



# Newclare Juma Masjid & Educational Institute

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## ANNUAL ACTIVITY REPORT 2015-16

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# NEWCLARE JUMA MUSJID AND EDUCATIONAL INSTITUTE

## Background

Newclare Juma Masjid and Educational Institute has, over a period of 40 years, provided much needed services to the impoverished communities of Newclare, Bosmont, Westbury and surrounding areas. The Institute has been instrumental in providing employment opportunities, providing housing for 10 families at a subsidised rental. The Institute has also provided Islamic and Secular education for thousands of learners over the years. As an institute we have also positioned our self as hub of hope for the impoverished and the aged.

The Institute has become more than just a religious institute. It has over the years become a place where the community assemble to share a cup of tea. The Institute wants to do more, but due to limited resources and donors it has become very challenging especially in the current financial climate. The Executive Committee of the institute has to drive hundreds of kilometres to find donors to support our initiatives and programmes.

Newclare is a poverty stricken area with high rates of unemployment, drug abuse and other social deficiencies. The Masjid and Educational Institute attends to 200 families of which 170 learners attend the local Madressah (school). More than 80% of these learners receive financial assistance from us in the form of Zakaah (alms given to the poor and needy). The Executive Committee are all members who give of their time voluntarily hence no salaries or administration costs are paid for any services rendered by them.



Executive Committee Members

## 1. THE PROVISION OF POVERTY RELIEF

The Institute focusses on providing much needed poverty relief to more than 200 families during the year. We have a database of more than 800 destitute families in the Newclare and surrounding areas. The Institute received food hampers from ZANZAF and THE FMYO and the JAMIATUL ULAMA to assist destitute families. From our annual budget an amount is set aside to feed the needy and the destitute.

During Ramadaan we feed members in the community daily. We also host a community mass feeding initiative where we feed 2000 indigent community members. We run an afternoon Islamic school from Monday to Friday between 15h00 and 17h00. 80% of the learners attending are from poor backgrounds they receive a daily meal after school.

When food hampers are distributed, we also employ local labour for the duration of the activity. Community members are placed on a database and called to collect their hampers. This activity assists the Institute in achieving its mandate of providing poverty relief to the surrounding community. The committee oversees all poverty alleviation activities with the aid of our partners and donors.



Mass Community Feeding



Food Hamper recipients

## 2. THE PROMOTION OR PROTECTION OF FAMILY STABILITY

The Institute assists families with counselling on an ongoing basis. Although we don't have access to a registered social worker, we have a dedicated team that does house visits from time to time. We have also started with basic life coaching to empower communities to take responsibility for their lives. Follow-up courses are planned for July 2015. In addition we also host education sessions around substance abuse. This has become a major challenge affecting most families. We are also planning on appointing a full time team to deal with the scrimmage of substance abuse. This has been the cause of many family feuds and divorce. We realise that we have a major role to play in assisting families with counselling and advice.



Annual Jalsa 2015

### 3. TRAINING FOR UNEMPLOYED PERSONS WITH THE PURPOSE OF ENABLING THEM TO OBTAIN EMPLOYMENT

One of our immediate endeavours is to assist talented learners from the community, financially, to access higher education institutes such as Universities, Colleges and Religious Institutes of higher learning. With the soaring cost of higher education we are looking at making bursaries and scholarships available to deserving students. We have started training the community in life coaching and basic skills. Life coaching at the Newclare Centre started in August 2014. In the beginning people were reluctant to attend these classes. It has since grown and we have coached over 80 students over a two year period. Life Coaching is dynamic, focused and designed to move the client forward. Members of the community attended that had an interest in investing in themselves and improving their wellbeing and taking responsibility for their lives. The benefits of life coaching has assisted and empowered members to deal better with life's challenges. The training is offered to the community at no charge. The session is conducted by qualified life coaches.



Training for small business  
Life and Wellness Coaching



Life coaching  
First Aid and Homebase care training



## 4. PROMOTION OF CULTURAL ACTIVITIES

The Institute serves as the primary centre for all religious and cultural activities of the community. It has done this since its inception in 1918 when the institute was formed. It has since grown in stature and will be celebrating its 100 years of existence in 2017.

We have religious activities throughout the year to encourage the Muslim community to participate and to engage in important and significant spiritual programmes.

We also have a very well structured senior's programme that has been running for the past five years. The seniors programme includes, feeding, wellness, social activities and outings for senior citizens in the community. It is also open to people from all religious backgrounds. We also have a dedicated budget for this programme, which unfortunately is wholly inadequate. The programme is managed by a member of the community but it is overseen by the Executive Committee.



**COMMUNITY MAULID**

## 5. THE PROVISION OF EDUCARE OR EARLY CHILDHOOD DEVELOPMENT SERVICES FOR PRE SCHOOL CHILDREN

One of the Institutes main focus areas is education and learning. The pre-school was initiated in 2000 primarily to assist working parents with regards to their children's early childhood development. Currently the pre-school is catering for 25 toddlers and four babies. The centre is managed by two ladies who are employed on a full time basis. They run a fully-fledged service including lunches and aftercare. The community is paying a minimal monthly fee to ensure sustainability.

We have employed 2 full time teachers and an assistant to manage the centre. These teachers are experienced and use the approved ECD syllabus.



Preschool kids visiting the Zoo

## 6. PROVISION OF ISLAMIC EDUCATION INCLUDING EDUCATIONAL ENRICHMENT, ACADEMIC SUPPORT, SUPPLEMENTARY TUITION OR OUTREACH PROGRAMMES FOR POOR AND NEEDY

The Madressah (school) has a total of 180 learners of which 80 are boys and 100 are girls. They currently have 13 classes from grade 0 to class 11. Literacy (reading and writing of English) is cause for concern and professional assistance is being sought to address this. It negatively affects the progress and development of the learners. The challenges on high school learners are complex. They are expected to attend this school between 15h00 to 17h00. This impacts directly on their homework and studying times and contributes towards the reasons for absenteeism, late coming and learners leaving or absconding from madressah.

Our education is generally free with a nominal amount charged for parents who have the means to pay. Extra classes are offered on Saturdays between 10am – 12 noon to assist learners with learning difficulties. These classes are conducted by the teachers on a voluntary basis. Adult Classes are also offered on a Saturdays with the intention of engaging the parents.



Madressah Senior Learners



Madressah junior learners

## 7. SOCIAL DEVELOPMENT

The committee views the social well-being of the community as central in its community upliftment programme. We are in a very unfortunate situation where a large percentage of the community live below the poverty line. The majority of our people are socially, economically and educationally disadvantaged. Efforts are made by the Government and other bodies for the improvement of the living conditions of the community but very little headway has been made. It is therefore left to NGO's and similar organisations to create a social awareness with our people and endeavour to remove the stigma of poverty. Within this context this Institute will continue to work tirelessly to uplift its people and in the process instil a sense of dignity and hope. It is our wish albeit ambitious to achieve the following over the next three (3) years:

- To establish a social welfare administration wing for the institute;
- To raise the socio-economic status of poor and needy of the community;
- To obtain all the necessary support and assistance available from other institutions, donors, communities with similar aims and objectives;
- To help in arranging and organising social functions such as senior luncheons, Melaad-un-Nabi, Ramadan and Eid parcels, etc.
- To establish regular home visits;
- To establish other fund raising initiatives and create a social calendar for the community;
- To establish a centralised welfare centre which must incorporate student and adult literacy programmes, religious and moral education free health assessments for the aged, charitable programmes, skills development, etc.
- To establish life-skills programmes;
- To help poor students in their educational achievements and to encourage meritorious students (Islamic and academic) with scholarships;
- To develop programmes for the employment of the educated and support and encourage self-employment;
- Encourage personal growth of the community members and
- Utilising the available skill sets identified by ploughing it back into the community.



## 8. THE ADVANCEMENT, PROMOTION OR PRESERVATION OF ARTS, CULTURE OR CUSTOMS

The Muslims within our area of influence have a very strong Malay tradition that has been jealously preserved over the years. The preservation of this culture is a role that the Masjid views as vital and one that we actively promote. Throughout the year there are significant religious events that are commemorated. The Newclare Masjid is in the forefront of leading these events. There are also strong cultural practices that date from the time of the early slaves in the Cape. We play a leading role in ensuring that these practices are preserved and passed on through the generations. We are also spearheading a project aimed at capturing the history of the Newclare area with specific emphasis on the role and contribution of the early Muslims that settled in the area.



## 9. THE PROVISION OF YOUTH LEADERSHIP OR DEVELOPMENT PROGRAMMES

As an institute we have identified youth development as essential part of any programme we wish to roll out. We have experienced challenges in this regard in that the youth in the community face myriad of challenges. There is a high level of unemployment and therefore the youth have a feeling of disempowerment. They are very demotivated and loath to participate in programmes offered by us. We are busy strategizing and exploring other methods of engaging and attracting their attention. Our main objective is to motivate a core group from amongst their ranks that will inform future engagements with them. We also envisage a situation where they eventually take over and run the programmes themselves with us acting as mentors and advisors. The Institute has signed a partnership with an NPO to facilitate a youth programme starting in July 2015. It has also engaged a second group to run and oversee a drug and substance abuse programme for the community to start in August 2015. These programmes will add value to the impoverished community we serve.



## 10. SUMMARY OF ACTIVITIES

Activity	The percentage of time for each activity	How the activity affects the institutes objective	When was the activity initiated	By whom will the activity be conducted
Maintenance and running of the Institute	20%	Strategic Objective 1	1970	Executive committee
Education	20%	Strategic Objective 2 Education	1980	Principal
Pre-school	10%	Strategic Objective 2 Education	1990	Executive committee
Poverty alleviation	30%	Strategic Objective 3 Poverty	1990	Executive committee
Seniors / Youth programmes	10%	Strategic Objective 4 Community Development	2004	Executive committee
Community Skills programme	10%	Strategic Objective 4 Community Development	2000	Executive committee

