



IAHET

Imam Abdullah Haron Education Trust

EMPOWERING THROUGH EDUCATION





Imam Abdullah Haron Education Trust (IAHET)

Empowering through Education

Mission Statement

To honour the legacy and memory of Imam Abdullah Haron who believed strongly in upliftment through education coupled with justice and equity.

The principal purpose of the IAHET will be to finance the establishment and operation of educational facilities and infrastructure particularly in marginalised areas. The IAHET also seeks to provide financial support to learners and students with a particular emphasis on those in the field of pre-primary education.

The IAHET aims to become a leader in education funding with the eventual aim of having an international footprint.

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THE AIMS AND VISION OF THE IAHET

Nearly 36 years after his death in police detention, the memory of the late Imam Abdullah Haron, lives on. Efforts to give expression to his legacy of assisting marginalised communities in particular, have resulted in the formation of the Imam Abdullah Haron Education Trust (IAHET).

The IAHET has been established, with the endorsement of the Haron family, to promote the late Imam Haron's vision of empowering marginalised groups and individuals through education.

The principal aim of the Trust is to provide funding across the entire spectrum of education, ranging from the provision of infrastructure for pre-primary educational institutions to grants for post-graduate study.

The ideal of the IAHET is to see that future generations would still be able to draw inspiration from the magnificent example set by the Imam during the some of the most turbulent and trying times in the history of South Africa.

The Trust, which has been registered with the Master of the High Court, has been established to maintain the memory of Imam Haron, especially for those generations to follow for whom he could be reduced to a mere historical figure. At the same time the Trust is hoping to make a contribution to the wide variety of educational needs of deserving individuals and groups in South Africa.

The Trust will also seek to harness the resources within the community in order to provide much-needed financial

support for the lesser privileged sector of society within the field of education.

The meticulous formulation of the Trust Deed, which took nearly a year to complete, is a manifestation of the IAHET's commitment to developing a sound organisational and infrastructural base to ensure the Trust will endure for many generations to come.

The Trust is an extension of the former Imam Haron Bursary Fund which was run under the auspices of the Al Jaami'ah Masjied in Stegman Rd, Claremont where the Imam officiated until his untimely death on 27 September 1969.

The City of Cape Town honoured Imam Haron in September 2000 by recording his name in the Civic Honours Book. He was honoured for the service rendered to the people of Cape Town and in memory of his untimely death.

The Imam is best remembered and revered for his prominent role in opposing prejudice and racism as manifested by his unwavering opposition to the Apartheid regime. It was this committed activism which saw him being detained by the Apartheid police on 28 May 1969. He eventually died in police detention 123 days later on 27 September at the age of 45.

The IAHET has made a policy decision to devote 80 percent of its educational funding budget to pre-primary related projects and initiatives. The remaining 20 percent will be spent on funding students through non-interest bearing loans, repayment of which will start once the beneficiary is gainfully employed.

WHY FUND PRE-PRIMARY EDUCATION?

A 2004 United Nations report found that South Africa, despite having the most developed economy on the continent, is one of four countries in sub-Saharan Africa together with Swaziland, Burundi and Senegal that spent less than 0.5% of its total education budget on pre-primary education.

Notwithstanding claims by international institutions like the World Bank and the IMF that South Africa's educational budget is well above the norm, the huge educational backlogs due to the skewed spending by the Apartheid regime requires a massive commitment of resources if the imbalance is to be corrected within the shortest possible period.

While there is a legitimate expectation for the state to fund public education, the reality dictates that private funding through sources like the IAHET and other such non-governmental organisations can play a pivotal role in expediting the delivery of quality education to marginalized individuals and communities.

The importance of literacy has been highlighted by Professor Neville Alexander, director of the University of Cape Town's Project for the Study of Alternative Education in South Africa (PRAESA) as a key factor in the development and progress within the modern world.

Speaking at the launch of the IAHET in September 2005 Professor Alexander said: "We live in a knowledge society and this means that it's important for us to understand just how important literacy is in our world today. Successful economies in the modern world depend upon the levels of literacy of those societies.

"This is where organisations such as the IAHET have a huge role to play in South Africa today - to raise the levels of literacy, to make it possible for all our children to become literate, to gain access not just to education, but to all those things that empower the marginalized. It is important to understand that access to education for poor people continues to be a fundamental problem of this country."





THE IMPORTANCE OF PRE-PRIMARY EDUCATION

Early learning is crucial to the successful learning by children later in their lives. Several studies have shown that pre-primary education is a child's most important educational experience. Education experts believe it aids early development and enhances the child's ability to learn.

The Education for All Global Monitoring Report 2007, states that:

- Studies conducted in several developing countries showed links between participation in early childhood programmes, primary school enrolment and better results over at least three to four years, particularly for disadvantaged children.
- Children who attended pre-school had better language skills than non-participants and had achieved better results until Grade 4.
- Evidence indicated that the higher an African country's pre-primary enrolment ratio, the higher its primary school completion rate and the lower its failure rate in primary school.

The importance of pre-primary education was further underlined by Professor Alexander when he pointed out that early learning was more important than even tertiary, secondary and primary education. "The most important sector of education is the home and the pre-school. If the child comes from a home that is balanced and where values are propagated, it will make it possible for that child to be critical and respectful. That child will go into a school already able to ask certain questions, to look at things in a critical way. The basis for the balance, advancement and success of that child, would have been laid.

"The most fundamental aspect of education is the foundation phase and the home. Even though it's very important and it gives you much more publicity if you get wonderful university students and you are associated with wonderful success at that level, I think the more fundamental priority is in the area of early learning. I would suggest that if we can make a contribution at the pre-primary level we will have improved the situation considerably," said Professor Alexander.

The problems confronting especially marginalized communities is that of the more than a million children that enrolled for Grade One in South Africa in 2005, only about 390 000 attended Grade R the previous year.

SHORTAGE OF QUALIFIED TEACHERS

Qualified and motivated teachers are central to the success of any education system. Professor Neville Alexander believes the core issue in education in South Africa is the training and professional development of teachers.

"You can have the best textbooks, the best schools and the most modern computers but if you don't have teachers who are committed and motivated and who are able to help children to learn, to create conditions in which they will want to learn and in which they can learn the education system will fail. The education and professional development of teachers should therefore be one of the priority areas for the IAHET," said Professor Alexander.

The shortage of qualified teachers in the foundation phase in marginalized communities has clearly hampered the early learning process of children in these communities. The fact that only 260 African pre-primary teachers qualified at the end of 2005 has had a profound effect on mother tongue instruction in schools.

BURSARIES

The increasing cost of study and essential resources like books have made the provision of bursaries essential. Even though the state is making available hundreds of millions of rands for students to study at tertiary institutions, many are still unable to study due to financial constraints.

"Organisations from civil society, non-government organisations such as the IAHET can play a very big role in providing bursaries, while we continue to mobilise the State to do what is done in Europe and elsewhere, i.e. to give our children a free education. While we're doing this we need to take the initiative and collect the funds in order to make it possible for our children to study," said Professor Alexander.

THE TRUSTEES



**MUSTAQ AHMED ENUS-BREY
(CHAIRPERSON)**

Mustaq Brey is Chief Executive Officer of Brimstone Investment Corporation, a black empowerment company which he co-founded in 1995.

He is non-executive chairman of Cape Capital Investment and Finance Co, Ltd and The Scientific Group (Pty) Ltd. He is also a director of several companies including Sea Harvest, Oceana Fishing Group and Lion of Africa Insurance.

Mr Brey serves on the Audit Committees of several leading organisations including the SA Revenue Services and the Mandela Rhodes Foundation.

A qualified chartered accountant, Mr Brey started his own practice M. Brey & Associates which, in 1997, evolved into the KMMT Brey Inc, the largest black auditing practice in South Africa. He is an active member of the SA Institute of Chartered Accountants both at regional and national levels.

He was a finalist for the Cape Times/KPMG Business Personality Award in 2004.



PROFESSOR JAKES GERWEL

Professor Gerwel is an internationally recognised academic who has been honoured by several universities worldwide.

He currently holds a number of eminent positions including that of Chancellor of Rhodes University, Chairman of the Nelson Mandela Foundation and Chairman of the Human Sciences Research Council (HSRC).

A former Rector and Vice Chancellor of the University of the Western Cape, Professor Gerwel obtained his Doctor

Litterarum and Philosophiae (*magna cum laude*) degree at the Vrije Universiteit te Brussel, in Belgium in 1979. Professor Gerwel was Director General to former President Nelson Mandela as well as being Secretary to the cabinet of the Government of National Unity in South Africa's first democratically elected government between 1994 and 1999.

He also serves on the boards of a wide variety of private sector organisations and is chairman of Brimstone Investment Corporation and South African Airways.

MR BRIAN ISAACS



Mr Brian Isaacs has served as principal of South Peninsula High School in Diep River since 1984.

Mr Isaacs, who holds B.Sc, HDE and M.Ed degrees from the University of the Western Cape, has been at South Peninsula High since starting

his teaching career in 1977. His association with the institution goes back even further as he also completed his schooling there.

A lay minister at All Saints Church in Lansdowne, Mr Isaacs also serves as secretary on a variety of community-based organisations including the National Union of Public Service and Allied Workers (NUPSAW), the Western Cape Parent Teacher Student Forum and the Lansdowne Tennis Club.

DR SEDICK ISAACS

Dr Sedick Isaacs has a long history of community involvement which has seen him devoting his time and efforts to a variety of institutions.

Dr Isaacs taught Mathematics and Physical Science at Trafalgar High School until 1964, the year in which he was incarcerated as a prisoner of conscience on Robben Island.

During his 13-year imprisonment, Dr Isaacs served as Chairman of the Education Committee and the Prisoners' First Aid Unit. He also taught Mathematics and Science to his fellow prisoners on Robben Island.

Dr Isaacs, who completed a PhD in Epidemiology in 1990, worked as Head of the Department of Medical Informatics at Groote Schuur Hospital between 1993



and his retirement in 2005. Prior to that he worked as a statistician at Groote Schuur Hospital.

A Fellow of the Royal Statistical Society, Dr Isaacs is the immediate past President of the South African Health Informatics Association and is also a board member of the International Medical Informatics Association.



FATIEMA HARON-MASOET

Fatima Haron-Masoet is the youngest of the late Imam Abdullah Haron's three children.

After receiving her National Diploma in Art and Design, she worked as a pattern-maker at several leading clothing manufacturers including Woolworths, Monviso and Bibette. She is presently a senior administrator at Masoet Dental, a family-owned business.

Ms Haron-Masoet also serves on several community organisations including Radio 786 and An-Nisa, an organisation for women.



MOGAMAT NOOR MOERAT

Mogamat Noor Moerat served as principal of South Peninsula High School from 1968 until his retirement in 1984.

After graduating with a BSc in 1946 and Secondary Teachers' Diploma in 1947, Mr Moerat entered the teaching profession the following year.

He is a member of the Board of the Dr Adiel Moerat Bursary Fund which was established by the South Peninsula High School in honour of his son Adiel, who was affectionately known as the 'Community Doctor' for his selfless service to the community of Gugulethu. Dr Moerat was tragically killed during a robbery at his surgery in 1998.

Mr Moerat was a founder member of the Wynberg Crisis and Relief Centre which was established at the height of the anti-Apartheid struggle in 1985 to assist political detainees and their families. He served as chairman of the organisation until 1987. The Centre disbanded in 1994.

He was a member of Executive Committee of the Islamic Unity Convention from 1994 until his retirement in 2005.

Mr Moerat's contribution to the teaching profession was recognised in 2002 when he received an Award for Excellence in Science and Maths Teaching from the Department of Education.



SABIER PATEL

Sabier Patel is Director - Asset Administration Operations at Finsource Fund Administration company.

Mr Patel has nearly 30 years of experience in the fund management industry having worked in senior positions in the investment divisions of several major life companies. Most recently, he was Chief Operating Officer at Real Africa Asset Management from 1996 until 2005.

Mr Patel is a respected player in industry forums. He is a member of the Minister of Finance's Advisory Board on Collective Investment Schemes Regulation, a member of the Compliance Institute of SA, and a representative of the Fund Managers' Association on SAICA sub-committees.

His professional memberships include the Black Management Forum (awarded Manager of the Year in 1995), the Association for the Advancement of Black Accountants of South Africa, the Investment Analysts Society and the Independent Black Fund Managers Association.

Mr Patel has a B.Compt degree.



IMAM ABDULLAH HARON – A BRIEF BIOGRAPHY

Abdullah Haron was born on 8 February 1923 in Newlands-Claremont, one of Cape Town's southern suburbs. He was the youngest in a family of five, and still an infant when his mother, Asa Martin, passed away. Since his father, Amarien, was not able to care for him, the latter's childless sister, Maryam, reared him. This aunt's stern, strict and firm-handedness influenced Abdullah Haron during his teens. She supported him to pursue his studies until the time he married Galiema Sadan in 1950.

After schooling at Talfalah Primary School (est.1912) until Grade 6, he pursued 'Islamic studies' in Mecca for two years under the renowned Shaykh `Abdurahman al-`Alawi al-Maliki (d.1986).

Upon his return to South Africa, Imam Haron continued his studies under Shaykh `Abdullah Taha Gamielien (d.1946) and Shaykh Ismail Ganief (d.1958); these three shaykhs had an indelible impact upon the Imam's ideas and activities. Shaykh Ismail Ganief was, however, the one who encouraged him to participate fully in community activities, particularly in the social welfare sector. He thus extended his services to the poor and the needy, and also began to teach.

The Imam was, moreover, also influenced by other internal and external factors. Internally whilst doing his part-time studies under Shaykh Ismail and teaching at a local Muslim school, he befriended individuals who prepared themselves for the building trade and teaching professions; they came from the Fakier, Sadan, Hattas, Galant and Ganief families. Quite a few of them frequented the intellectual gatherings of the Teacher's League of South Africa and the Non European Unity Movement, and, in turn, shared these ideas with him. The Imam was thus attracted to their views, and, in the process, became more aware of his community's socio-political circumstances. Externally he was influenced by the ideas of the Egyptian



Muslim Brotherhood and other Arab-Indian movements.

When he was officially appointed Imam of Al Jaami'ah Mosque in Claremont in 1955 he was provided with the platform to implement his ideas. Among other things, he launched discussion groups, initiated adult –male and female - classes, innovated alternatives to the coon carnival, introduced brief talks about various issues pertaining to Islam after prayers during the month of Ramadhan and allowed women to participate in the mosques' executive committee.

Together with his close circle of friends Imam Haron established the progressive Claremont Muslim Youth Association in 1958; the CMYA went on to publish a monthly bulletin, the *Islamic Mirror*, in 1959. During that same year the Imam together with Mr Abdul Kays, Mr Gulzar Khan, Mr M Mukaddam, Mr Abdul-Rashied Sayyid and Mr Zubayr Sayyid decided to establish a monthly newspaper, the *Muslim News* (1960-1986).

He was appointed editor and used the opportunity to make the paper as representative as possible by covering cultural, religious, and political issues. The newspaper played a very functional role in that it kept the Muslims informed about Islamic issues taking place in the Cape, other parts of South Africa, and in the Muslim heartlands.

During the early 1960s the Imam and the CMYA invited various prominent individuals of diverse backgrounds to address them on various topics. Individuals like Zac de Beer of the Progressive Party, Ray Alexander of the Food and Canning Union and Mrs Eulalie Stott of the Black Sash addressed them on relevant aspects of their organizations.



These ideas gave the Imam and CMYA members clearer perspectives of how others thought and how they need to respond to the contemporary developments. And since these exchanges helped them to formulate their own ideas about Islam and society, it prompted them to circulate the well-known *Call of Islam* anti-apartheid pamphlet in 1961. In addition to listening to the various viewpoints, they also maintained close contact with a number of activists such as Alex le Guma, Albie Sachs (CPSA members), Sir Raymond Hoffenberg (former UCT Medical Professor), and Robert Sobukwe (PAC leader).

The Imam's ideas were however not only channelled through the *Muslim News*, but also via the Friday sermons and public lectures during the late 1950s and the 1960s. It was in these sermons and lectures that he critically commented upon the different, barbaric racial laws.

When the famous 1960 PAC-led march got underway in

Cape Town, the Imam delivered a significant Friday sermon emphasising the concept of human brotherhood in Islam, and the Muslims' role during that time; he urged them to support the Africans who were worst off within this racist system. The Imam, at this point in his life, had been in close contact with the Africans from Langa, Guguletu, and Nyanga to show his social, moral and financial support. It is because of his respect for and his humane treatment of his fellow oppressed that they and their children affectionately called him *mfundisi* (priest).

During the 1960s the Imam developed strong ties with individuals such as Barney Desai, a former member of the Coloured People's Congress, who had by then gone into exile and became a member of the PAC. It was through the latter's links that the Imam gave his assistance to the PAC and helped the families of those that were killed or imprisoned.

Although he was not a member as some may argue or wish to believe, he clearly supported the activities of the PAC as well as that of the African National Congress. By the mid-60s when the Group Areas Act was cruelly enforced, the Imam was amongst the thousands who were affected by it.

In 1968 he undertook a journey to Mecca; the main objective was to review his relationship with PAC and to sort out his eldest daughter's study programme at one of London's educational institutions. On this journey he met the Saudi Arabian Minister of Education, Hasan `Abdullah `Ali Shaykh, to discuss matters of educational interest and he also had the opportunity of meeting King Faysal (d. 1972).

After his brief stay in Riyadh he left for Cairo where he spent a few days reacquainting himself with PAC members and also to attend a conference where he represented the country's Muslim travel agents. During this time he also addressed a conference of Muslim groups/organizations, which was attended by the PAC and ANC.

Before he returned home, he was warned that the Security Branch was on his heels and that the situation was getting too dangerous for him - he was advised to emigrate. The Imam was in a quandary because his father was old and frail, and he was not too enthusiastic to move to another country.



As fate would have it, the Canadian Embassy seemed to have rejected his application. By then, he realized that it was too late because the Security Branch had been slowly building up a dossier of information regarding his clandestine activities. On the morning of the 28th May 1969 the Imam was summoned to Caledon Square Police Station by the notorious Security Branch, accompanied by one of its most brutal officers, Spyker van Wyk; this coincided with the 12th of Rabi'al-Awwal, which was the day when the community was preparing to commemorate the birth of their Prophet Muhammad (PBUH).

He was detained under Section 6 of Act 83 of 1967, referred to as the Terrorism Act. The Imam was held incommunicado for four months (123 days) without having been given the opportunity to see his wife and children. That day marked the end of all the activities he had undertaken with such great zeal and enthusiasm since he had assumed the responsibility of Imam.



Mrs Catherine Taylor of the United Party, after having met members of his congregation, raised issue of the Imam's detention under the 180 days Act on the 10th and 13th June 1969 in parliament. She received a reply from the Minister of Police, Mr Muller that 'it was not in the public interest' to know why the Imam was detained. Despite these efforts, the Security Branch tortured and eventually murdered him on the 27 September 1969; they averred that the Imam had 'fallen down the stair-case!' Subsequent to his tragic death, the family requested for an inquest where it was admitted that he was badly injured. As a consequence, the family sued the Minister of Police who eventually paid them an ex gratia payment of R5,000.00!

Even though the Imam's death did not have an immediate impact on the Muslim community that he represented, it was the student generation of 1976 that realised that the religio-political role the Imam played and thus used him as their symbol of liberation.

Prepared by:
Drs. Muhammed Haron
Department of Theology & Religious Studies
University of Botswana
August 2005.



GOVERNANCE OF THE IAHET

The governance of the Imam Abdullah Haron Education Trust (IAHET) is based upon a two-tier structure to facilitate decision-making, administration and the optimum utilization of skilled resources.

The **Board of Trustees**, which is the ultimate decision-making body, is assisted by a **Board of Governors** comprising persons with the requisite expertise to perform the operational tasks of the Trust.

The **Ethics Committee**, a subcommittee of the Board of Governors, has been established to approve all donations to educational institutions or individuals. The Ethics Committee should also approve the receipt of all donations.

THE BOARD OF TRUSTEES

The Board of Trustees shall at all times have not less than three or more than twelve members.

Trustees will have an initial five-year term of office, whereafter they qualify for a maximum of two terms of three years each.

The Trustees will have the right at all times to nominate and appoint members to their number.

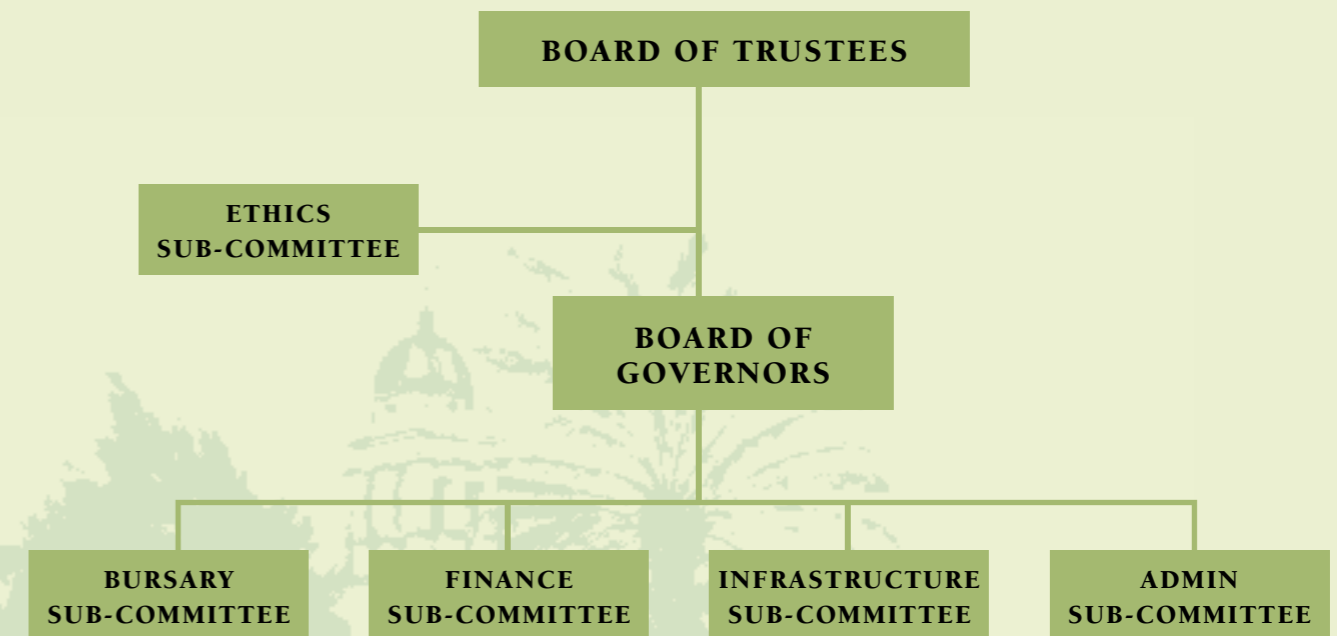
The criteria for disqualification from acting as a trustee follows, among other things, similar lines to those for company directors as stipulated in the Company's Act.

THE FOLLOWING PERSONS SHALL BE DISQUALIFIED FROM ACTING AS A TRUSTEE

- Any person who would be disqualified from acting as a director of a company in terms of section 218(l)(c) of the Companies Act, 1973, as amended or any corresponding statutory provision.
- Any person removed from an office of trust on account of misconduct.
- A person whose estate has been sequestrated and has not been rehabilitated.
- A person who has been declared incapable of managing his/her affairs.
- A person who has been convicted of any crime and sentenced to serve a term of imprisonment without the option of a fine or to a fine exceeding R1 500.



IMAM ABDULLAH HARON EDUCATION TRUST



MEETING PROCEDURES

The Board of Trustees is required to meet at least once per quarter subject to notice of the meeting being given at least 14 days in advance.

The Trustees are required to keep written minutes of their meetings and all resolutions should be duly recorded.

The Trustees may from time to time elect a chairman to hold office for any period they may determine. The chairman shall not have a casting vote.

THE GOVERNING BOARD

The Trustees may delegate some or all of their powers to the Governing Board.

In terms of the Trust Deed the members of the Governing Board comprise two Trustees as nominated by their members together with persons co-opted by the Governing Board by virtue of their expertise or special ability to facilitate the operations of the Trust.

The Governing Board is expected to monitor adherence to the Trust Charter and the implementation and operation of the Trust. It will also monitor the performance of the Fund Manager and represent the interests of beneficiaries.

The Governing Board is also empowered to resolve any conflicts of interest which may arise during the operation of the Trust. Members directly involved in such conflicts shall be obliged to recuse themselves from the related discussions and any resolutions arising therefrom.

GOVERNING BOARD MEETINGS

The members of the Governing Board shall meet at least once every quarter to conduct the business of the Trust, subject to reasonable notice of meetings being given to all members.

ETHICS COMMITTEE

The Ethics Committee, which operates as a sub-committee of the Governing Board, shall comprise not less than three and not more than five members as appointed by the Board of Trustees.

Members of the Ethics Committee are chosen on the basis of their background qualifications, experience, standing in the community and any other factor which could materially influence their suitability as members of the Committee.



CONFLICTS OF INTEREST

Any member of the Governing Board, the Ethics Committee or any Trustee who has a material direct or indirect interest in a proposed contract which is intended to be entered into by the Trust must declare his/her interest in writing and provide full particulars thereof to his fellow Trustees or board members.

FINANCIAL AND ACCOUNTING MATTERS

The Trustees shall be responsible for maintaining proper accounting records of the Trust so as to ensure that they document all the transactions of the Trust. They may engage secretarial or accounting assistance as may reasonably be required for this task.

The Accounting records shall be made available on request for inspection by the Trustees, the members of the Governing Board and the donors.

The Trustees are duty bound to appoint an auditor for a time period determined by them. Although the auditor may be from time to time be replaced by the Governing Board, the Trust Deed requires an auditor to be in place at all times.

Every auditor of the Trust shall have the right of access at all times to the books of account, vouchers and records of the Trust. The auditor is also entitled to require the Trustees to furnish whatever information and explanations may be necessary for the performance of their duties of the auditors.

The accounting records of the Trust, reflecting all investments under its management, administration and/or control from time to time, shall be audited.

The Governing Board is expected to prepare a set of financial statements of the Trust in respect of each financial year, in accordance with South African Generally Accepted Accounting Practice (GAAP). These statements have to be approved by the Trustees and reported on by the auditors.

All monies received on behalf of the Trust shall be deposited in one or more accounts to be maintained by the Governing Board on behalf of the Trustees.

The terms of reference of the Ethics Committee shall be determined from time to time by the Trustees.

The Governing Board shall be entitled to call upon the Ethics Committee to advise the Governing Board on all ethical issues impacting on education activities in which the Trust is involved.

No education support proposal, which should be presented in writing, shall be considered by the Governing Board unless it has first been considered by the Ethics Committee.

REMUNERATION

Trustees shall not be remunerated for their service. However, a Trustee and/or member of the Governing Board or any firm of which he is a member may be employed or engaged, is entitled to be paid for any services rendered in a professional capacity at a rate which is normal for such services.

Trustees will also be entitled to reimbursement for only of out-of-pocket and any other reasonable expenses incurred in respect of their services rendered to the Trust.



All payments made on behalf of the Trust should be made by cheque drawn on the Trust's account or by cheque issued by the bank with which a particular account is operated.

All cheques and other instruments drawn upon the said account shall require for their validity the signature of two designated representatives of the Trust approved by the Trustees.

QUARTERLY FINANCIAL REPORTING

The Governing Board is expected to prepare and circulate quarterly to the Trustees, unaudited reports concerning portfolio investments managed, administered and controlled by the Fund Manager(s) after the end of each quarter or a period as all parties agree to be reasonable under the circumstances.

The reports should incorporate:

- Details of all investments and disposals made by the Trust over the relevant period.
- An analysis of the financial performance of all portfolio investments held over the relevant period.
- Particulars of all set-up costs, transaction expenditure, trust expenditure, as well as management fees payable in terms of the fund management agreement.
- Investment valuations for new investments, including an indication of the valuation method used.
- Amounts paid to beneficiaries and those outstanding at the end of the quarter.
- Donations received and/or pledged at the end of the quarter.
- Quarterly income statements, balance sheet and cashflow statement, and any other financial information.

ANNUAL FINANCIAL STATEMENTS

The Governing Board has to ensure that audited financial statements, in accordance with the South African Generally Accepted Accounting Practice (GAAP), are furnished to the Trustees within two months after the end of each financial year of the Trust.

The Trustees shall be bound by the statements. However, any manifest error contained therein which will be referred to the auditors of the Trust who shall act as experts and not as arbitrators. The auditors' decision shall be final and binding. Final responsibility for the correctness and accuracy of the said financial statements shall remain vested with the Trustees.

ASSET MANAGEMENT

The Trustees are required to appoint approved Fund manager(s) to manage the assets of the Trust when such assets exceed R1 million.

The terms of the Fund Manager's appointment is dealt with extensively in a management agreement in conformance to the standards set by the Financial Services Board or its successor body for such agreements. However, the Fund Manager shall have exclusive authority to act as the Fund Manager(s) in respect of the Trust's assets, subject to the terms of the management agreement;

The Fund Manager(s) shall also have the right, power and authority to act on behalf of the Trust including the power and duty to initiate, screen, select and investigate potential investments;

The Fund Manager(s) are also empowered to make recommendations and proposals regarding appropriate investments to the Trustees.

ANNUAL GENERAL MEETINGS

Annual General Meetings should be called by the Trustees not less than six months after the end of the financial year of the Trust. At least 21 days notice of such meeting should be given to all relevant stakeholders.

Among other things, the AGM should consider, approve and ratify the following:

- (i) The annual financial statements of the Trust
- (ii) The appointment of the auditors
- (iii) The appointment of Trustees in terms of the Trust Deed

** To obtain a full copy of the Trust Deed, please write to PO Box 44506, Claremont, 7735 or log onto the website: www.iahet.com*



LAUNCH OF IAHET

Seven hundred guests attended the glittering launch of the Imam Abdullah Haron Education Trust at the Cape Town Civic Centre on 28 September 2005.

Guests included Imam Haron's immediate family, close friends, those with whom he worked in the townships, members of the education fraternity as well as members of the business sector.

After opening prayers were delivered by Imam Haron's son, Dr Muhammed Haron and Father Michael Lapsley, poet James Matthews, a lifelong friend and confidante of the Imam delivered a reading of his poetry.

Mustaq Brey, Chairperson of the IAHET outlined the aims and vision the trust.

Ashur Shamis, who flew in specially from London to attend the launch with his wife Shamila, Imam Haron's eldest daughter, delivered a stirring tribute to his late father in-law.

The keynote address was delivered by one of South Africa's leading academics, Professor Neville Alexander, head of the UCT-based Project for Study of Alternative Education in South Africa (PRAESA).

In his address Professor Alexander highlighted the importance of early learning in the individual's later intellectual development as well as the role NGO's like the IAHET could play in funding the studies of marginalised students.

Entertainment was provided by internationally-renowned jazz pianist Abdullah Ibrahim while Gabeba Baderoon, winner of the 2005 Daimler Chrysler Award for South African poetry, read some of her favourite poems to round off a truly memorable occasion.



Dr Muhammed Haron Father Michael Lapsley James Matthews Mustaq Brey Ashur Shamis Professor Neville Alexander



Abdullah Ibrahim



Gabeba Baderoon



IAHET Imam Abdullah Haron Education Trust

EDUCATION ASSISTANCE AWARDS - 2006

RECIPIENT	STUDY PROGRAM	AMOUNT
G C Jacobs	B Sc Physio Therapy	R5000
N Salie	B Bus Sci	R5000
M Damonse	BChD	R5000
S Bux	B Com	R5000
N Mbuqe	B A	R4000
A Arendse	B Sc	R4000
M I Sayed	B Com	R4000
S Sattar	B Sc	R4000
M gaidien	B Sc	R4000
M Z Khatieb	B Sc	R4000
F Cassiem	Pub Man	R3000
J Krieling	Dip Acc	R3000

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Branch Code: 20 15 09

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