



آغا خان یونیورسٹی  
THE AGA KHAN UNIVERSITY

**INSTITUTE FOR EDUCATIONAL  
DEVELOPMENT, PAKISTAN**

**CELEBRATING 25 YEARS  
1993 – 2018**







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**Thanks to Our Partners**



AKU-IED represents a unique, effective, sustainable and dynamic contribution to education reform for developing countries. It is unique in that it combines:

- Graduate level academic study for experienced teachers and educators at certificate, diploma, MEd and PhD levels based on clinical practice and critical inquiry.
- Research focused on improving practice within schools and ongoing policy dialogue with key education officials, school networks, teachers and stakeholders.
- Outreach through partnerships with national, provincial and district government offices, institutions, public and private schools, and teachers through professional associations and donor-funded projects, and through the Professional Development Centres with their network of partner schools.

This combination of activities, although typical in mission statements of graduate schools of education (teaching, research and service) has never, in our experience in the developing world, been so strategically developed and extensive as at AKU-IED.”

**EXTERNAL EVALUATION REPORT, 2008**  
Simon Goodchild, Ash Hartwell and Richard Sack



# Our Impact

The Institute for Educational Development in Pakistan was established in 1993 in response to the declining quality of education in Pakistan and other developing countries. The aim was to develop models that would illustrate how education, even in the context of limited resources, can be improved in a sustainable manner. Since then we have implemented tailor-made models and engaged with global best practices to reflect and respond to the educational needs of developing countries, particularly Pakistan.





The Institute for Educational Development and its first Professional Development Centre, in Karachi, are established.

19  
93



The Visiting Teachers' Programme now known as the Certificate in Education, is introduced.

19  
95



The Professional Development Centre, North and the Research and Policy Studies Unit are established.

19  
99



The Professional Development Centre, Chitral is set up.

20  
03



The MPhil in Education programme is launched.

20  
15



IED celebrates 25 years.

20  
18

# Our Journey

19  
94

IED offers its Master of Education degree.



19  
97

IED expands and offers an Advanced Diploma in Education.



20  
04

The PhD in Education programme is launched.



# Developing Leaders Inspiring Change

Through our degree programmes and courses for working professionals, we have been developing teachers, teacher educators and educational leaders as agents of change, ready to transform instruction and school management and promote equal access to schools.

Our graduates working in schools are known for changing the culture of rote memorisation and passive learning by using student-centred techniques and inquiry-based learning methods. Their impact is not just confined to the classroom. Graduates working as teacher educators in teacher education institutions have trained thousands of new teachers, thereby impacting the education of several thousand students. Much the same can be said of those who serve as founders, directors, chief executive officers, principals, department heads, managers, researchers and advisors in educational institutions.



**52.2%**  
of our graduates are **women**

**1,300+** Graduates

**600+** Master's

**700+** Advanced Diplomas

**12** MPhil's

**11** PhD's

**90%**  
of our **graduates** are working in the **education** sector, the majority in Pakistan

## Where are our graduates?

- Government, community-based & private schools, majority in rural Pakistan
- Provincial and District Education Offices, Government of Pakistan
- Provincial Institutes of Teacher Education
- Sindh Education Foundation
- Ministries of Education in Pakistan, Syria and Afghanistan
- Aga Khan Education Service
- AKU's Institute for Educational Development in Pakistan and East Africa
- AKU's School of Nursing and Midwifery, Pakistan
- AKU Examination Board
- Mountain Institute for Educational Development, Pakistan
- Ontario Institute for Studies in Education, University of Toronto, Canada
- University of Central Asia
- Abu Dhabi University
- Nazarbayev University Graduate School of Education, Kazakhstan
- Karakorum International University, Pakistan
- University of Swat, Pakistan
- Institutes of Business Administration, Karachi and Sukkur
- Institute of Business Management, Karachi
- University of Dhaka, Bangladesh
- Reform Support Unit and Bureau of Curriculum and Extension Wing, Education Department, Governments of Sindh and Balochistan

## What positions do they hold?

- Teacher
- Teacher Educator
- Principal
- Learning Coordinator
- Academic Manager
- Research Associate
- Principal Investigator
- Education Advisor
- Director
- Associate Dean
- Associate Director
- Chief Executive Officer
- General Manager
- Head of Graduate Programmes
- Head of Research
- Department Chair
- Faculty, instructors to professors
- Academic Director
- Regional Academic Coordinator



# Our Alumni Impact Makers



**PROFESSOR ANJUM HALAI**  
*MEd '95*

Associate Vice Provost, Social Sciences and Humanities, AKU

Before her appointment as the Associate Vice Provost in 2017, Professor Halai, as the head of IED's Research and Policy Studies Unit, played a key role in raising the research capacity and profile of the Institute in Pakistan and East Africa. She led and managed large international research and development projects with partners in low-income countries such as Pakistan and Tanzania as well as those in high-income countries such as Canada and the UK. As a researcher and an education expert, she has been working to enhance the understanding of issues in education in disadvantaged contexts where weak education infrastructure and gender, linguistic and other forms of inequity prevail.



**TASNEEM SHABBAR ZAIDI**  
*MEd '98*

Director, Al-Murtaza School Network & its Professional Development Centre

Ms Zaidi has spearheaded the design and implementation of school-based professional development programmes for her teachers, teacher educators, vice principals and principals, as well as management and administrative staff. She also played a key role in designing a classroom-based mentoring and supervision framework, and a mechanism by which teachers from within the system are identified and prepared for leadership roles as teacher educators and school heads. The results of this strong in-house continuing professional development system are visible in the curricular and co-curricular performance of the students. For example, Al-Muratza students have been securing top positions in national and provincial-level secondary school exams for many years.



**ALI GOHAR CHANG**  
*MEd '07*

Principal, Sukkur Public School, Sindh

Sukkur Public School was struggling when Mr Gohar joined as the principal in 2013. With 700 students, teachers often went on strike, student absenteeism was at an all-time high and parents were reluctant to enrol their children in the school. Today, 2,300 students are enrolled and it has become a school of choice. Gohar led the transformation process by revamping the academic and administrative structure of the school, introducing an in-house professional development system for teachers, implementing well thought out academic and administrative policies, improving learning resources and physical facilities and affiliating the school with the Cambridge International Examination Board, the Sukkur Board and the Aga Khan University Examination Board.



We take pride in establishing and working with AKU's Institute for Educational Development, which is rightfully regarded as a centre of excellence in teacher education in this country. This institute has changed the landscape of teacher education by introducing child-centred techniques and behaviour in teaching. If you wish to see the success of IED, you can see it ... more significantly in the eyes of the teachers who have been trained by IED; the spark in their eyes speaks volumes about the dedication, sincerity and seriousness of purpose of IED professionals."

**JAN DE KOK**

Ambassador/Head of Delegation of the European Commission to Pakistan



**BERNADETTE DEAN**  
*MEd '95*

Associate Dean, School of Arts and Sciences, University of Central Asia

Starting her career as a school teacher in Karachi, Dr Dean has held numerous high-level academic roles in Pakistan, including Director of the VM Institute for Education in Karachi; Principal of St. Joseph's College for Women, Karachi; and Principal of Kinnaird College for Women in Lahore. Dean was also an Associate Professor, Head of Academic and Student Affairs and Team Leader of the Citizenship Rights and Responsibilities Pakistan programme at IED. In 2006, Dean developed the framework for Pakistan's National Curriculum and facilitated curriculum development for each subject offered from Grades K-12.



**ABDUL JAHAN**  
*MEd '00*

Founder, Mountain Institute for Educational Development, Pakistan

Mr Jahan established MIED in 2003 to improve the quality of education in schools in the underserved areas of Khyber Pakhtunkhwa, Punjab, Sindh, Balochistan, Azad Jammu and Kashmir and Gilgit-Baltistan. Taking a holistic approach to improving education, MIED not only strengthens teaching practices, it also works with communities, school management committees and the relevant government departments to improve the quality of learning in schools. In the last 12 years, the Institute has directly benefited more than 1,000 government schools, 20,000 teachers and 178,764 students across these regions.



**DR MOLA DAD SHAFI**  
*MEd '95*

Head, IED's Professional Development Centre, North

Dr Shafa led the implementation of a five-year AusAID-funded Educational Development and Improvement Programme, 2010-2015, in 59 government schools in Gilgit-Baltistan. The programme took a holistic approach to improvement, transforming these low-performing schools into effective learning centres and directly benefiting 12,000+ students and 3,000+ teachers, community members and government education personnel. Ten of the schools won the regional-level best school award from the Government of Gilgit-Baltistan.



# Continuing Education

## Raising Competence

Our Professional Development Centres in Karachi, Gilgit and Chitral have been at the forefront in offering short-term continuing professional education programmes for teachers, school leaders, administrators and researchers.

Tailored to educators' professional development needs, these programmes have provided thousands of specialists in education an opportunity to refresh their skills and qualify and re-qualify themselves on an on-going basis to constantly improve their performance. The programmes have engaged those who find it difficult to enrol in long-term degree programmes.

The school and field-based programmes offered by the Professional Development Centres have also enabled teachers to learn within their day-to-day classroom contexts.



“

IED's master's programme was a turning point in my life as it gave me the conceptual knowledge to understand curricula, the structure of a country's education system and the tools to appreciate how to improve an area's educational outcomes. I learnt different ways to assess students and gained a deep appreciation of how reflective teaching practices can transform the experience of education in the classroom.”

Salima Begum, MEd '04  
One of 10 finalists for the London-based Varkey Foundation's Global Teacher Prize 2017

## 36,000+

Teachers, teacher educators, administrators and managers from Pakistan, Afghanistan, Bangladesh, Syria, Tajikistan and East Africa educated through certificate programmes and short courses offered by IED and its Professional Development Centres.



# Generating Knowledge Informing Policy & Practice

Small and large-scale research studies by our faculty and students have investigated issues from the practical problems of classroom teaching and school management to the larger questions of educational policy and governance. These studies have helped reshape the teaching, leadership and educational management practices in IED's beneficiary schools and provided lessons for policy formulation and implementation.

## Our research has informed:

Gilgit-Baltistan Education Strategy, 2015

Continuing professional development framework for government school teachers in Gilgit-Baltistan

Monitoring and supervision framework for government schools in Gilgit-Baltistan

Right to Education bill for children in Gilgit-Baltistan

New compensation and career scheme for teachers of the Aga Khan Education Service, Pakistan

Review of Pakistan's National Education Policy 2009

Textbook reviews in Sindh

Professional standards for teacher educators and teachers in Pakistan



Our research  
in numbers

120+

Book Chapters

11

Books

150+

Research Projects

160+

Peer Reviewed  
Journal Articles

23

National and  
International  
Conferences





# Making Education Accessible for All

Our educational development projects and a suite of holistic reform strategies by our Professional Development Centres have helped enhance access and equity, and improve the quality and relevance of education in schools in the underserved areas of Sindh, Balochistan, Gilgit-Baltistan and Chitral.

## Major Projects

2009-2016 | Strengthening Teacher Education in Pakistan

2010-2015 | Educational Development and Improvement Programme

2011-2014 | Ensuring a Better Start in Life for Children in Balochistan

2008 -2011 | Links to Learning: Education Support to Pakistan

2008-2011 | Pak-Norway Institutional Cooperation Project

2004-2007 | Education Sector Reform Assistance

1997-2008 | Northern Pakistan Education Project



“

AKU-IED has reached a high degree of maturity and functions in a way which matches the practices of other established institutions in Europe and elsewhere... It is now well established as a national resource for increased educational quality, effectiveness, relevance and outreach.”

European Commission Monitoring Report, 2006

2,000+

Government and private schools have benefited from the Whole School Improvement and Cluster-Based Mentoring Programmes, implemented as part of educational development projects.



# Making Education Accessible for All Educational Development & Improvement Programme

2010  
—  
2015

The Educational Development & Improvement Programme (EDIP), funded by the Australian Department of Foreign Affairs and Trade, complemented the efforts of the Government of Gilgit-Baltistan to enhance access and equity and improve quality and relevance of education in 109 schools across seven districts in the region.

The programme was implemented by IED's Professional Development Centre, North. Working collaboratively with the Aga Khan Development Network partners, PDCN sought to transform teaching and learning practices in 59 schools.

“Communities and the government are working in tandem to change the historic 1% female literacy rate across Diامر. Taking EDIP as a model and launching pad, the Government Education Department has launched 75 home-based schools for girls.”

Deputy Director Education, Diامر



59

Schools went through a holistic reform



12,061

Students benefited from the Whole School Improvement Programme

IED reformed teaching methods, boosted leadership and management practices, increased community participation, upgraded facilities and introduced a culture of care to improve the well-being of students.



3,000+

Teachers, teacher educators and head teachers went through capacity building programmes to boost their teaching skills and increase content knowledge in key subjects.

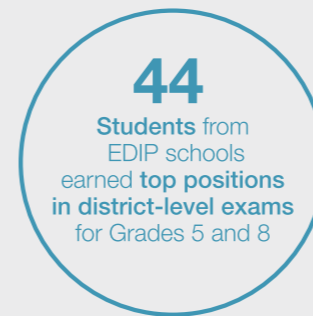
The qualifications they earned included master's degrees, advanced diplomas and certificates in education.



Before EDIP, I was not teaching, rather reading the text to the students. I never set objectives for my lesson nor did I let the students get involved in the classroom activities. I was the final authority in the classroom. The sessions at PDCN and Learning Resource Schools and on-the-job feedback provided by the Professional Development Teachers made me understand the philosophical underpinnings of teaching. My teaching style has now become more student-centred.”

Teacher, Gorikote Astore

## EDIP's impact



2014-15



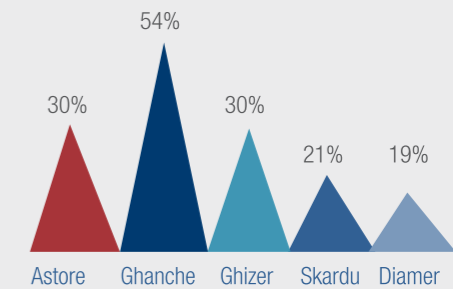
2013-15



2013-15

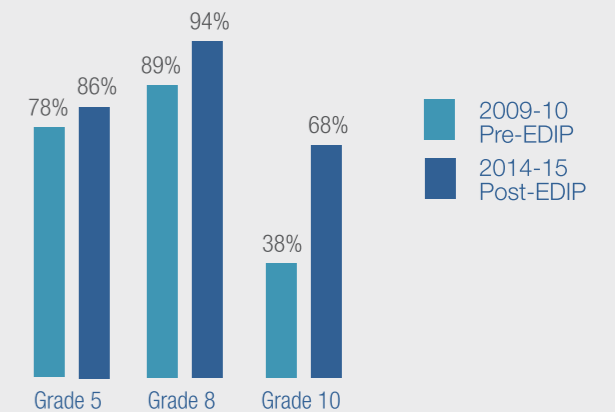
## Student enrolments

increased considerably in the districts with low enrolment rates (based on 2009-2010 baseline data).



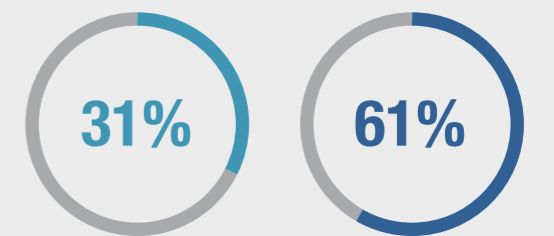
## Student scores

improved noticeably in district-level exams.



## Teachers' content knowledge

rose markedly



Pre-training Test Scores Post-training Test Scores



Making Education Accessible for All

# Strengthening Teacher Education in Pakistan

The Strengthening Teacher Education in Pakistan (STEP) was a multi-faceted intervention to improve the quality and delivery of elementary education appropriate to the poor, particularly women and children in selected districts of Sindh, Balochistan and Gilgit-Baltistan. The project was funded by Global Affairs Canada and Aga Khan Foundation, Canada.

## STEP's Impact

“[During the initial four years] STEP has made a significant progress toward achieving its goals, in particular:

- school environments are now more friendly, with more child-centred teaching being employed by teachers using activity-based methodologies;
- school management capacities have strengthened;
- parents and the community are now more involved in the school and its work;
- government Education Officers have an enhanced understanding of their roles and are more engaged as a team with the schools in their areas; and
- significant, effective, long and short-term training has been carried out by the IED Professional Development Teachers and the Mentor teacher model being employed by STEP is achieving outcomes and is highly regarded by the teachers.

Overall results have been achieved by a committed, confident and capable STEP project team and its implementing partners in the field.”

Beth Allardice and Tony Wrightson, mid-term reviewers

## STEP

# 300,000+

Students directly and indirectly benefited through STEP schools

# 1,650

Government schools went through a holistic reform process

# 14,000+

Teachers, teacher educators and education managers received training

# 165+

Learning resource centres were developed



2009  
—  
2016

Student enrolments, attendance and participation increased particularly in Sukkur District, where in 2014 enrolments went up by 23% across all STEP schools.

A decrease in dropout rates was also visible. In 2014, the dropout rates of Grades 4 and 5 students in STEP-supported schools in Sindh were half the provincial average – 7.2% versus 15%.



# Thanks to Our Partners

All that we have achieved would have not been possible without the generous support of our partners and donors. We are thankful to all of you for helping us in advancing our mission. Our achievements are a reflection of your contribution to making quality education accessible for those who need it most.

Aga Khan Foundation

British Council

Department for International Development, United Kingdom

Department of Foreign Affairs and Trade, Australia

European Commission

Global Affairs Canada

Ontario Institute for Studies in Education  
University of Toronto, Canada

Oxford University, United Kingdom

Royal Norwegian Embassy

The Spark of Hope Foundation

United Nations Educational, Scientific and Cultural  
Organization

United Nations International Children's Emergency  
Fund

United States Agency for International Development







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