
V AKU'S DEVELOPMENT THUS FAR.
ITS RELATIONS TO THE REST OF THE
AGA KHAN DEVELOPMENT NETWORK
AND TO THE INSTITUTE OF
ISMAILI STUDIES

1 *The Aga Khan University at Age Ten*

When the Harvard Report was written, AKU was only beginning. Now, as it celebrates its tenth anniversary it has had time to become more than a vision. It has become a living institution, with local addresses in a particular country, and behaving in ways that are becoming characteristic. The Commission consists in part of Trustees of this young AKU and does not easily take a detached view of where the University now stands. But it has sought to judge how the evolution of AKU thus far conforms to the vision set for it and how ten years of life may invite changes in that vision.

One must remember fundamentals first. In its short life thus far, AKU has established itself as **an autonomous institution of integrity and quality**. It has mobilised the resources it has needed to operate as an independent private institution, an achievement that the sober calculations of the MCC report have impressively underscored; it has not been subject to governmental and other outside interference; it has maintained the free intellectual atmosphere without which there cannot be a proper university; and it has given degrees that are recognised in Pakistan and abroad. These are fundamentals and our observations on higher education in many parts of the world confirm that they are still matters not to be taken for granted. Reciting them quickly may gloss over too easily the achievement they represent. They have required great efforts and commitments : in the Chancellor's steady vision; the support of the Jamat; the Trustees' guidance, and the untiring efforts of Acting Rectors, Deans, the President, faculty and staff. And more than fundamentals have been achieved as AKU has won a prestigious and distinctive image. Abundant applications, far in excess of possible admissions, confirm the quality of education AKU has been offering and the honesty of selection by merit in the admissions process is one of the strongest evidences of the moral integrity of the institution.

In keeping with one of the passages from His Highness' Charter Acceptance speech (quoted above in Section II of this report), the School of Nursing and the Medical College were established to meet perceived needs for educational programmes in developing countries. The School of Nursing was directed to an evident need in the

dearth of nurses available for the new Aga Khan Hospital, but also to the wider need to reduce the disparity - much denounced by the World Bank and others - between the numbers of trained nurses and doctors in Pakistan and other developing countries. Still wider ambitions - to elevate the status of the nursing profession and to improve opportunities for women - were also present from the creation of this School. The Medical College when it was originally conceived was less obviously distinctive in character and objectives, though in quality it aimed to remedy some of the notorious deficiencies prevalent in Pakistani medical education. By the time it opened its doors it had, notably under the stimulus of the 1981 Conference on Hospitals and Primary Health Care, set a distinctive course toward responding to the health care needs of developing countries in its Community Health Sciences programme. It has established programmes that have attracted international attention and support and won the enthusiasm of the Medical Centre Committee in its recent report.

The Institute for Educational Development was likewise established in response to a perceived need, in this case to raise the quality of education in the schools of Pakistan and elsewhere. Growing out of a series of projects developed by the Aga Khan Foundation and the planning of an Aga Khan Education Services Task Force, its initial strategy has been to seek improvement through raising the quality of teaching and the status of teachers. An innovative approach through so-called Professional Development Centres in "real" schools (not in a school or faculty of education) has been adopted. IED is only in its first year but its opening of professional opportunities for women, its methods and vigorous leadership have already elicited much enthusiasm and brought heavy importunings to take on other educational problems and functions.

The Medical College began as an institution offering the first medical degree and the School of Nursing began with a diploma programme. There has been a tendency in both schools to move toward more advanced levels. The Medical College has graduate residency training for doctors and the basic science departments would like to initiate graduate programmes. The School of Nursing now offers a BScN in nursing and has been planning an MScN degree. But both units remain strongly

engaged in their initial commitment to undergraduate and diploma education and there is as yet **no settled policy on the appropriate level at which the Faculty of Health Sciences might concentrate its efforts**. IED is providing an M.Ed. programme for master teachers, but a large part of the instruction it offers is in non-degree post-professional education. Since the Commission has devoted a great deal of attention to the question of levels at which AKU may make its greatest contribution, it has been concerned to understand how AKU's choices thus far have been made, and how they may foreshadow future choices. On the evidence thus far, it appears that AKU will be responsive to needs at several levels, from diploma or certificate level, through first degrees to graduate and post-professional study. This flexible and pragmatic responsiveness would be in keeping with the vision expressed by His Highness in the Charter Acceptance speech. Our own views on the levels at which the future AKU should concentrate have proven to be complex, as the exposition in Sections VI and VII below will show.

These beginnings of AKU in its first ten years have given it commitments to particular fields and programmes in particular places. It has been essential to the original aspirations of the University that what has been done in these fields and places should be well done, as we believe it has. But, as the Harvard Report stressed, doing a good job with the students it actually teaches and the patients it cares for is not enough to fulfil AKU's aspirations to be a distinctive and important university. AKU can only be a small institution in the vastness of the developing and Muslim worlds which it aims to serve. Its pursuit of wider consequences from what it does has thus far rested primarily on its establishment of **exemplary programmes and standards** that may be emulated by others. In these respects, it can properly claim impressive achievements, both for the School of Nursing and the Medical College. They are looked to for models and ideas and their staff are increasingly called upon for **consultations on educational and professional policies** by the Pakistan government and others. The Community Health Sciences department of the Medical College has been invited to undertake more projects than it can readily manage and in the brief life of IED similar evidence of pressure to engage in **pilot projects, reforms and consultations** have quickly appeared.

AKU has thus made a good start in two of the principal ways universities have influence and impact beyond their immediate settings. Other ways are through **research** and the **careers of graduates**. The results of research, say by bringing better treatment of diseases, may affect the lives of millions of people; hence the great expenditures on medical research by the rich countries and the prominence of research in their medical schools. While notable research findings emerging from AKU can already be cited, it cannot yet be claimed that the University is characterised by strong research programmes. A principal reason has been that the necessary financial resources have not been available to AKU, as one might expect from our earlier description of the paucity of such resources in the developing countries generally. (Earlier, the Commission was particularly concerned that IED was starting without funds in its budget that were explicitly marked for research; it has been gratified that a grant from the Canadian IDRC will fill some of that gap.) The need to strengthen AKU's research programmes has been recognised by the Acting Rector and many faculty members in the consultations we have had with them. But at the present it must be said that the conception of the Harvard Report that AKU's distinctive quality should principally be sought in research has thus far not been the guiding principle of the University.

The possibility that a **university may exercise very widespread influence through the activities of distinguished and successful alumni** is familiar through many famous names, from Oxford to the Ecole Polytechnique to the University of Tokyo. And it has always been recognised that the achievements of alumni probably depended less on what they were formally taught than on the way they were selected and on diffuse and rather obscure effects of their educational experience. Cardinal Newman put the matter famously in his **Idea of a University** (1852) when he declared that the old public schools and unreformed universities of England did little but bring boys and youths together in "residence and tutorial superintendence", teaching them little and having "miserable deformities on the side of morals"; but, as he goes on to say :

"... at least they can boast of a succession of heroes and statesmen, of literary men and philosophers, of men conspicuous for great natural virtues, for habits of business, for knowledge of life, for practical judgement, for cultivated tastes, for accomplishments, who have made England what it is - able to subdue the earth, able to domineer over Catholics." [Discourse VI, pp.128-129 in Longmans, Green 1947 edition.]

We have encountered views in past statements about AKU and in our talks with the staff and faculty that show awareness of this sort of potential for AKU. It is of course much too early to know if it is being realised by AKU's graduates, but we have been much interested in proposals, later discussed, that would make the vision of a future AKU include the production of men and women who might not "subdue the earth" but help guide it toward a better future.

Being set down in a major city in Pakistan with a Pakistani charter and a board that must have at least three Pakistanis among its thirteen members, AKU has been in major respects, a **Pakistani institution**. In its first ten years its student body has been overwhelmingly Pakistani, its faculty largely so, and, as we have regularly heard, it has been strongly concerned to serve the needs of Pakistan. At the same time, AKU has not forgotten its aspiration to be an **international university**. Its board and academic leadership have been strongly international; important relationships with universities in other parts of the world have been established; and aspirations to make the university more international, through the relevance of its accomplishments and the founding of new branches, are warmly supported by the present staff. And using English as its language of instruction, it is immersed in what has increasingly become the international language of the sciences. In its history thus far, AKU has been preoccupied with building its first parts in a particular country, but its commitment to being an international university, serving the Muslim and developing worlds, is firmly maintained.

AKU has begun with professional schools in the health sciences and education and under the provision of its Charter that it will be "open to all persons of either sex, of whatever religion, race, creed, colour or domicile who are academically qualified". In such circumstances, the **Muslim character of AKU** has been more implicit than

explicit. There has been instruction in Islamic and Pakistan studies, as required by law in Pakistan; going beyond conformity, there have been efforts to draw inspiration from the heritage of Islamic civilisations, as the inspiration of the architectural setting provides and as the regular section on Islamic medicine in the Aga Khan Health Services newsletter exemplifies; and there has been a broad sense of responsibility and commitment to the Muslim Ummah. In our consultations with faculty and staff in Karachi we have found a desire to strengthen the Muslim character of the University, both through instruction and practice in the existing branches and through new efforts, as presented later in this report.

The development of AKU thus far has required large financial resources for construction and equipment, endowment, and current expenditures. The contributions of the Imam and the Ismaili community have been central and indispensable. Support from international aid agencies has also been very important. Assembling these large resources has been a remarkable achievement, resting on unwavering leadership of the Imam and untiring efforts from Mr. Shams Kassim-Lakha and others. But needs remain after the achievements thus far. The MCC report showed that serious financial problems continue to face the Medical Centre and will not be removed by abundant earnings from the hospital, as was once optimistically presumed. MCC thought the relatively modest income from tuition fees could be somewhat increased, but not beyond 25% for the Medical College, and notably less for the School of Nursing. Other sources of income, from non-Ismaili sources, from alumni contributions and elsewhere, would grow over the years, but even for the currently planned programme there would still be need for a major increase in the Medical Centre's endowment, both for existing programmes and for additions recommended by the Committee; this increase was not expected to be met by the current fund-raising campaign.

Medical schools are notoriously expensive relative to other parts of universities, but AKU's experience thus far suggests that either : (1) new branches will have to be on a more modest scale than AKUMC; or (2) quite large sums will have to be raised for capital and endowment in the next decades, over and above what may be gotten from various sources to meet recurrent costs. This Commission has not been intimidated by these

prospects and is proposing major growth of AKU in the next century, while recognising financial constraints in the short run and the need for careful feasibility studies as new ventures are launched.

We have noted that AKU in its history thus far has been responsive to the manifest needs of populations in which it has made its start. The establishment of IED came in response to educational needs in Pakistan as they were perceived in Aga Khan and other schools, and it was built upon projects of the Aga Khan Foundation with these schools. There have been other connections between AKU and the Aga Khan Development Network. Indeed, AKU is an integral part of that Network, being described in a 1992 brochure as having "a pivotal place in the Network's social development activities". The Commission has been charged with considering how changes in AKDN may affect what AKU should aim to be. The record thus far suggests that the kind of commitments the Imam and the Jamat have expressed in building AKDN will have a powerful effect on what AKU becomes. The remainder of this Section V of our Report is largely devoted to the implications of AKU's position within AKDN.

2 *Aga Khan Foundation (AKF)*

The Aga Khan Foundation is a recent creation (1967) of the present Imam. Many of the institutions with which it collaborates including those in the Aga Khan Education and Health Services, go back to the time of the 48th Imam, Sir Sultan Mahomed Shah, and were brought into their present organisation under the present Aga Khan. It is convenient to treat these institutions in succession because they have close links in common fields of interest.

In the jargon of the American foundation world, the Aga Khan Foundation is partly a grant-making and partly an operating foundation. Its staff develops projects and programmes that depend not solely on its own financial resources but on those of other foundations and development agencies. As such, it has both set patterns for and provided direct help in the building of AKU; in particular, the funding of IED is largely from international sources, notably the European Community, and was assembled largely through the efforts and contacts of AKF. The

mission of AKF as recently set forth in its publication, *International Strategy 1991-1999*, is "to promote sustainable and equitable social development in Asia and Africa". It does this in three principal fields : health, education, and rural development. Its staff is equally divided between these fields, but rural development has recently had the largest share of funding. AKF declares that its strategy in each of these fields is to seek innovative approaches and to "develop principles and management approaches ... that can be applied more broadly by the Foundation's grantees and by other agencies; i.e., AKF is searching for ideas and methods that are replicable". Instances of success in this strategy have been reported to the Commission, e.g., in the adoption of AKF-supported rural development models by the World Bank and the Government of Pakistan.

The Foundation has been praised for reaching the poor directly, and His Highness in the introduction to the AKF strategy paper puts emphasis on "breaking through the isolation which keeps those in local communities from knowing what might be accomplished". Grantees are typically "grass roots" private organisations and local communities; this is not a foundation dealing primarily with governments, policy studies or research. As such, it follows strategies of development assistance that have been prominent internationally since the 1970s. It emphasises that it is "non-denominational" and serves all comers in the areas where it is active; but naturally there is particular attention to areas such as Northern Pakistan, or Gujarat in India, where needy Ismaili populations can benefit. In a general way, AKF's approach to development appears as a modern expression of the traditional Islamic injunction to care for the poor and disadvantaged.

The existence of AKF means that AKU has among its sister institutions one that has a deep and fairly wide-ranging engagement with development problems. This is a source of opportunities and knowledge; it also poses questions of effective collaboration and division of labour. The brief description above of IED's history shows that IED would not now exist as a part of AKU without the work of the Foundation. Conceivably, IED might have been developed as a project under the Foundation without AKU, and the Commission has heard the view that

this would have been no bad thing. But there were clear contributions AKU could make : it could offer degrees which would raise the attractions of the programme to participating teachers and do something to enhance the status of teachers; it could provide an academic home for the leadership of the project and an encouraging setting for the research which must be a part of it. The future of IED will lead it into activities with schools that should build on the Foundation's work, and that may also raise questions as to which institution, University or Foundation, is better suited to develop certain lines of effort. We carry this discussion no further here since we shall have to return to it when we consider the future of IED, education and human development in the University. [Section VII.4 below]

Each of the fields in which AKF has expertise and experience offers similar opportunities and also needs for working out effective complementarities. The Harvard Report recommended that AKU should give particular attention to Rural Policy and Management. The Commission has reviewed this recommendation and it has been led by other subjects into reflections on the balance of attention AKU might give to rural and urban areas. The rapid urbanisation of much of the developing world and the existence of AKF's programmes and competencies has suggested to some members that AKU should favour attention to the problems of urban areas, leaving engagements with rural development to the Foundation. There has been in AKU strong resistance to any such clear preference. But it is clear that at present AKU lacks the competencies in rural development that the Foundation has and any programme planning should take account of that fact.

The strategy of the Aga Khan Foundation in seeking ideas and methods that provide replicable responses to development problems brings it close to the approaches university programmes in development would naturally follow. In its own work in development, AKU may thus anticipate collaboration with a like-minded member of AKDN. The type of relationship that the development of IED has shown may be only one among numerous future possibilities, where shared efforts in devising projects and evaluating them may be more conspicuous. Whatever the opportunities and relationships to

particular fields that AKF may present to the University in the future, its present programme suggests it is likely to exert a continuing influence toward concern with poor and disadvantaged populations and areas. We have suggested that AKF, despite its "non-denominational" character, represents a modern expression of the Islamic sense of communal responsibility for the needy, and it may exert an influence on AKU in the same sense. Such influence from one part of AKDN may also be reinforced by others to which we now turn.

3 *Aga Khan Education Services (AKES)*

The Aga Khan Education Services represent a large and far-flung set of some 300 schools and other educational institutions and services in six developing countries - India, Pakistan, Bangladesh, Kenya, Tanzania, and Uganda. When the Harvard study was underway there were 196 institutions serving almost 30,000 children. Nationalisations in Pakistan and East Africa in the 1970s had reduced the size of the system at that time but the losses were recovered and the system continued to mount in subsequent years. By September 1988, the first issue of a newsletter of AKES, Pakistan, claimed 186 institutions in Pakistan alone, serving about 24,000 students from pre-primary to secondary levels.

The Aga Khan schools were originally started to serve the Ismaili community. A paper on the system (apparently by Ward Heneveld), given to the Harvard Committee, described its origins and evolution instructively as follows :

"The present Aga Khan's grandfather felt that the Aga Khan Education Services must provide the means whereby Ismailis could acquire the skills necessary to achieve a better life for themselves. The system has always emphasised the need for literacy for all Ismailis, has sought to provide quality education to the brightest so that they could pursue professional careers, and, long before governments and other groups in the Third World, has sought to provide equal access to education for girls. These goals continue to be the basis on which the system is founded."

The effort to serve the Ismaili population wherever it might be has led to particular efforts in rural and remote areas that were otherwise ill-served by national school systems. Thus, in 1982,

81% of the children in Aga Khan schools in Pakistan were in primary and middle schools in the Northern Areas and Chitral, and there was greater pressure to expand enrolments, schools and hostels in these areas than there was for the urban areas. At about the same time an array of some 27 day-care centres (pre-schools) were opened in rural areas of Gujarat and Maharashtra in India. The system has sought to offer high quality education, and to adapt to the changing needs of the Ismaili community. It has not been an isolated system; it has largely followed national education systems in grade structure, medium of instruction, and curriculum, and has increasingly been open to non-Ismaili students so that in many of the schools Ismaili students are now a minority.

This very brief description of the impressive system under the Aga Khan Education Services may serve as a reminder that AKU stands in a context of very extensive concerns with education at all levels below the university. While IED, as the first venture of AKU beyond the health sciences, resulted from a general concern about the quality of schools and teachers there would not have been the same sense of concern without AKES. Since much of AKES system provides opportunities for children in rural areas the pressures we have already noticed toward an AKU concern with these areas are evident. The system is also one with a proud sense of its quality and integrity. It undertakes projects and experiments seeking improved methods and curricula and as such **offers an international network of sites for educational innovation and research**. It has special concerns with opportunities for girls and for "producing a balanced individual who is capable of enjoying a better quality of life and is confident and better equipped to succeed in an increasingly competitive environment" (as the December 1990 AKES, Pakistan newsletter said). Once a child has entered in the system, there is a natural disposition to want to make it possible for him or her to continue. Hence pressures for primary schools after day-care centres, and secondary schools after primary schools.

In the strategic planning for the period 1991-1995 there has been a concern to prepare for the step from secondary to university education, with the introduction in Pakistan of class XI and XII within the AKES system. For a long time, there

has been provision to enable especially talented Ismaili students to continue their education at a university and there has been concern about the general opportunities for university studies in different regions. The expectation at the various levels within the Aga Khan system has been that students would commonly have to continue their education in schools that are not part of the Aga Khan system. Often, however, there are troubling regrets about the quality of education available for talented students. Already in 1983, the Harvard Committee heard of demands for higher education outside of East Africa from students who found deficiencies and lack of places in the universities there. Our Secretary's recent visit in East Africa made evident to us that the problems there have heightened. Our earlier observations on the future demand and quality of higher education in the developing and Muslim worlds suggest that **there will be pressure to expand quality undergraduate education in AKU to fields other than the health sciences.** Our response to this prospect is given in Sections VI and VII of this report.

4 *Aga Khan Health Services (AKHS)*

The Aga Khan Health Services are described as "one of the most comprehensive non-profit health care systems in the developing world" with five general hospitals (in addition to the Aga Khan University Hospital), five maternity homes and more than 230 health centres in Kenya, Tanzania, India and Pakistan. This international system has features paralleling those we have described for the Education Services: it seeks to reach poor and vulnerable populations through improved approaches to primary health care, appropriate referral systems and curative services; it offers sites and stimuli for research and experimentation which have already led to working relationships with the AKU Faculty of Health Sciences. We shall return to consideration of these relations in our discussion of the future of the health sciences in AKU in Section VII of the Report.

5 *Aga Khan Trust for Culture (AKTC)*

The Aga Khan University and this Commission might very well have been led to see architecture in the future of the University even if the subject were not already among the Aga Khan's

interests. No concern with Islamic culture and civilisations could conceivably neglect the extraordinary achievements stretching from the Dome of the Rock, Cordoba and Isfahan through the styles and centuries to Samarkand, Istanbul and Fatehpur Sikri. Given the fact that the present Imam has promoted a whole series of activities aiming to improve knowledge of the history of Islamic art and architecture, to encourage preservation of historic sites, and to raise architectural and planning standards in the contemporary Muslim world, the Commission's concern with architecture has been inescapable.

The Aga Khan Trust for Culture was put together only recently, in 1988, but its component programmes have a longer history. The Aga Khan Award for Architecture (AKAA) was started in 1977, and support for architectural education dates from 1979 with the \$ 12 million endowment of the Aga Khan Program for Islamic Architecture at Harvard and MIT. More recently initiatives in historic preservation in Granada, Zanzibar, Karimabad in the Northern Areas of Pakistan, Cairo, Aleppo and Mostar have been brought together in a continuing, organised programme under the Trust. The Trust is not endowed and depends on recurrent funding from the Imam, amounting currently to about \$ 8 million per annum, or \$ 24 million for the three-year programme cycles that have been followed. It has a small professional staff which plans and administers the programme, and maintains an archive related to the awards programme at its Geneva headquarters.

It was evident that the Commission needed to acquire some understanding of these activities and their implications for planning AKU's future. The meeting held at MIT's Endicott House in May, 1993, was largely devoted to this purpose, and Mr. John de Monchaux, General Manager of AKTC participated in the September 1993 London meeting devoted to Islamic humanities and civilisations. Also, Mr. Sutton visited the Trust's headquarters in Geneva on two occasions and served as a member of an External Review of the Harvard-MIT programme in 1993.

The formulation of ideas about the future of architecture in AKU which we present later in Section VII of our Report would not have been possible in the time available to us without drawing

on the professional knowledge of those who have been associated with AKTC's programmes. It is also evident that the opportunity for future creative work by AKU in this field must depend on the accomplishments and reputation built by AKTC and the programmes it has supported. There are also needs for building complementary rather than competitive relationships with the Trust. The substance and timing of what AKU plans to do involving architecture need thus to be related to AKTC's plans.

The Trust has recently drawn up a strategic plan for its activities over the next years which may be summarised as follows :

- its four established fields of activity will be maintained : (1) the Architectural Awards programme; (2) the support of architectural education related to the Muslim world; (3) the Historic Cities Support Programme; and (4) dissemination (though this last will have a more *ad hoc* and reduced character);

- its field will continue to be architecture, not culture generally, as its title might suggest;

- the Harvard-MIT programme, which has been given regular term funding in addition to its endowment income, will be subject to sharply tapering reduction in favour of efforts to affect the quality of architectural education in the Muslim world more directly. This new effort will be carried out through a professional journal, conferences, exchanges and other activities.

The implications of these policies for what AKU may conceivably do in the long and short run have been the subject of several discussions that have shaped our conclusions presented in Section VII below.

6 *Aga Khan Fund for Economic Development (AKFED)*

In a way roughly parallel to the evolution of the Aga Khan Health and Education Services, the Aga Khan Fund for Economic Development grew out of initiatives taken for the Ismaili community at the beginning of this century to become at present an institution broadly concerned with the economic development of

national constituencies. It embraces three groups of companies in : Industrial Promotion Services (IPS), Tourism Promotion Services (TPS), and financial services. AKFED's projects have been concentrated in sub-Saharan Africa and South Asia, but in recent years there have been joint ventures with businesses in Canada and the United Kingdom. Since 1963, the Industrial Promotion Services have launched more than 60 projects in various industrial sectors and in locations stretching from Côte d'Ivoire and Zaire, through Kenya, Uganda, and Tanzania, to Pakistan and Bangladesh. The Tourism Promotion Services have grown, notably with investments in hotels and lodges in East Africa and Pakistan, in a conviction of the important potential of tourism for the developing countries, as a means of providing employment and foreign exchange, and as a way of revitalising local architectural and craft traditions. AKFED also provides an institutional umbrella for a variety of financial and insurance institutions in Africa and Asia, some of them dating back to the encouragement of small self-help companies by the present Aga Khan's grandfather. In more recent years AKFED has sponsored a Housing Development Finance Corporation in co-operation with the International Finance Corporation and a major Indian development bank. Pursuing AKDN's interest in the welfare of rural populations, AKFED has also joined with the Government of Gujarat in establishing the Gujarat Rural Housing Finance Corporation.

This brief recital of AKFED's activities may serve to suggest the rich variety of engagements it has with economic development problems and hence the potential it offers as a complement to future work AKU may undertake on economic growth. AKFED is not a university and cannot do many things that a university can. It can, however, bring concrete experience to AKU and in turn benefit from the education and analysis of development problems that AKU may in future supply. AKFED has been concerned not simply to "make money", but as the recent brochure on AKDN declares, it has aimed "to build strong institutions, capable of high performance, and contributing to the long-term development of the national and international communities in which they operate". It has not only been interested in

specific business ventures but has also sought to promote enabling environments for private business in developing countries. These broad concerns offer many intersections of interests and purposes with those AKU might reasonably be expected to have in economic growth and development. We foresee much promise of mutual benefit.

7 *The Institute of Ismaili Studies (IIS)*

The Institute of Ismaili Studies (IIS) is not regarded as a part of the Aga Khan Development Network, and indeed has had purposes other than the promotion of development. This institution, founded in 1977 in London, has evident relevance to AKU as a Muslim university. It was given close attention in the Harvard study, which recommended that an AKU Centre of Research on the Muslim world be built up in close relationship with the Institute. Our Commission invited Dr. Aziz Esmail, the present Dean of the Institute, to its London meeting. It has had the benefit of his paper, "The Institute of Ismaili Studies - a vision for the 1990s" [*The Canadian Ismaili*, July 1990] and his draft plans for the future of the Institute. Mr. Sutton has also visited the Institute for further conversations.

The Institute has been devoted to needs of the Ismailis as a religious community, but also to wider concerns with the study and understanding of Islam. It has since 1980 conducted a post-graduate programme of studies on Islamic subjects and education, with the aim of providing the Ismaili community with trained talent to guide religious education. About 50 individuals were trained in the original programme, which was conducted in co-operation with the Institute of Education of the University of London and McGill University. The Institute has also undertaken the production of materials for religious education of Ismaili children throughout the world. It has built up a library, specialising in Ismaili materials but embracing a wider Islamic collection. It has fostered research, publications, conferences, and public lectures, in keeping with His Highness' original hope that the Institute would grow into an "internationally recognised academic centre".

Dr. Esmail has been in the course of re-shaping the programmes of the Institute in a very broad-spirited approach to Muslim cultures and societies. As he has described the future of the Institute, it will continue its service of the Ismaili community through training religious educators, providing educational materials and giving specific attention to Ismaili history, principles and culture. He sees the Institute having a

"... dual mandate, to foster normative as well as non-normative thought and research. For the Jamats, normative considerations are, in an essential sense, primary..."

The other part of the dual mandate is to foster

"... non-normative thinking or writing, which is not intended to further the point of view of any one given denomination or school of thought within Islam ... the purpose of this activity would be inquiry and analysis, not the delivery of ready-made solutions. It is not the intention of this branch of {the Institute's} work to provide prescriptive discourse about specifically Ismaili doctrines or practices."

These new programmes will have a still wider perspective, "not confined to the theological and religious heritage of Islam, but [seeking] to explore the relationship of religious ideas to broader dimensions of society and culture". A new graduate studies programme has been devised on these principles, in conjunction with Cambridge University.

The Commission has found the principles and the specifics of this emerging programme of the Institute very attractive. Much of the programme the Institute is now developing is in keeping with the approaches we think appropriate for AKU in dealing with Islam, its culture and civilisations. As in the case of the Aga Khan Trust for Culture, AKU finds itself close to resources and experience which may be of great help in its development. There will also be need to work out co-operative and complementary relations. We do not pursue these questions here but return to them in Section VII C.3 where we set forth recommendations on the study of Islamic civilisations in AKU.

8 *Implications for the Future of AKU*

8.1 The implications we draw from ten years of AKU's life thus far are several. They are that :

- the University will probably continue to respond to needs at different academic levels, from diploma to graduate studies;

- what is undertaken will be well done, and find wider influence through exemplary conceptions and standards;

- research has been slower to develop than education and service, and will need more attention to achieve the importance it must have to make AKU a distinguished university;

- location in Pakistan has given a distinctly Pakistani character to the institution, though its international vocation has not been forgotten. Locations in other settings may be expected to give their special coloration to AKU branches;

- AKU's character as a Muslim university is well expressed and there is concern in the faculty and staff to see it accentuated;

- quite large resources have been needed to launch the University but have been successfully acquired, as they may be in future.

8.2 Our brief survey of AKDN and IIS shows AKU as a member of a family of institutions with many promising complementarities. The present development of the health sciences and education in AKU has brought a set of relationships with AKES and AKHS that are already important and show many unrealised potentials for the future. The role of AKF in the emergence of IED and its strategic approach to development problems suggests that it may continue to stimulate AKU's commitment to the needs of development. In such fields as architecture, economic growth, Islamic culture and civilisations where AKU is not currently active, AKTC, AKFED, and IIS offer records of experience and accomplishment which AKU can build on as it seeks its own future in these subjects. **A need for genuine complementarity with judicious divisions of mission and responsibility is evident.** AKU has the potential to provide research, education and services which

will be valuable throughout AKDN, while using other members' facilities and their experience to enrich its own work. It must not try to do what other institutions in AKDN are better or more naturally equipped to do, or simply exploit what they have to offer. But it must, of course, be true to its own purposes and autonomy as it co-operates with others in the family.