



# Islamic Education

## Executive Summary

- The Islamic Education department actively discharged its duties under four key sections: Internal Tableegh, External Tableegh, Publications, and Madrasah.
- Mulla Asghar' lectures are fully digitised and categorised.
- The Madinah al-Ilm and Bab al-Ilm Youth Courses have reached new heights of excellence. Fostering leadership and responsibility in the younger generation.
- The Qum Office continues to add value as the community's key presence in Qum. Courses include: 3 month courses, courses for couples, youth summer courses and other short to medium term options.
- The India Office is now delivering on all its objectives by engaging scholars and local agencies.
  - Scholars are being trained in English language and IT
  - A series of workshops on family ethics covering teens, pre-marriage youths, married couples and parents were held and very well received
  - Residential youth courses for both boys and girls are now an annual event
  - Some external Tableegh activities have also begun
- A host of CPD programs were held in continuation of support to Muballigheen and Madrasah teachers on subjects of Family Ethics, Qur'anic Sciences and Irfan.
- External Tableegh has been conducted in Sri Lanka, Bosnia and Pakistan, and also in new areas including Poland, Kosovo, Myanmar, and Afghanistan.
- Islamic Centres in Pakistan have been rebuilt, many of them now have scholars serving the local communities with true Islamic teachings.
- The Publications department is now very strong and has robust processes; The World Federation's reputation as a credible publisher is growing. 11 books were published, with a number still to be published in the coming months. All of the books are being made available as e-books.
- The GCSE Coordinator has worked closely with Madaris and is taking the initiative to the next level.
- The World Federation shop ([www.wfshop.org](http://www.wfshop.org)) has launched and streamlines the process of ordering and dispatching our productions.



# Islamic Education

## Introduction

The Islamic Education Department is responsible for both educating the community and propagating the Shia Ithna-Asheri faith. This is done through Internal and External Tableegh (within and outside the Shia Communities), Publications and Madrasah.

## Goals

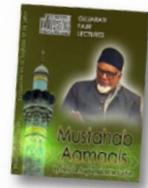
The Islamic Education Department aims to become the immediate point of reference for information on Shia Islam throughout the world. This is done through empowering local and regional communities with resources, materials and expertise.

## Achievements

### Internal Tableegh

#### 1. Mulla Asghar CD and DVD Project

Following the sad demise of Marhum Mulla Asghar, The World Federation made efforts to secure the intellectual legacy by digitising his lectures and discussions. This process commenced in 2005 and was completed in January 2014. **These lectures have proven to be very popular**, especially with remote Jamaats throughout the world who often use them in their Majalis in the absence of a speaker. These lectures were also aired by Ahlulbayt TV.



#### 2. Madinah al-Ilm and Bab al-Ilm Summer Courses for Youths



Since 2004, The Islamic Education Department has organised an annual summer course for youths in Iran for both boys and girls. **On average, 70 youths attend the course every year.** The courses are organised in

partnership with the regional federations. The students spend three weeks in Iran and visit Tehran, Qum and Mashhad. Apart from their own ziyarats, the students are given classes, discussions, opportunity for Q&A with senior scholars, and a host of fun and leisure activities. This helps them to gain motivation to follow an Islamic way of life. The Course also accommodates a number of native African students from the Bilal centres, and other non-Khoja applicants, who are all fully sponsored.





**“** In terms of development of my personal growth, love and understanding of my faith, this experience nourished that thoroughly... On a day to day basis, we were looked after by an amazing group of hardworking mentors to make our stay in this blessed land memorable. **”**  
**Saarah Kaba**  
 (London-2013)

**“** To visit Masjide Jamkaran gave me a tremendous feeling... I could feel from my heart the love of the twelfth Imam (AJ) ... it is truly a once in a lifetime, life-changing experience! **”**  
**Naasirhussein Muhamedali**  
 (Dubai-2009)

**“** ...From the spirituality of the ziyarats to the wonderful people that I can never forget, I could not have asked for anything better... From why we mourn for Imam Husayn, to the deeper meaning behind Qur'anic verses, everything in combination has allowed me to achieve some sort of betterment as a human being, and a Muslim. **”**  
**Fatima Sohawan** (Toronto – 2011)

**“** All in all, this trip was one of the most beautiful experiences I have ever had. It has been life changing for me to say the least... It was an opportunity to look into myself and recognise myself. **”**  
**Fatima M. Nasser**  
 (DAR-2012)

**“** ...The course was better than I imagined. I learnt excellent content that built my knowledge, reinforced my faith and led to a passion for reading Islamic books. It was intense but purpose driven. **”**  
**Huma Fatima Ali**  
 (Kampala-2012)

**“** Whether it was because of Sister Najiya's thoroughly brilliant lectures on the philosophy of Islam or Brother Ali Hemani's interesting takes on the life of the great Imam (as) we had come to visit, we left Iran at the end of two and a half weeks, more enlightened than before. We left with tearful goodbyes but with a renewed spirit; a resolution to change our lives for the better. **”**  
**Fatima Siraj** (Karachi – 2011)

### 3. Madinah and Bab Mentoring Scheme

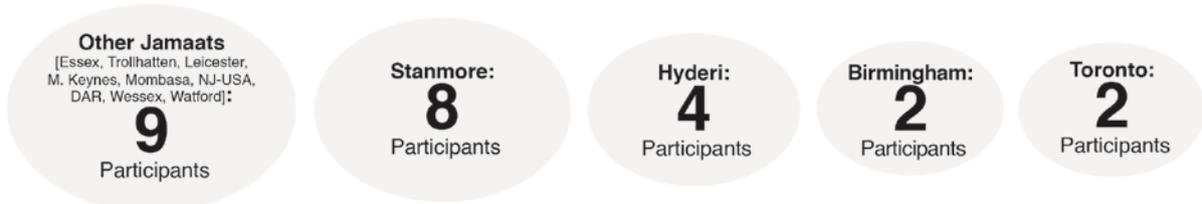
Every year we recruit a number of mentors that have been former students on the Madinah

and Bab course, to accompany the students throughout their experience. The mentors are there to advise, encourage and help the students reach their potential. The mentors are effective in their roles as they are seen as friends with whom the students can readily build a bond.

**“** Within a matter of time the group became a caravan of spirituality, knowledge and development with a hint of fun through our activities outside of studying... One of the most important lessons we learnt was to be phenomenal in everything we do or we shall be forgotten... **”**  
**Arrouge Naqvi**  
 (Watford-2013)

**“** ...The mentoring experience taught me a great deal about my own personality - my strengths, weaknesses and characteristics - but most importantly I learnt that serving others is in itself a spiritual journey... **”**  
**Zaahida Walji**  
 (Stanmore, Qum- 2013)

This scheme is also an important step in the self-development of the mentors, and is designed to encourage them to take up roles of leadership and responsibility once they return to their home communities.

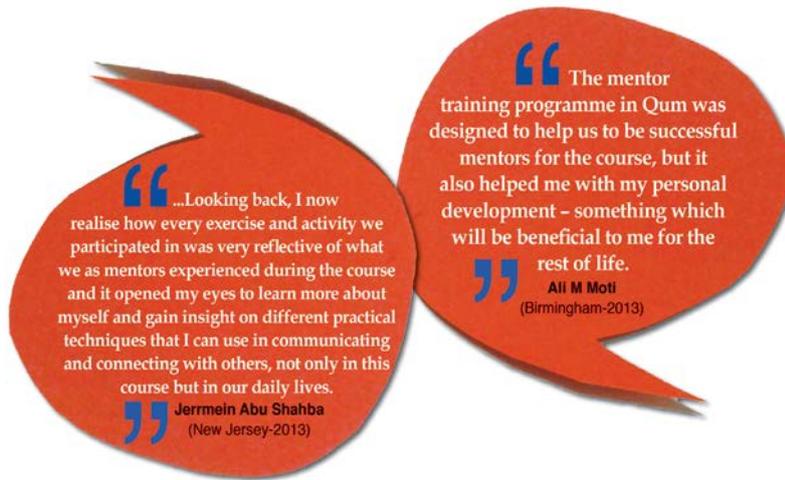




#### 4. Mentor Training Programme

The mentors for the Madinah and Bab Courses are given a thorough training course to prepare them for their roles. The training includes:

- Team building and self-awareness
- Effective communication and adult learning
- Avoiding judgements and stereotypes
- Active listening and questioning skills
- Dealing with pressure, stress and feedback



#### 5. The World Federation Qum liaison Office

The World Federation’s The World Federation Qum liaison Office has been in operation since 2004 and aims to support community students in Qum, build rapport with Maraje and senior scholars, and to

provide services from Qum back to the community. **The current batch of community students are approximately 150 in number (50 females and 100 males).** The World Federation Qum liaison Office has a wide range of activities throughout the year. The following activities are undertaken:

#### Madinah al-Ilm and Bab al-Ilm Youth Summer Courses

Once the preparations are completed at The World Federation’s London Office and by the regional federations, the students arrive in Qum and are then the precious ‘amanat’ of the World Federation Qum liaison Office.

Year	Madinah al-Ilm	Bab al-Ilm	Mentors	Total
2011	26	21	4	51
2012	23	33	9	65
2013	19	21	9	49

*Madinah al-Ilm (18-24yrs) ~ Bab al-Ilm (14-17yrs)*

#### Couples’ Retreat 2013

This Retreat aimed to integrate academic Islamic scholarship with an experience of the cultural relevance of Islam in the modern age. It helped participants further their self-knowledge, to lead to higher levels of spirituality. As an end result, it sought to inspire participants to a greater service to humanity and their home communities. As the first course of its kind held by The World Federation Qum liaison Office, the course attracted two



couples from Dar es Salaam, one couple from London, one couple from Toronto, and one couple from Doha, totalling 5 couples.

The course included an overview of Islamic family ethics, Tawheed, Akhlaq, and child upbringing. Informal question and answer sessions, debates as well as discussion circles on various topics also took place.

### Sister's 3-month Course

The World Federation Qum liaison Office facilitated a unique sabbatical-style short course for female students at Jamiatuz Zahra in Qum. The course included studies in theology, history, studies in comparative religions and Persian language.

“ ...I began to realise... I did not come here entirely on my own will; rather I was blessed with an invitation from Bibi Ma'suma (sa) and sent by Allah (SWT)...I began to see hidden blessings in everything I was experiencing here, from the long late-night conversation with the Jamia girls to the surprising ease with which I am withstanding the discomforts of being away from home. I cannot exactly pinpoint what has brought about these changes. I am no longer concerned about returning the same person I was when I left; I am already different.”

**Sumaira Ahmed (Canada)**

“ The course is a very good indication of whether you would like to come and study here for a longer period of time. The tools gained here will inshallah help us maintain and grow in our spiritual journey towards Allah and help better our communities and society...”

**Sayyida S Batool (Canada)**

“ ... The World Federation is a true blessing for those who wish to taste the treasure that Qum holds... One feels an overwhelming sense of pride to be part of a society, within which the names and morals of our A'imma are embedded... I have every faith that my journey here has a specific purpose and within just three weeks I have felt a certain resonance with the city of Qum that will never part with me...”

**Masuma Kassam (UK)**

The students were from:

**Canada:**  
**3**  
Participants

**Pakistan**  
**1**  
Participants

**UK**  
**1**  
Participants

### Classes at The World Federation Qum liaison Office

The location of The World Federation Qum liaison Office is at the building known as Dar al-Zahra, which has ample space to host classes and discussions as per the needs and requests of the students.

The classes run 5 days a week, and include: spoken Arabic & Qur'anic vocabulary, Akhlaq, history and spoken Persian.



- A) Pastoral support:** mentoring, counseling and logistical support with things such as housing.
- B) Translations:** The Office has managed a number of translation projects, to further the External Tableegh activities of the organization, including work in Burmese and Sindhi.
- C) Housing loans:** The Housing Loan Scheme was initiated to cater for the needs of students of the community in securing affordable housing by paying a refundable deposit on their rental homes. Typically, a student is given a maximum of \$1350 USD for one year. 32 such contracts have been completed and currently 9 students are benefitting from the scheme.
- D) Answering religious questions:** The World Federation Qum liaison Office is becoming a centre point for many community members to have their religious queries answered. Where necessary, the offices of the Maraje are consulted.
- E) Community programmes:** The Dar al-Zahra building has slowly turned into a centre for the English-speaking community. All major calendar events are marked with a programme, where scholars are invited to deliver lectures in English.
- F) Book allowance:** Many of the 150 community students receive an extra monthly allowance from The World Federation.
- G) Supporting Muballigheen and Jamaats:** We regularly helps Jamaats to secure the services of short and long term Muballigheen.
- H) Interfaith collaboration:** The Office is honoured by the relationships it has secured with different communities such as Bohras and Aga Khanis. The students of these communities that come to Qum for research or short term studies are assisted with professional advice and consultancy and other logistical support. Another interfaith meeting in Qum is being planned with a bishop of the Church of England.
- I) English Resource Library:** Since 2006, we have established an English Resource Library in Qum with resources that include English books, journals, CDs and DVDs that supplement regular Hawza studies. The library also has a 'Children's Corner' that provides educational books and learning material for younger children. Over the years local media outlets have also benefitted from the library, and have aired some of the audio and visual material on their channels.





## 6. The World Federation India Office

On 9 May 2011, The World Federation opened a new office in Mumbai, India, situated on H. Abbas Street, Dongri.

**Objective 1:** *To assist in the personal and professional development of the alims in Mumbai*

- **March 2012: Certified English course for scholars in Mumbai:** The India Office launched a pilot project to provide the scholars with a certified course in English.
- **September 2012: Certified computer course for Hawza students:** 20 students are part of a training programme on Information Technology for Hawza students of Jamea Ameerul Momineen (as).



**Objective 2:** *To assist alims and to help them do real propagation work*

- **July-August 2013:** Sehri group discussions were held with the aim to bridge the gap between the scholars and the youth and to provide a more casual and friendly manner of interaction. Attendees included students, professionals and businessmen, aged 20-35.
- **February 2014: Workshops on Ahkam-e Mayyit:** In partnership with KSI Jamaat Mumbai, the Office conducted workshops on the rules regarding the deceased. A total of 65 people participated and were given practical experience of performing Islamic rites of a deceased.



**Objective 3:** *To organise Islamic Youth Courses*

- **24 - 27 May 2012: First boys' residential youth course:** The course instruction was in English and Hindi. The experience included trekking, cricket, football and swimming. The camp attracted 39 boys aged 13-17. The classes included:
  - Peer pressure & friends
  - Importance of parents & prayers
  - Reappearance of the 12<sup>th</sup> Imam (AJ)
  - Goal setting / time management
- **9 - 12 May 2013: Boys' residential youth course:** 35 boys attended, with two on-site alims who provided Islamic guidance and support; topics included:
  - Using friendships and social groups to get closer to Allah
  - Importance of prayers
  - Teen issues and peer pressure
  - What can we learn from Bahlool?
  - Respect for parents





- **4 - 5 June 2013: First residential youth course for girls:** 30 girls attended aged 10-15 years; the course was held for **two days and one night on 4-5 June 2013** at Khoja Sanatorium located at India's famous hill station Khandala, at a subsidised fee...

**Objective 4:** *To assist local endeavours in producing high quality Islamic Religious Education for children*

As the efforts at the Madrasah Centre of Excellence gains momentum, the existing madrasahs of Mumbai are in need of support to educate the children of their community.

- **July 2013: Support to Panjetani Development Trust Madrasah:** The Madrasah of Panjetani Development Trust in Mumbai is run by young people under the guidance of prominent scholars, and has 140 students. In June 2013, The India Office supplied them with 50 copies of the book 'My First Book of Faith'.
- **December 2013: Distribution of books to Madrasah students:** The excellent book 'Salah: My Daily Conversation with Allah' were distributed free of charge to more than 700 Madrasah students throughout Mumbai and Gujarat.

**Objective 5:** *To provide a service to the women of the community whereby they are educated on Fiqh, Aqaid, and Family Ethics*

- **20 and 21 April 2013: 2-day couples' workshop retreat** was attended by nine married couples and was facilitated by Br. Abbas Merali of London and Maulana Sayyid Ehsan Haider Javadi of Mumbai. The course fees were subsidised by The World Federation.
- **28 September - 6 October 2013: 4 workshops on family ethics:** The India Office and Mumbai Jamaat partnered to organise workshops in English and Gujrati on family ethics which had topics including: Transitioning teens into adulthood, how to be good parents-in-law, and understanding the emotional change cycle. 138 individuals participated in the 4 workshops.

**Objective 6:** *To assist the existing media projects by establishing a regular slot on one of the media channels*

- **November 2013: Documentary on Hajj:** Channel WIN agreed to broadcast The World Federation's documentary on Hajj, researched and presented by Dr Mahmood Dattoo.

**Objective 7:** *To assist in the coordination of the numerous divergent Tableegh initiatives:*



We recognised that the existing Tableegh organisations of Mumbai tended to work with little communication amongst them. We positioned ourselves as a neutral entity, willing to support local endeavours.

- **Printing of books:** The India Office has created powerful networks for the printing of World Federation books. This will hopefully lead to a more cost-effective method of printing and shipping.
- **Mobile Applications:** India, as an IT hub, is well-placed to create innovative applications. A new mobile app, “SADQA”, is being developed by The World Federation via the India Office. The app will create an opportunity to raise and collect religious and charitable funds easily and ethically.
- **August 2011: Series of lectures held during the month of Ramadhan 1432:** The Office organised a series of 10 lectures which were delivered at 10 different Islamic venues in Mumbai.
- **August 2011: Distribution of gifts 1200 Qur’an students:** The Office distributed wall clocks with the names of the Panjetan (as).
- **August 2012: Distribution of food baskets to the needy and gifts to Qur’an students:** Food baskets were distributed to needy Shia families, and gifts were distributed to students of Qur’an Khwani to encourage them to read, learn and understand the Holy Qur’an better. A total of 520 food baskets were distributed to the Sadaat as well as Non-Sadaat community members living in poverty. In total 2,782 gifts were distributed to students learning Qur’an.
- **April 2012: Moradabad (Uttar Pradesh):** The Office distributed 50 copies of Ayatullah Sistani’s Islamic Laws to recent reverts.
- **October 2012: Indore (Madhya Pradesh):** A number of people were provided with the Hindi version of Ayatullah Sistani’s Islamic Laws, as well as ‘Ask Those Who Know’ and ‘Then I was guided’.
- **April 2013: Ujjain (Madhya Pradesh):** New reverts were provided with Hindi and Urdu versions of ‘Ask Those Who Know’ and ‘Then I Was Guided’.
- **August-September 2013:** 10 sets of CDs and DVDs of Hawza research resources were gifted to various Hawzas and scholars across India to assist them in their Tableegh work.





## Visits to Agencies

- 1. 10 - 15 April 2012: Visit to West Bengal for needs assessment:** The India Office visited Kolkata and some of the villages of West Bengal in order to conduct needs assessments in the fields of Relief, Education, Health and Islamic Education. There are approximately 10,000 households of deserving Shia Ithna-Asheris in these areas whose major occupation is contract farming, tailoring, cycle-rickshaw driving, and labour-oriented jobs.
- 2. 8 - 13 April 2013: Visit to schools in Hyderabad and Bangalore:** A ZCSS team headed by Head of ZCSS Masum Somji, Mustafa Kassam, Imtiyaz Contractor and India Office Manager Asad Virani, visited agencies in Hyderabad and Bangalore to assess the condition of the schools and students that are sponsored by ZCSS.



## What we Have learned from the Experience...

- The Mumbai Jamaat along with its core team of young members have provided excellent support and co-operation as and when asked for.
- The Hawzas have co-operated towards our projects on upliftment of the Ulama by allowing us to conduct various classes and courses for their students.
- The young Ulama are very supportive to alternative methods of educating the youth and are very open to projects that are youth-centric.
- Since most of the Ulama are pre-occupied in Tableegh and Hawza work, they are not able to dedicate much time for classes being organised for them in English and IT.
- English as a language of education is still new for the older generation; the younger generation are more comfortable listening to lectures in English.

## 7. Continuous Personal Development courses (CPD)

The CPD courses are short and intensive modules on Islamic topics that are delivered to Muballigheen and Madrasah teachers.

- 1. August 2010:** In partnership with the AFED Tableegh Board, the Islamic Education department organised the first CPD in Africa on the topic of Islamic Family Ethics, and was conducted in Arusha by Shaykh Mohammed Ali Ismail. 16 Madrasah teachers participated.

“ The Qur’anic Science CPD course was an amazing experience. We were introduced to the many aspects of Qur’anic Sciences some of which I had not heard of before. It was an eye opener and it felt as if the Qur’an was no longer just a book to read but a book that was alive. It has so many wonders that we have not yet realised...”

Fatemazahra Khaki



2. **April 2012:** The Islamic Education Department, in partnership with The Council of European Jamaats, organised a CPD course again on Family Ethics by Shaykh Mohammed Ali Ismail.
3. **September 2012:** Again, in partnership with The Council of European Jamaats, hosted a CPD in Milton Keynes on Qur'anic Sciences, conducted by Shaykh Abbas Jaffer and Dr. Masuma Jaffer. A total of 12 people attended.
4. **February 2013:** A CPD course on Irfan was held in partnership with The Council of European Jamaats, for resident alims and active Muballigheen only and was conducted by Shaykh Mohammed Saeed Bahmanpour and Shaykh Mohammed Ali Ismail. **A total of 13 scholars attended.**



## Achievements

### External Tableegh

1. **Bosnia:** In 2005, 'Zivot' Foundation ('Life' Foundation) was established in 2005 in Bosnia and Herzegovina. To promote the Islamic Shia Ithna-Asheri faith, The World Federation began its support of Bosnian Shias, who over time have flourished and established a number of excellent structures and practices.



- *The Centre 'Kuća bosanska'*: The only Bosnian Shia centre holds daily prayers, Thursday programmes as well as Wiladats and wafat programmes. The lectures are delivered by Bosnian Shia speakers. On Saturdays the centre caters for classes for children and youth, where they are taught Qur'an recitation, Islamic beliefs and practices, and English as a language.
- The Bosnian community has published five books in Bosnian.
- Unfortunately, Bosnia is witnessing an increase in anti-Shia sentiments in the print media, on the internet, and even in some mosques and Islamic centres. Every week, the centre's media team create a video of 5-7 minutes in length in which they deal with the misconceptions and other topics about Shia Islam. So far 56 such videos



have been produced. Data shows that people do watch and the Foundation regularly receives inquiries and requests for more information about Shiaism.

- 30 – 50 food portions and 15 – 20 food parcels were distributed among needy families. Other individuals and families have also been helped to become self-sufficient.
- The construction of two flats has been completed and they are now fully furnished. One flat can accommodate four and the other up to seven persons. The flats are used to receive visitors from within and outside of Bosnia.

## 2. East Africa

A. Since 2010, Islamic Education Department and Africa Federation have co-sponsored a short course for the Muballigheen of Bilal Muslim Mission of Kenya. The course is conducted by Shaykh Ayub Rashid and is held in Mombasa. The seminar runs for approximately 10 days and is conducted in Swahili. In 2012 and 2013, the course attracted 70 participants from various organisations in Kenya, Tanzania and Uganda.



B. The small Somali Shia community has been a regular victim of malicious and non-authenticated rumours and accusations from anti-Shia sects. To aid the community against such attacks, The World Federation sent almost 500 copies of books to the Somali community in Nairobi.

C. On an annual basis, the Islamic Education Department distributes hundreds of books free of cost throughout East Africa, from Kampala to *Cape Town*.



D. As part of the Madinah and Bab Summer Courses, The Islamic Education Department, in partnership with Africa Federation, sponsors a number of local African students.

E. Mentor from Bilal Kenya: **for the first time, a mentor was chosen from Bilal Kenya:**



“...It was the first time an African mentor was chosen and I feared rejection... This trip has taught me many things like how to be patient, to make the best of everything and to be ready to offer help without expecting any in return...”

Ruiya Salim

## 3. Pakistan:

In July 2010, Pakistan was hit by catastrophic floods which caused havoc across the entire nation. This event motivated a cross-

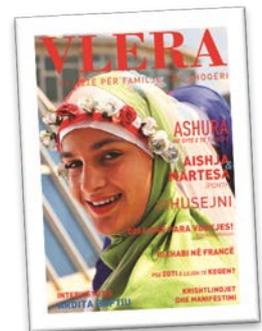


departmental project between Islamic Education and IRED to initiate the '40 Islamic Centres in 40 Days Campaign' – a fundraising drive to rebuild 40 of the more than 300 Islamic Centres destroyed by monsoon floods. This campaign raised enough donations to rebuild 105 Islamic Centres which were completed in December 2012. In 2011 (Muharram 1433), The World Federation launched an appeal to raise funds to place religious guides in each of the 105 Islamic Centres built by The World Federation. **To date, we have raised enough funds to place 47 qualified guides (16 in Punjab Province and 31 in Sindh Province) to fulfil the religious needs of the local people in these centres.** Each of these guides underwent a 3-week training workshop before being dispatched to their allocated centres. **The cost of sponsoring the placement of one Islamic scholar for one year is \$1,540 USD-CAD / £965 GBP.**



**4. Sri Lanka:** In October 2010, The World Federation worked with Az Zahra Association of Sri Lanka in a pilot project to promote Islamic education in various regions in Sri Lanka. The project aimed at providing information on the Shia school of thought through the medium of general education. 137 families embraced the Shia faith. **To put into perspective, our efforts in 2013 cost a modest £5,026. It is believed that our other sects spend \$300,000 USD every 6 months.**

**5. Kosovo:** In August 2013, The Islamic Education Department partnered with NISA, an organisation that works towards Tableegh of the teachings of the Ahlul Bayt in Kosovo, by providing copies of the Holy Qur'an in Albanian, supporting the reprint of the Albanian book 'PRINCIPET E FESË (Principals of faith)' and supporting the publication of a number of children's books.



**6. Myanmar:** Myanmar, with a majority followership of Buddhism, has a population of 57 million people. The Shia population of Myanmar is estimated to be eight to nine thousand people, amongst a total Muslim population of ten million. In 2012, The World Federation sponsored the book 'Goals of Hussain (as)'s Uprising' by Ayatullah Nasir Makarim Shirazi, into Burmese.

**7. Afghanistan:** Following a number of meetings with Ayatullah Ishaq Fayyaz and his representative and son Shaykh Mahmood, The World Federation learned of the need of copies of the Holy Qur'an in Afghanistan, where there is a shortage of these amongst the



Shia population. In Ramadhan 2012, The World Federation provided the office of Ayatullah Fayyaz in Qum \$12,500 USD to purchase copies of the Holy Qur'an and transport them to Afghanistan.

**8. Poland:** The Islamic Education Department recently sponsored a number of Tableegh programmes through the Muslim Unity Society of Poland.

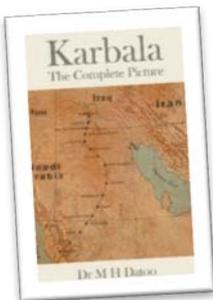
- **Muharram:** Three lectures in Polish attracted 150 people, including non-Shi'as and non-Muslims. On Ashura day, Majalis were delivered in Polish, Arabic and Farsi, and all of the smaller communities in Poland came together to commemorate as one. Several ambassadors of Muslim countries also attended.
- **Milaad un-Nabi:** The Milaad un-Nabi programme included lectures in Polish, English, and Farsi. The event attracted 80 people including Poles, Arabs and Iranians, and several ambassadors of Muslim countries. Representatives of the Sunni Tatar community also attended.



## Achievements

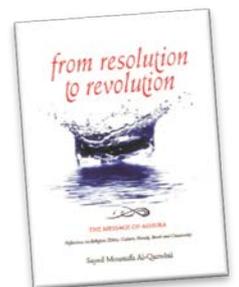
### Publications

A key portion of the Islamic Education work involves the sourcing and printing of relevant publications on Islam. The World Federation is now an active and keen publisher, with a robust system in place for book-production. This term, the following titles have been sourced, edited, and printed.



**1. Karbala – The Complete Picture:** This book has been written by Dr Mahmood Datto and covers the subject of the event of Karbala in an easy-to-understand yet comprehensive manner.

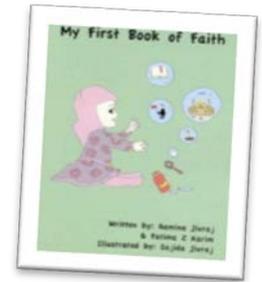
**2. From Resolution to Revolution: The Message of Ashura:** This title by Sayyid Moustafa Al-Qazwini raises a number of ethical and social considerations for the reader to ponder, and to enhance Islamic faith and practice.



**3. Selecting a Spouse: The Heavenly Path:** The second volume of the series details a number of important steps in choosing a marriage partner.

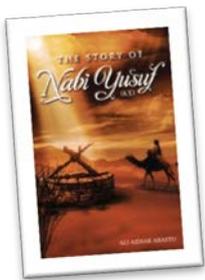


**4. My First Book of Faith:** This is an attractive, colourful and well-illustrated book aimed at children and focuses on the fundamentals of Islam and is an ideal teaching tool for parents to use with their children to help them learn about Islam.



**5. Mukhtar: How He Avenged the Karbala Perpetrators:** Written by Dr Mahmood Dato, the narration in a narrative, story-like fashion, makes reading easy and enjoyable. The content of the book covers the life of H. Mukhtar, and how he searches for the perpetrators of Karbala and seeks retribution from them.

**6. Anecdotes for Reflection, Volume 4:** Volume 4 of the highly-popular Anecdotes for Reflection series that is used by Muballigheen and madrasah teachers throughout the world.

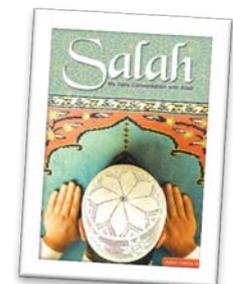


**7. The Story of Nabi Yusuf:** Shaykh Ali Azhar Arastu from USA, studying in Qum, has wonderfully described the story of Nabi Yusuf, and all of the different life-lessons we can learn from it.

**8. My Muharram Book:** Written by Fatima Z. Karim and illustrated by Sajida Jivraj. 'My Muharram Book' is attractive, colourful and well-illustrated. Aimed at children around 3 years and above, it is an ideal teaching tool for parents to use with their children to help them understand the tragic events of Karbala in a simple way.

**9. The Sacred Effusion, Volume 2:** The amazing commentary on Ziyarat-e Ashura by Shaykh Muhammad Khalfan. The issues surrounding the 'cursing' of God's enemies has been boldly approached.

**10. Salah: My Daily Conversation with Allah:** A highly-effective short exposition on Salah, aimed at youths aged 12 and above.



**11. 180 Questions, Volume 1; Islam and Religious Pluralism; Al-Amaali (reprints):** These three books, due to their high demand, were reprinted by The World Federation with minor edits and updates.

**12. E-books:** Most of The World Federation's titles are now available on Kindle and other e-readers.



## Achievements

### Islamic Religious Education

#### GCSE and A Level Islamic Studies

GCSE and A Level in Islamic Studies were introduced to complement the traditional Madrasah Curriculum. In order to support students and teachers in this course, Islamic Education undertakes the following activities:

- Providing lesson plans
- Mind-maps
- Exam skills course
- Madaris visits
- Additional revision sessions
- One-to-one tutoring
- Teacher inductions
- ALMIS exam skills course
- 2<sup>nd</sup> edition of GCSE unit 8 & 9 manuals
- Teaching evaluation

### Current Projects

Category	Project	Status	Obstacles
Internal Tableegh	Sadqa app to facilitate the payment of Sadqa	Nearing completion	None
Internal Tableegh	Najaf Q & A: community can channel their Fiqh Q & A to Agha's Najaf Office via a	Ready	Awaiting website
External Tableegh	Tableegh activities in Poland	Nearing completion	None
External Tableegh	Provide alims to all Pakistan centres	Nearing completion	None
External Tableegh	Publish book in Haiti	Stuck with printer	Working through dispute with printer
Publications	Marriage to Parenthood (second edition)	Awaiting author	None
Publications	Marriage to Parenthood (French translation)	Awaiting Regional Council	None
Publications	Divine Invitation (French translation)	Pending	None
Publications	14 Infallibles (French translation)	Pending	None
Publications	A Restatement of the History of Islam and Muslims (second edition)	Pending	None
Publications	Anecdotes for Reflection: Volume 1 (French translation)	Pending	None
Publications	Anecdotes for Reflection: Volume 2 (French translation)	Pending	None
Publications	My First Book of Faith (French translation)	Pending	None
Publications	The Stages of the Afterlife (working title)	Under translation	None
Publications	The Ways of the Righteous	Under edit	None
Publications	Re-engineering Karbala (working title)	Awaiting author	None
Publications	Dua-e Tawassul (children's book)	Awaiting author	None



<b>Publications</b>	Negative Suffering (working title)	Awaiting transcribe	None
<b>Publications</b>	Seeking Light	Design stage	None
<b>Publications</b>	Seeking Elevation	Design stage	None
<b>Publications</b>	Prescriptions for Physicians	Under edit	None
<b>Publications</b>	Tablet of Fatima (sa)	Awaiting author	None

The Islamic Education department will facilitate knowledge-enhancing and spiritually-uplifting services to the Khoja Shia Ithna Asheri community and the Muslim ummah at large through the teachings of Quran and Ahlul Bayt (as), delivered by experts and scholars, thus contributing to the preparation of the ideal society of Imam Mahdi (aj).

## Areas for Improvement

Whilst, by Allah's grace, much has been accomplished this term, there remain some persistent obstacles that prevent a truly flourishing Islamic Education department:

1. The working relationships, communications and parameters with Regional Federations, although fundamentally necessary, can at times be arduous. There must be a better cross-organisational approach and clarity. Where bureaucracy does not serve a purpose, it should be done away with.
2. Identify heads in Internal and External Tableegh and to revisit and establish excellent relationships with Muballigheen of our community.
3. Workings with our communities in France and Madagascar need to be pushed further; this tends to require an immense amount of time and energy to follow up.
4. To have regular road-shows in every region to educate the community of the workings of Islamic Education and to create a sounding board for feedback and improvement.
5. To devise and adhere to more realistic budgets.

## Recommendations for term 2014-2017

The team humbly recommends the following activities for the next term. The most important consideration is to allow the Islamic Education Department to work without borders and have direct access to the worldwide Shia Communities.

### Short Term:

1. Invest in innovative mobile apps including Q & A, major texts and hadith works, renowned Qur'anic commentaries, and apps that can convey the history of the Infallibles. This will be an innovative and engaging way of performing Tableegh. This can be outsourced to India and managed by the India Office.
2. Organise engaging workshops that focus on key topics affecting youth, with motivational speakers and engaging topics. Youths will be given the opportunity to



discuss taboo subjects, and have their questions answered. This may help to curb the rise of worrying cults.

3. Devise a plan of external Tableegh work in India by partnering and supporting existing agencies in this field.
4. Conduct needs and feasibility assessments for external Tableegh in Burma, Thailand, Malaysia, Sri Lanka, Poland, Haiti, Nigeria, Liberia, Germany and Turkey. With resources becoming available through Bosnia becoming self-sufficient, other countries with a dire need for Tableegh can be concentrated upon. This will require a strong lead in the area of External Tableegh.
5. Introduce the Qur'an'e teachings and vocabulary to the community via different courses.
6. Establish podcasts as a monthly initiative. The podcasts will feature three parts: news, an Islamic message, plus an interview with an active community social worker.
7. Set up a dedicated resource for Q & A. This will provide a vital link to grassroots and create confidence in the organisation.
8. Create a process to unify Zakireen to establish the core issues in the community and how they can be best addressed.

#### Medium Term:

1. Introduce a "Muballigheen qualification" certified by an institution in Qum, as a standard for all Muballigheen to aspire to. There will be immense bureaucracy in the initial stages but it can be overcome through patience and a strong lead at Qum Office.
2. Equip all community Muballigheen with languages of Farsi and Arabic.
3. Provide Muballigheen with crash courses in Hawza studies, or particular texts as per the Hawza tradition.
4. Facilitate dialogue between scholars to ensure the community is not fractured on lines of conservative vs. liberal. This could be done through targeted symposia on contentious issues.
5. Set up a Youtube channel with motivational resources aimed at youths. Short and targeted videos, almost like TED talks, to inspire and engage youths. This can be original material or even a collection of existing material.
6. Devise innovative gap-year opportunities for youths to take-up leadership and mentorship positions including opportunities in Qum, Najaf, Gujarat, and Tanzania.
7. Phase out support to Bosnia and help the Zivot community to become self-sufficient. This is long overdue, and will be a positive step for both the Bosnian community as well as The World Federation.
8. Establish a French / Gujarati resource within Islamic Education. This will assist the organisation to reconnect strongly with the French and Gujarati community. The resource can be shared across departments, but should be an effective communicator in French and Gujarati, with targets to achieve.
9. Link the English-speaking and French-speaking communities through joint programmes, exchange visits and youth gatherings.
10. Establish an office in Najaf for better and closer working with Agha and the other Maraje, as well as being able to provide services to Najaf students and visitors. The investment in this will be small.



11. Use the offices in Najaf and Qum to strengthen the bond between youths and the Maraje.
12. Establish a 'Reverts Desk' which will be a one-stop-shop for any revert. This can be virtual.
13. Increase spiritual retreats for all sectors of the community throughout the world including families, youths, women, seniors and couples. Our proven track record in youth and couple retreats can be replicated with more sectors of the community.
14. Devise a strategy to engage with other Shia communities in India and beyond.
15. Provide a periodical global Friday message that the Jum'a leaders can pick up and speak about. This will further unity, and give a relevant and targeted message on a regular basis.
16. Conduct a review of Alim grants and Shahriyya.
17. Provide support to Iranian and Iraqi communities in the UK; this will promote unity and make us more powerful.
18. Start to commission publications that focus on commonalities between different faiths and movements. For example homosexuality, halal/kosher meat, circumcision.
19. Establish a strong Sunni Shia coalition in the UK.
20. Begin to promote the practice of memorisation of the Qur'an, and creating a number of 'hafiz'.

#### Long Term:

1. Set up a global youth congress of KSI youth, once every three years. This will create a bond between The World Federation and youths, and provide them with leadership opportunities. An ideal venue would be Zanzibar, or Gujarat. We should aim to time the first one in two years' time (2016). In turn, the projects that the youths propose can be diverted back to them to deliver, thus creating volunteering. More regular regional congresses can also be arranged.
2. Hold a global ladies' retreat to focus on their needs within Islamic Education. This will lead on to the establishment of a 'ladies wing', to oversee the ladies' projects and requirements.
3. Engage experts and researchers to research into the ways the Khoja culture assists and supports a religious identity. This will both strengthen religiosity and make youths value their culture and heritage.
4. Develop the concept and practice of spiritual clinics to help with sensitive issues.
5. Facilitate dialogue of western and Hawza academia within Shia studies. This will help with mutual learning and cooperation.
6. Support the creation of community Islamic schools in collaboration with the educationalists.
7. Create a strategy for the feasible and dignified career path for resident alims.
8. Research into creating role models to which young people can aspire.