



The World Federation of KSIMC Generational Plan

Background

Our community has transformed irreversibly with the needs, challenges and anxieties of our forefathers being of a very different kind. However, in today's 21st Century, it is important to point out that the modern society has brought with it a multiplicity of challenges that we can only ignore at our peril. So *how will our Khoja Shia Ithna Asheri Community survive in the 21st century and beyond?*

For us to survive, we must build upon the good work and thinking of the Strategic Plan which began in 2003 and indeed create a plan for the next 20 years - '**A Generational Plan.**' For The World Federation to do this, a full survey (or indeed census) of our community is needed. A detailed global survey will help us understand the make-up of our community: its health, prosperity, spiritual needs and social problems.

Simply put, this '**Generational Plan**' is one which need to help us understand our context and to adapt for the future. It will help our institutions make long term commitments and agree on a common direction forward in many areas.

We at The World Federation fervently believe that our institutions must be focused, unified in their approach and clear on the direction of the community. We cannot do this without fully understanding the community's needs and current context globally and thoroughly. However, once this has been done thoroughly, we mustn't be ashamed of creating long-term programs that will help bring our community forward.

We have therefore brought in a team at The World Federation (a mix of youthful volunteers and experienced community workers) that will first focus on creating a survey/census for our community. We will need the support of The Regional Federations and Jamaats in order to gain as many answers from our community members.

The more data we will receive, the more accurate the global survey/census will be. Not only will a full questionnaire be needed but qualitative data (by gathering a sample of interviews from community members will also be required). Our leadership must be made aware of this historic and mammoth task. Not only will financial resources be needed, but a full cadre of volunteers across The World Federation and the Regional Federations.



From this data collection exercise, we will ask the next Conference to create a team to assess and analyse the data to create a 'Generation Plan' for our institutions for the next 20 years. I fervently believe that our institutions must be focused, unified in their approach and clear on the direction of the community. We cannot do this without fully understanding the community's needs and current context globally and thoroughly. However, once this has been done thoroughly, we mustn't be ashamed of creating long-term programs that will help bring our community forward.

Even though, a Change of committee I.E: if some members were to leave and new ones were to join, in no way would the result of a change in committee change the policies or strategy set out for the generational plan.

Scope of Work

A pre-requisite for an effective Generational Plan would be to collect qualitative and quantitative data from the worldwide community membership. This is critical for any planning to materialize. Information on the size, distribution and characteristics of a community's population is essential for describing and assessing a community's economic, social and demographic circumstances and for developing sound policies and programs [in such fields as education (Islamic and Secular), employment and manpower, business, family planning, housing, health, welfare, social, marriage etc] aimed at fostering the welfare of our world-wide community.

Hence, the World Federation requires its worldwide member communities ("Jamaat") to carry out a comprehensive qualitative and quantitative census of their individual community in order to collect this data. This census would then be a starting point for the **Generational Plan** exercise.

This report sets out the requirements of such a census and proposes 2 methodology namely quantitative and qualitative analysis, which are as follows:

Quantitative Analysis & Qualitative Analysis

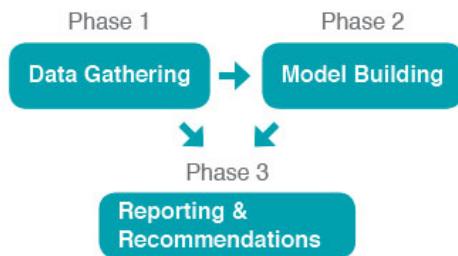
While quantitative research can tell you when, where, and how often things happen, qualitative research looks at the "why" and "how". Qualitative research produces observations, notes, and descriptions of behavior and motivation and has less emphasis on counting numbers of people



who think or behave in certain ways and instead emphasizes on explaining why people think and behave in certain ways.

Additionally, qualitative research involves a smaller number of respondents and utilizes open-ended questionnaires or protocols.

1. Quantitative



2. Qualitative

- Interviews
- Focus Group
- Reviews
- Observation

1. Quantitative Analysis

We are recommending that the WF and Regional Bodies work jointly on this project. Regions would be primarily responsible for ensuring the necessary and relevant data is collated and provided to the WF in a consistent format that can be readily analysed. The WF in return would organise regional training on the data requirements in the form of workshops. We therefore propose the work be carried out in three phases described below.

The proposed methodology is extremely dependent on the extent, credibility and quality of quantitative data available. We would discuss any necessary amendments to the proposed methodology, and its potential impact on the results of our study, with the WF and Regions once data and information is provided.

To date, a number of Jamaat have carried out various census that has significantly varied in their style, focus and content from one Jamaat to another. For example, Dar-es-Salaam Jamaat has carried out a mini-census whereas Karachi Jamaat has carried out an extended census.

The WF needs to engage with member communities to define the extent of census that is practically feasible and consistent across the globe. Appendix A provides sample data including the census form that was designed by the Karachi Jamaat.



The conduct of a census is a massive operation. Consequently, despite all the meticulous preparations, there is always some degree of error. Two main types of errors usually occur which are coverage errors and/or content errors. The methods differ widely with regard to data requirements, the level of technical sophistication and the quality of the results.

The WF methodology should rely on the simplest approach bearing in mind that the WF would be carrying out this exercise for the first time ever

Phase 1: Data Gathering

The first phase of the proposed census would relate to information gathering and validation. The teams at both the regional and local jamaat level would need to be identified and trained in data collection. The WF would send a trainer to each of the regions to provide a one day workshop to train the field workers and members of the Region/Jamaat responsible for collating the relevant data.

Prior to the workshop, the WF would discuss with the individual Regions the sample data request specification provided in Appendix A. This would be done in order to determine any potential or known issues that may arise in using the sample data request in order to gather the data.

Our proposal assumes that the respective regions would be responsible for:

- Collecting the data to a central point from local jamaat, from the expected multitude of sources. For ease and efficiency, it is anticipated that we would engage with a single central point of contact within the Region for data collection purposes.
- Providing all data in English
- Collating and combining the data (especially quantitative data) into a consistent format across all data sources in line with a field specification that the WF would provide.
- Cleaning the data as far as practically possible, e.g. ensuring consistent formats within each field (especially items such as dates and member IDs), correcting material data (input) errors, etc.
- Compiling the data into a suitable electronic format and compressing this into as few files as practically possible, with each particular type of data combined into a single database.
- Providing all data and information in a timely fashion that would leave sufficient time to complete the remaining phases within the agreed project deadline.



Phase 2: Model Building & Analysis

This phase of the census consists of building a core Microsoft Excel-based model and calibrating and populating it with the data received in Phase 1.

A census-based model that projects the expected future population over the next 5 years would be ideal because subject to the data collected, the model should be segmented as:



By age/gender



By region



By town

The demographic projections would allow for the addition of new members over the projection period, as well as those exiting through death or for other reasons.

This population model will also be used to project expected future population of the Khoja Shia communities world-wide so as to plan accordingly.

Phase 3: Reporting & Recommendations

In this phase, the WF would prepare the best estimate projections of the underlying demographic trend within the Khoja Community.

The results of the census would then be used by the World Federations **Generation Plan** Team to come up with a robust plan that covers the following areas:

- Economic Development – including housing employment, business
- Education – Secular and Islamic
- Social /Marriage
- Spiritual
- Health/Medical
- Pensioners/Old Age planning
- Others

2. Qualitative Analysis - How is Qualitative Research Conducted?

To ensure that quantitative and qualitative surveys are carried out in their regions at every jamaat with partnership with the generational plan team members/coordinator. The role of the regions is nothing different than what this paper outlines as it makes them part and parcel of the



generational plan represented in the team. Hence there are several methods that one uses to collect qualitative data which are:

1. Interviews
 - a. Either a series of structured open-ended questions, or allowing a subject to narrate their experience
 - b. Usually provide rich data, details, insights from program participants and stakeholders about their experiences, behaviors and opinions
 - c. Particularly useful for complex or sensitive subjects
2. Focus groups:
 - a. Soliciting observations from groups of people who share a similar attribute (for example, a group of women over 40) to give opinions on a topic; ideally women who do not know each other, respond to questions from a group facilitator
 - b. Use group dynamics to generate data and insights
 - c. Useful for generating ideas and strategies, defining problems in project implementation, assist with interpreting quantitative findings
 - d. Open-ended questions or topics designed to stimulate discussion; topics usually broader than interview questions
3. Reviews:
 - a. combing through scholarly literature or other published writings to determine attitudes towards a subject
4. Observation:
 - a. Researchers watch people on their daily routine and make notes or recordings documenting their behavior
 - b. Used to better understand behaviors, their social context and meanings attached to them
 - c. Useful for certain populations - children, infants
 - d. Can identify unanticipated outcomes

Application of Qualitative Research to the WF Generational Plan

The four methodologies described above are methods the WF can use to conduct qualitative research across the globe. As the issue of statistical significance is not as relevant to qualitative research, it is more important to get a variety of different views rather than a large number of



responses. Therefore, one approach would be to divide the community into different segments (by age and gender) and apply the four methodologies to each of the groups.

For example the different age brackets could be youth (10-15), young adult (16-25), adult (25-40), older adult (41-60) and senior (60+). Adding gender to each of these 5 brackets means there will be 10 different demographics we would be tracking. Each of these demographic groups would be subject to interviews, focus groups, and observation by the WF team in each city.

Additionally, a separate team could comb through literature (not specific to our community) on each of these demographics to identify applicable trends.

The attached questionnaire titled appendix 2 is the first step in identifying the types of questions what should be answered in the various forms of qualitative research [note: the demographic related questions would not be asked since the person's/group's demographic background will already be known.]

Data Requirements

The more data that is collected, the better it will be for future planning. However, since the WF is proposing to carry out such a census for the first time, a balance between the requirements for data collection versus the reality on the ground needs to be looked into as to what is practically possible to capture within communal constraints.

This appendix defines the 'minimal' requirements to get any meaningful analysis as well as 'ideal' requirements:

A. Minimal Requirements

In summary, the minimal data that would need to be collected in order to be useful for any future planning would need to encompass the following four broad categories:

1. Personal Data: Name/Address/ Age/Gender/ Blood Group etc
2. Family Data –Children & Ages/ Schooling/College/Level of Education
3. Educational Data – Level of Education Attained (BA, MA, Hawza etc), Employed/Self-Employed/Occupation/Position/
4. Financial Data – Income, Assets, Liabilities, Expenses etc.

This would be collated through the following information:



1. A count of the number of members and dependents split by relevant member category (i.e. contributing members, non-members, dependents split by age, gender and jamaat and regions).
2. Number of deaths through the death registrar over the past 10 years.
3. Number of births through the registrar over the past 10 years
4. Membership data, with as much of the following information as possible:
 - a. Member/Dependent identifier (no names, addresses, state)
 - b. Jamaat Membership number/ identifier
 - c. Date of Membership
 - d. Age and Gender of member/spouse/dependents (each captured separately)
 - e. Occupation
 - f. Education Level
 - g. Salary/Income
 - h. Expenditures (including khums payments)
 - i. Assets
 - j. Liabilities

B. Ideal Requirements

More extensive data would allow more comprehensive analysis and planning and would ideally cover the following areas:

- Age and Gender
- Ancestry (Gujrat, Cutch, Karachi, Bombay etc)
- Births
- Deaths
- Disability
- Education – Secular & Religious
- Expenses (including khums collections, other dues)
- Families and Living arrangements
- Fertility
- Geographical Mobility/Migration
- Health
- Housing
- Income
- Industry and Occupation
- Language Use (native Gujrati, Urdu, English, others)
- Marriage and Divorce
- Population Estimates (planning for match-making etc)
- Population Projections (future demographics)
- Poverty (welfare)
- Veterans/Old People
- Wealth and Asset Ownership
- Well-Being

Census Team

We hereby propose that the conference appoint an overall head to lead this team as well as 2 lead members per region and 1 lead member per associate member of the WF.



TIME LINE

Key Deliverables:

Quantitative Analysis

Phase 1: Data Gathering [1 Year]

1. Identifying individuals at both the regional and local jamaat level
2. These individuals need to be trained in data collection.
3. information gathering and validation
4. WF to discuss with the individual Regions the sample data in Appendix A.
5. WF sends a trainer to each of the regions to provide a one day workshop

Phase 2: Model Building & Analysis [6 Months]

1. Building a core Microsoft Excel-based model
2. A census-based model that projects the expected future population over the next 5 years
3. The model should be segmented as: By age/gender, By region, By town

Phase 3: Reporting & Recommendations [6 Months]

1. Prepare projections of the underlying demographic trend within the Khoja Community.
2. Generation Plan Team to come up with a robust plan that covers: Economic Development – including housing employment, business, Education – Secular and Islamic, Social /Marriage, Spiritual, Health/Medical, Pensioners/Old Age planning

B. Qualitative Analysis: [6 Months]

1. Interviews
2. Focus groups
3. Reviews
4. Observation



APPENDIX 1

Sample of Data – Karachi Jamaat

Note: To be filled by every individual

1) Full Name		2) Surname				
3) NIC No. (New/Old)		4) JID Card No.				
5) Fathers Name		6) Surname		Alive	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7) NIC No. (New/Old)		8) JID Card No.				
9) Husbands Name		10) Surname		Alive	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11) NIC No. (New/Old)		12) JID Card No.				
13) Residential Address						
14) Union Council No.		15) Town		16) City		17) PS
18) Country		19) Postal Code		20) Police Station		
21) Res. Tel. No.		22) E-mail				
23) Mob No. (1)		(2)				
24) No. of Family Members Living with you						
25) Residential Status <input type="checkbox"/> Rent <input type="checkbox"/> Owned <input type="checkbox"/> Goodwill <input type="checkbox"/> Any Other:						
26) Area (in Sq ft/ Sq Yards)				27) Residing Since		
28) Languages Spoken <input type="checkbox"/> Gujurati <input type="checkbox"/> Katchi <input type="checkbox"/> Sindhi <input type="checkbox"/> Urdu <input type="checkbox"/> English <input type="checkbox"/> Persian <input type="checkbox"/> Arabic <input type="checkbox"/> Swahili <input type="checkbox"/> Any Other:						
29) Mother Tongue <input type="checkbox"/> Gujurati <input type="checkbox"/> Katchi <input type="checkbox"/> Sindhi <input type="checkbox"/> Any Other:						
30) Blood Group <input type="checkbox"/> A +ve <input type="checkbox"/> A -ve <input type="checkbox"/> B +ve <input type="checkbox"/> B -ve <input type="checkbox"/> AB +ve <input type="checkbox"/> AB -ve <input type="checkbox"/> O +VE <input type="checkbox"/> O -VE						
31) Marital Status <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Seperated <input type="checkbox"/> Widow/ Widower						
32) Date of Birth		33) Islamic Date of Birth				
34) Place of Birth <input type="checkbox"/> Karachi <input type="checkbox"/> Hyderabad <input type="checkbox"/> Badin <input type="checkbox"/> Talhar <input type="checkbox"/> Tando Bago <input type="checkbox"/> Mirpur Bathoro <input type="checkbox"/> Any Other:						
35) Gender <input type="checkbox"/> Male <input type="checkbox"/> Female 36) Occupation <input type="checkbox"/> Student <input type="checkbox"/> Housewife <input type="checkbox"/> Employee <input type="checkbox"/> Self Employed <input type="checkbox"/> Un-Employed <input type="checkbox"/> Retired <input type="checkbox"/> Pensioner						
Employment Details (For Employees Only)						
37) Organisation Name						
38) Address						
39) Specific Nature of Firm						
40) Tel. No. (1)		41) Fax No.				
Tel. No. (2)						
42) Managerial Level <input type="checkbox"/> Senior Management <input type="checkbox"/> Middle Management <input type="checkbox"/> Front Line Management <input type="checkbox"/> Any Other:						
43) No. of Years in Current Service <input type="checkbox"/> Less than 5 Years <input type="checkbox"/> Between 5 to 10 years <input type="checkbox"/> Between 11 to 20 years <input type="checkbox"/> Between 21 to 35 years <input type="checkbox"/> More than 35 Years 44) Designation						
45) Income Bracket Per Month (Rs.) <input type="checkbox"/> Upto 5,000 <input type="checkbox"/> Between 5,001 to 10,000 <input type="checkbox"/> Between 10,001 to 15,000 <input type="checkbox"/> Between 15,001 to 25,000 <input type="checkbox"/> Between 25,001 to 35,000 <input type="checkbox"/> Between 35,001 to 50,000 <input type="checkbox"/> Between 50,001 to 100,000 <input type="checkbox"/> Above 100,000						
Business Details (For Self-Employed)						
46) Organisation Name						
47) Address						
48) Specific Nature of Firm						
49) Tel. No. (1)		50) Fax No.				
Tel. No. (2)						
51) Position <input type="checkbox"/> Proprietor <input type="checkbox"/> Partner <input type="checkbox"/> Director <input type="checkbox"/> Managing Director <input type="checkbox"/> Any Other:						
52) No. of Years in Business <input type="checkbox"/> Less than 5 Years <input type="checkbox"/> Between 5 to 10 years <input type="checkbox"/> Between 11 to 20 years <input type="checkbox"/> Between 21 to 35 years <input type="checkbox"/> More than 35 Years 53) No. of Employees						
54) Income Bracket Per Month (Rs.) <input type="checkbox"/> Upto 5,000 <input type="checkbox"/> Between 5,001 to 10,000 <input type="checkbox"/> Between 10,001 to 15,000 <input type="checkbox"/> Between 15,001 to 25,000 <input type="checkbox"/> Between 25,001 to 35,000 <input type="checkbox"/> Between 35,001 to 50,000 <input type="checkbox"/> Between 50,001 to 100,000 <input type="checkbox"/> Above 100,000						



Any Outstanding Loans From:				
55) For House	<input type="checkbox"/> Community Trust	<input type="checkbox"/> Office	<input type="checkbox"/> Bank	<input type="checkbox"/> Any Other Source:
56) For Vehicle	<input type="checkbox"/> Bank	<input type="checkbox"/> Office	<input type="checkbox"/> Any Other Source:	
57) For Personal Needs	<input type="checkbox"/> Community Trust	<input type="checkbox"/> Office	<input type="checkbox"/> Bank	<input type="checkbox"/> Any Other Source:
58) Purpose of Personal Loan	<input type="checkbox"/> Wedding	<input type="checkbox"/> Medical	<input type="checkbox"/> Small Business	<input type="checkbox"/> Education <input type="checkbox"/> Any Other Source:

59) No. of Owned Vehicles	Motor Cycle	Car / Van	Coaster	Any Other:
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Academic Educational Background

Qualification	Name of Institution	Major	Achievement	Scholarship
60) Primary	<input type="checkbox"/> Fatimiyah School			<input type="checkbox"/> Yes
	<input type="checkbox"/> Al-Murtaza School			<input type="checkbox"/> No
61) Matriculation/ O Level or Equivalent	<input type="checkbox"/> Ghulaman-e-Abbas			<input type="checkbox"/> Yes
	<input type="checkbox"/> Habib School			<input type="checkbox"/> No
62) Intermediate/ A Level or Equivalent	<input type="checkbox"/> Qamar-e-Bani-Hashim	<input type="checkbox"/> Pre Medical <input type="checkbox"/> Pre Engineering <input type="checkbox"/> Commerce <input type="checkbox"/> Arts <input type="checkbox"/> Home Economics		<input type="checkbox"/> Yes
	<input type="checkbox"/> Any Other:			<input type="checkbox"/> Any Other:
63) Graduation	1. _____	1. _____		<input type="checkbox"/> Yes
	2. _____	2. _____		<input type="checkbox"/> No
64) Post Graduation Levels	3. _____	3. _____		<input type="checkbox"/> Yes
	4. _____	4. _____		<input type="checkbox"/> No
65) Professional/ Certification Courses				<input type="checkbox"/> Yes
				<input type="checkbox"/> No
66) Future Academic Education Plan		<input type="checkbox"/> Yes <input type="checkbox"/> No		

67) Have you attended any Maktab: Yes No If Yes Please specify name of Institution(s):

Religious Educational Background

68) Level	69) Books	70) Name of Institute
71) Future Religious Education Plan <input type="checkbox"/> Yes <input type="checkbox"/> No		



Health				
72) Disease & Health Problem	73) Suffering Since	74) Consultant	75) Clinic / Hospital	76) Hereditary <input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No
				<input type="checkbox"/> Yes <input type="checkbox"/> No

Sports	
77) What kind of Sports do you like?	<input type="checkbox"/> Indoor <input type="checkbox"/> Outdoor 76) Hereditary
78) Sports you like most	<input type="checkbox"/> Football <input type="checkbox"/> Hockey <input type="checkbox"/> Cricket <input type="checkbox"/> Table Tennis <input type="checkbox"/> Swimming <input type="checkbox"/> Basketball <input type="checkbox"/> Badminton <input type="checkbox"/> Squash <input type="checkbox"/> Snooker <input type="checkbox"/> Karate <input type="checkbox"/> Any Other:
79) Any Achievemnet	

Entertainment	
80) Type of your television Network	<input type="checkbox"/> Islamic Cable <input type="checkbox"/> Other Cable <input type="checkbox"/> World Dish <input type="checkbox"/> Iranian Dish
81) TV programmes you like to Watch	<input type="checkbox"/> Religious <input type="checkbox"/> Informative <input type="checkbox"/> Sports <input type="checkbox"/> Drama <input type="checkbox"/> News <input type="checkbox"/> Documentaries <input type="checkbox"/> Comedy <input type="checkbox"/> Any Other:
82) Books you read	<input type="checkbox"/> Islamic <input type="checkbox"/> Scientific <input type="checkbox"/> Fiction <input type="checkbox"/> Non-Fiction <input type="checkbox"/> Any Other:
83) Do you visit the Library	<input type="checkbox"/> Yes <input type="checkbox"/> No If Yes pleas specify name of Library:
84) Newspaper you read	<input type="checkbox"/> English <input type="checkbox"/> Urdu <input type="checkbox"/> Gujurati <input type="checkbox"/> Sindhi <input type="checkbox"/> Any other:
Names of the Newspaper	
85) How often you use the internet	<input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Monthly

86) Do you work for any Social /Religious organisation <input type="checkbox"/> Yes <input type="checkbox"/> No		
87) Name of Organisation	88) Numbers of Hours you Spend	89) Period (Select One)
		<input type="checkbox"/> Yearly <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly
		<input type="checkbox"/> Yearly <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly
		<input type="checkbox"/> Yearly <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly

Dependants Information			
90) No. of Dependents			
91) Name of Dependent	92) Dependent's relationship to you	93) CNIC / Form B No.	94) Whether Earning <input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No

95) Documents Attached
<input type="checkbox"/> JID Card <input type="checkbox"/> NIC (New/Old) <input type="checkbox"/> B Form <input type="checkbox"/> Four Recent Passport Size Photographs

Signature / Thumb Impression:

Date: _____



APPENDIX 2

Sample questionnaire

COHORT

1965-1979 - Generation X

1980-2000 Generation Y

2001-present - millennial –

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1) I am a:

- Male
- Female

2) I fall in this age range:

- 13-16
- 16-19
- 20-24
- 25-29

3) My country of residence is:

- India
- Pakistan
- Africa
- Europe
- N America
- South America
- Australia & NZ
- Other

4) I can speak, read or write:

- English
- French
- Gujarati
- Urdu / Arabic / Farsi / Other

5) Check that applies:

- I immigrated to where I live
- I was BORN in the country where I live
- Other

6) Family structure involves:

- Mother + father + siblings
- Mother + father
- Father + siblings
- Mother + siblings
- Father only
- Mother only
- Step-parents (one parent or both)
- Foster parents (adopted)
- Not applicable
- Other

7) What educational institution do you currently attend?

- High school
- College
- University/ Hawza
- Not applicable (working/dropped out)



Please rate the following STATEMENTS on a scale of 1 to 5 (1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree)

	1	2	3	4	5
8) I get along with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) I can tell my parents the way I feel about things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) I get peer pressured to do things I don't want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) I have tried smoking/drugs because my friends have asked me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) I have tried alcohol at parties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) I can talk to my family about alcohol/drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) It is hard for me to make friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) I like to do activities with my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) I prefer to be with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17) I am respected by my peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18) I respect religious scholars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19) Smoking fits in with the lifestyle I want to lead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20) I care about what my parents think	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21) I listen to my parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22) I get into arguments with my parents often	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23) I argue with my siblings a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24) My siblings and I can talk about school, friends personal problems and issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



- 25) My teachers are people that support me
- 26) I like to share my feelings/experiences with my teachers
- 27) I have recently consulted a youth/counsellor to talk about my issues
- 28) I feel there are enough good role models for Muslim youth in the community
- 29) I am scared of being judged when I visit a Masjid or an Islamic event
- 30) My local Masjid welcomes and accommodates youth
- 31) I feel there are inadequate recreational / fun programs being offered in the Jamaat
- 32) I have been/currently in a relationship with someone outside of marriage (boyfriend/girlfriend)
- 33) I have friends of the opposite gender
- 34) I pray regularly
- 35) I feel like I have a strong relationship with Allah
- 36) I regularly go to Masjid
- 37) I enjoy attending Juma prayers
- 38) I talk to the Imam when I have a question or problem
- 39) I attend a weekend Islamic school
- 40) I like to volunteer for events



pertaining to the my Jamaat

41) I regularly attend conferences / seminars / workshops to increase my knowledge about Islam

42) I find most Islamic conferences / seminars / workshops boring

43) Speakers at most conferences / seminars / workshops are youth-friendly and addressing my concerns

44) I like to volunteer for events/organizations other than those of the Muslim community (food bank, hospitals, etc.)

45) I think voting and political participation is important for Muslim youth

46) I try to vote in every election

47) I want to be a better Muslim

48) I am proud to identify myself as a Muslim

49) I think the society I live in is very friendly to Muslims

50) I have experienced anti-Muslim speech / Islamophobic harassment as a Muslim growing up in my country

51) I face the following challenges as a young Muslim (Please rank 1-20 the following list of challenges in order of importance / relevance to you. 1 is the MOST important to you and 20 is the LEAST important):

Negative peer pressure

Identity crisis

Conflict with parents



- Struggle to stay modest
- Struggle to practice Islam
- Hyper-Sexualization of media
- Getting married
- Stress, Depression & Suicidal Tendencies
- Alcoholism & Substance Abuse
- Islamophobic (anti-Muslim Hate)
- Racism / Discrimination
- Career choices
- Violence & bullying
- Extremism & radicalization
- Ghettoization / isolation
- Unfriendly Masjids & Islamic institutions
- Irrelevant, boring majlises & Islamic Schools
- Lack of guidance, mentorship & counseling
- Lack of youth groups & programs
- Lack of halal recreation / fun

52) I watch television for:

- 0 hours per day
- 1-2 hours per day
- 3-4 hours per day
- 5+ hours per day
- Other



53) I listen to the following types of music (Select all that apply)?

- Nasheed (Islamic songs) with instruments
- Nasheed (Islamic songs) without instruments
- Country/folk
- Cultural music (Arab, Indian etc.)
- I do not listen to music
- Other

54) My method of communication with friends is (Please rank 1-5 the following in order of preference, 1 being the most preferred):

- Physical meeting
- Phone call
- Email
- Text messaging (SMS)
- Facebook
- Twitter

55) My sources of learning Islam are (Please rank 1-13 the following in order of preference, 1 being the most preferred):

1. Islamic school / Quran teacher
2. Parents
3. Siblings
4. Self-Study (Books / Islamic literature)
5. Periodic Islamic seminars / workshops
6. Regular Islamic courses
7. Regular youth groups
8. Email newsletters
9. Online articles / e-books
10. Online classes / webinars. YouTube videos



11. Friday sermons (Khutbas)

12. Annual conferences

13. Regular Majlises & Jashans

56) I want to develop my Muslim identity through:

- Educational programs (conferences, classes etc.)
- Youth groups
- Arts
- Expressive events (speech / poetry / singing competition etc.)
- Sports
- Volunteering for community organizations
- Not Interested
- Other

57) Answer this ONLY if you are a FEMALE (Select all that apply):

- I do not wear Hijab at all
- I do not wear Hijab at school / work only
- I wear Hijab all the time
- I wear Hijab only at a Mosque / at Islamic gatherings
- I wear Hijab only in front of my parents
- I don't think Hijab is mandatory and applicable today

58) The last time I visited a Masjid (mosque) was:

- 1-3 days ago
- last Thu/Friday (Juma)
- 2 weeks ago
- 1 month ago
- 2 months ago
- 3 months ago



- last Eid prayer
- at someone's funeral prayer
- at someone's wedding / party
- more than a year ago
- with my parents as a child
- never
- Other

59) I do not pray daily prayers because (Select all that apply):

- I don't have the time
- I do not want to
- I am lazy
- I don't see anyone else praying
- I don't think daily prayers are mandatory and applicable today
- I do pray so this is not applicable

60) Please choose the response that applies: During the past 2-3 months, I felt sad/depressed/down for more than TWO WEEKS in a row.

- Yes
- No

IF YES THEN PLEASE ANSWER THE FOLLOWING:

61a) I coped with depression / sorrow as follows (Select all that apply)?

- I made Dua (prayed) to Allah
- I increased my Salah (prayers)
- I read / listened to Quran
- I read a self-help book
- I read articles on dealing with depression / sorrow
- I watched an online lecture on dealing with depression / sorrow
- I consulted an Imam / Muslim leader



- I consulted a Muslim counsellor
- I consulted a non-Muslim counsellor
- I called a helpline
- I consulted my teacher
- I consulted my parents
- I consulted my friends
- I informed everyone about my depression through Facebook
- I avoided social gatherings
- I contemplated suicide
- Other

62) If I were at a party and my best friend offered me something I didn't want, such as cigarette, drugs, or alcohol, it would be:

- Very difficult for me to say NO
- Difficult for me to say NO
- Easy for me to say NO
- Very easy for me to say NO

63) I smoke / drink / do drugs:

- Yes
- No If YES _____

63a) I smoke cigarettes / shisha / alcohol / drugs because (Select all that apply):

- of social gatherings
- it is a stress reliever
- it is a part of my routine
- of cultural influence
- of influence from friends
- not applicable
- Other



63b) I smoke cigarettes/shisha daily this many times:

- None
- 1-5
- 6-10
- 11+

63c) If my friends found out that I smoke / do drugs / alcohol, they would:

- Approve
- Disapprove but still be my friends
- Disapprove and not be my friends
- Not care about anything
- Not care if I smoke, but would disapprove if I drink or do drugs

63d) If my parents found out that I smoke / do drugs / drink, they would:

- be extremely upset
- be somewhat upset
- be not be upset
- Not care about anything
- Not care if I smoke, but would disapprove if I drink or do drugs

64) I do Taqlid of

- Ay Sistani
- Ay Khamenei
- Ay Nasir Makarim
- Other Name
- Don't consider Taqlid necessary