dar es Salaam organised environmentally sustainable initiatives at their school campus. They installed bins for organic, recyclable and plastic waste and more water dispensers to reduce the usage of plastic bottles. They also educated students about tree planting and gardening and formed a partnership with Diamond Trust Bank, Tanzania to plant more trees at the school. Finally they created posters and a short film about the importance of water conservation to educate others.



Service, Partnerships and Volunteers

NOTABLE PARTNERSHIPS

Tajikistan: A key part of the AKS outreach programme in Khorog is the Youth Leadership Forum. The annual Forum engages over 500 Grade 8-11 students from a variety of schools and provides them with an environment to discuss contemporary local issues and challenges and jointly seek solutions. The programme builds a greater sense of community among the young people, enhances their leadership skills and cultivates an interest in civic engagement and civil society.

STUDENTS VOLUNTEERING IN THEIR COMMUNITIES

Pakistan: Students at the Aga Khan Higher Secondary School, Karachi participate in various volunteering initiatives outside their school. This includes the Pakistan Girl Guides Association and the Pakistan Boy Scouts Association, in which students take part in activities that promote the community's welfare such as tree planting, awareness programmes on health and nutrition and more. The students are also involved in the school's Civic Engagement Society, which organised fundraisers for the Edhi Foundation – an organisation that runs shelters, kitchens and an ambulance service – and the Indus Hospital – an institution that provides low-cost and free quality health services.



Photo taken prior to COVID-19



Photo taken prior to COVID-19

Graduates



AKS aims to do more than prepare young people for the world of work; we aim to equip students with the skills they need to become active, responsible and engaged citizens, with a commitment to lifelong learning. Our graduates have received admissions and scholarships to study at some of the best universities locally and around the world. They also go on to pursue careers in a wide variety of fields, becoming leaders in government 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.

LEADERS OF TODAY

Kenya and Tajikistan: A Class of 2017 alumna from the Aga Khan Academy Mombasa, who also attended the Aga Khan Lycée, Khorog, is the co-founder of the Pamiri Youth Network which raised more than \$14,000 to support the Pamiri community in Moscow, Russia during the COVID-19 pandemic. The organisation also purchased an oxygen generator in cooperation with the European Bank for Reconstruction and Development for the Aga Khan Medical Centre, Khorog. Most recently the Pamiri Youth Network worked with local volunteers to help Afghan refugees residing in Tajikistan by delivering essential supplies to families, as well as basic school supplies for children.

Kyrgyz Republic: A Class of 2007 alumnus from the Aga Khan School, Osh collaborated with the youth of Osh to provide financial support to those in need during the COVID-19 pandemic in 2020. In addition, the alumnus helped install oxygen provision equipment in the hospitals and medical centres. Currently, he is operating with a non-governmental organisation to continue providing support to his local community, whilst running his family's hotel business.

Pakistan: Alumni from the Aga Khan School, Garden in Karachi organised a career counselling day for the school's Grade 9-10 students. The alumni – who are in a range of professions from engineering, nursing, teaching to marketing – visited the school and they spoke to the students about choosing their career path based on their interest and talents, whilst also sharing tips and answering questions on applying for university and managing professional growth. In addition, a Class of 2012 alumna from the Aga Khan Higher Secondary School, Kuragh in Chitral made local history in the Malakand Division of Khyer Pakhtunkhwa by becoming the first female police officer in the district.



CLASS OF 2021 ACHIEVEMENTS

India: Two alumni from the Aga Khan Academy Hyderabad, who are originally from Afghanistan, were awarded full scholarships from prestigious universities. One alumna received admission to study at Brown University, a private Ivy League university in Providence, Rhode Island, whilst the other alumna received admission to study at Tufts University, a private university in Medford, Massachusetts.

Kenya: An alumnus from the Aga Khan Academy Mombasa was awarded the globally competitive Donald A. Wehrung International Student Award at the University of British Columbia in Kelowna, Canada. This award, which is given to fewer than 15 students every year, recognises outstanding international students who have achieved academic excellence.

Bangladesh: An alumna from the Aga Khan School, Dhaka received various scholarships from the University of Calgary in Canada. This includes the Seymour Schulich Community Service/ Entrepreneurial Entrance Award, given to students who have contributed to school life, community service or those who have entrepreneurial talent; the President's Admission Scholarship, awarded to students who demonstrate high academic achievement; and the University of Calgary International Baccalaureate Diploma Entrance Scholarship, which students of high academic merit receive.

Tanzania: An alumnus from the Aga Khan Mzizima Secondary School, Dar es Salaam, who sat the National Examinations Council of Tanzania (NECTA) examinations, passed his final year with a high score. He is furthering his tertiary studies at Dodoma University by pursuing a bachelor's degree in commerce, and will be the first in his immediate family to attend university. This university is ranked fourth in the country, with the majority of the professors from the University of Dar es Salaam, which is ranked first.

Pakistan: A record number of 10 students from our schools in Gilgit-Baltistan and Chitral, Pakistan qualified for the Aga Khan University's highly competitive and prestigious Bachelor of Medicine, Bachelor of Surgery (MBBS).

2,300+

STUDENTS GRADUATE EVERY YEAR

More than 2,300 AKS students graduate every year.

30+

COUNTRIES OF STUDY

AKS students will be attending university in over 30 countries, including their home countries and abroad.

Environment and Climate



AKS students and staff are encouraged to be socially and environmentally conscious citizens who strive to make positive changes in their schools and the wider community. Our students participate in a variety of environment-related education and curriculum activities, in addition to awareness raising initiatives. As a network, we are auditing our carbon footprint and taking steps to minimise it.

STAFF AND STUDENTS AS ENVIRONMENTAL STEWARDS

Pakistan: In partnership with the national Ismaili CIVIC – a global voluntary service programme by Shia Ismaili Muslims – AKES, Pakistan launched a tree planting drive in 20 of our schools across Gilgit-Baltistan and Chitral. Through this initiative, students not only learned how to be responsible but also about the importance of taking care of the environment and the dangers of climate change.

Kenya, Mozambique and India: In May 2021, AKA held its inaugural Climate and Environment Conference in which over 70 AKA students were in attendance, along with alumni and prominent keynote speakers and guests. Throughout the virtual conference, students presented their own environmental initiatives and interacted with individuals whose work focuses on conserving the climate and environment.

Kyrgyz Republic: As part of a tree planting initiative by the Mayor in Osh – called the “Green City” initiative – staff, students and parents of the Aga Khan School, Osh, planted 100 oak trees in the Ak Tilek area, a newly developed part of the city with little existing greenery. This activity taught students to appreciate the beauty of nature and how they can care for the environment.

Kenya: The Aga Khan Nursery School, Mombasa celebrated Valentine’s Day differently this year by showering our planet with love and affection. The students participated in hands-on activities in which they learned how to care for the environment. This included watering the plants around the campus and drawing, painting and writing to creatively express how they will continue to care for the environment. In addition, staff and students came together to plant seven umbrella trees on the campus.

India: Students and staff at the Aga Khan Academy Hyderabad, come together to tend to the Academy’s organic farm, which consists of over 300 different varieties of organic vegetables and flowers. Through this project, students learn about growing organic plants, right from the stage of planning, ploughing, seeding, weeding, harvesting, to finally selling the crops in the market.

Of special note: The Aga Khan Preschool, Thorala in Rajkot won two awards from EducationWorld India for being the most nature-friendly preschool in Gujarat and the seventh most nature-friendly preschool in India.



Environment and Climate

“My school teaches us everything about the environment with many units being about the environment. We have recycling bins placed on almost every corner of the school and we have many flowers everywhere. We also have an exhibition every year and many topics are on how to be responsible with how we treat the environment.”

Grade 6 student, Aga Khan Nursery and Primary School, Dar es Salaam in Tanzania

25,000+

TREES PLANTED

Students, staff and alumni a part of AKS have planted over 25,000 trees within and around school grounds and learning centres and in their local communities.



Photos taken prior to COVID-19



Buildings



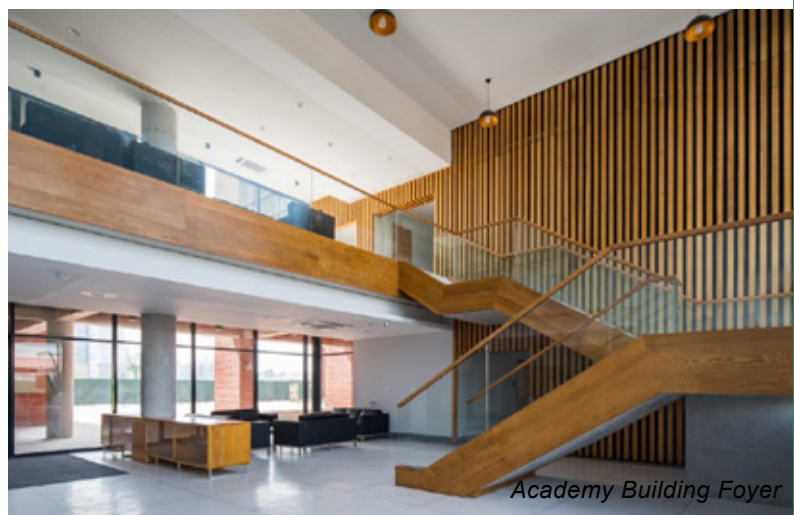
Our schools, hostels and non-formal programmes operate from a wide range of facilities in diverse locations. Our focus is on using the built environment to positively add value to a child-centred learning experience. This often involves improving local infrastructure to support the development, health, safety and well-being of all beneficiaries. At the core of our facilities' upgrading philosophy is the use of local skills to provide economic benefits to the communities where our facilities are based. Our facilities are designed and constructed to deliver the best possible environment for education, through climate conscious sustainable design solutions, in collaboration with the Aga Khan Agency for Habitat.

NEW ADDITION IN BANGLADESH

The Aga Khan Academy Dhaka will welcome its first cohort of students and staff in August 2022. The Academy received the World Architecture Festival's recognition as the world's 'Best Education Project' in 2017, which recognises the excellence of the school's design as well as the project's intention to generate positive social impact. The design of the campus – inspired by Buddhist monasteries in the region – revives the tradition of brick building in Bangladesh and uses locally sourced traditional materials. The campus has been developed around a 'maidan', or communal green space, which speaks to the importance of green space in an urban city. Through sustainable measures and the usage of renewable technologies, the Academy's environmentally conscious design has been developed to reduce energy consumption.



Academy Building and Courtyard



Academy Building Foyer



Amphitheatre Courtyard



Senior School Science Lab

NEW ADDITIONS IN PAKISTAN

In 2021, the foundations were laid for five new modern building projects in Gilgit-Baltistan, which will provide access to quality education for over 2,700 additional students in a single shift each year:

- Two new Aga Khan Higher Secondary Schools in Gupis and Yasin will have a combined capacity for more than 1,200 students in a single shift. The schools will now provide education to Grade 11-12 students, as currently many students after Grade 10 move outside the region to finish their schooling.
- New buildings at three existing schools – the Aga Khan Higher Secondary School, Gahkuch, the Aga Khan School, Damas and the Aga Khan Higher Secondary School, Chatorkhand – will increase access for an additional 1,500 students in a single shift. The addition of these new buildings will add a total of 54 extra classrooms and facilities, including ICT labs, science labs and libraries.

These five schools will provide spaces consistent with 21st century learning needs. The seismic-resistant buildings will incorporate green design elements focused on working with the local environment and terrain, and be geared towards sustainability and longevity. The schools have been designed keeping in view the changing landscape of education, with a focus on encouraging inquiry, experimentation and innovation in the students.

Aga Khan Higher Secondary School, Gupis



Aga Khan Higher Secondary School, Yasin



Aga Khan Higher Secondary School, Chatorkhand



Aga Khan School, Damas



Aga Khan Higher Secondary School, Gahkuch



GREEN INITIATIVES

We are committed to reducing the climate impact and carbon emissions of our activities. We are working to ensure new facilities comply with the Excellence in Design for Greater Efficiencies (EDGE) green buildings certification system and globally conducting energy audits to identify where energy savings can be made. The initial measures will include the installation of sufficient thermal insulation and LED lighting, to name a few examples.

Kenya: Reverse Osmosis Plants

Our schools in Kenya have installed reverse osmosis plants on their campuses to supply unlimited clean drinking water to the entire school community. Reverse osmosis plants make water sourced from the ground drinkable by removing the total dissolved solid contents, including metals and pesticides, from the water by passing it through a special filter. This initiative not only enables the generation of clean water, but it also helps reduce carbon emissions and pollution from the manufacturing and usage of plastic bottles with all schools also implementing plastic-free initiatives.

Pakistan: Solar Panels

Alumni from the Sultan Mahomed Shah Aga Khan School, Karachi, and the Aga Khan School, Garden, gifted four 25KVA solar panel systems to their former schools. These solar panels will greatly reduce the school's reliance on the city's electricity grid and will help the schools reduce their carbon footprint, with each solar panel system decreasing the schools' carbon footprint by 32 tonnes a year. Since installation, the solar panels combined have helped the schools cut back on their electricity costs by up to 50%.

India and Kenya: Motion sensors

The Aga Khan Academy Hyderabad and the Aga Khan Academy Mombasa have installed motion sensors around their campuses to control the usage of electricity. These motion sensors ensure there is adequate lighting in the area in which they are located and help conserve electricity when these areas are not in use.

300+

BUILDINGS

AKS provides services from over 300 buildings.

7

HOSTELS

AKS has five hostels in Pakistan, one in India and one in Madagascar.

3

ACADEMIES

AKS has three Academies in Kenya, Mozambique and India, with a fourth opening soon in Bangladesh.



“What students know is no longer the most important measure of the quality of education. The true test is the ability to engage with what they do not know, and to work out a solution.”

HIS HIGHNESS THE AGA KHAN

Opening ceremony of the Aga Khan School, Osh in Kyrgyz Republic, 30 October 2002



Aga Khan Education Services



For more information, please contact us

Aga Khan Schools

www.agakhanschools.org
www.agakhanacademies.org