"Education must also make the case for a pluralistic tradition in which other views, ethnicities, religions and perspectives are valued not only because that is just and good, but also because pluralism is the climate best suited for creativity, curiosity and inquiry to thrive. It must also stimulate students to consider a variety of perspectives on some of the fundamental questions posed by the human condition: “What is truth?” “What is reality?” and “What are my duties to my fellow man, to my country and to God?” At the same time, education must reinforce the foundations of identity in such a way as to reinvigorate and strengthen them so that they can withstand the shock of change.

"What students know is therefore no longer the most important measure of an education. The true test is the ability of students and graduates to engage with what they do not know and to work out a solution. They must also be able to reach conclusions that constitute the basis for informed judgements. The ability to make judgements that are grounded in solid information and employ careful analysis, should be one of the most important goals for any educational endeavour. As students develop this capability, they can begin to grapple with the most important and difficult step: to learn to place such judgements in an ethical framework."

His Highness the Aga Khan’s vision for the Aga Khan Academies: ‘What does it mean to be an educated person?’ (Aiglemont)

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