



A Management Guide for **Mosques & Islamic Centres**

Compiled and written by
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OAK Community Development

OAK Community Development is a not-for-profit organisation; its roots are from a local grass roots community organisation-the Oak Project. Established since 1998 we have developed into a specialist agency working on initiatives that impact particularly on the Muslim, BME and faith sector.

Our mission is to create better and inclusive communities through empowering individuals and organisations with the capacity and skills to enable them to better identify their needs and play a more fuller part in contributing to the wellbeing of society.

Our main areas of work include:

Capacity building and infrastructure support

We provide a capacity building and infrastructure support service specialising in supporting mosques and Muslim organisations in improving and modernising their structures. This allows them to better deliver services and meet the needs of their users.

Community programmes

We work alongside the mainstream services to help design, develop and deliver targeted initiatives that improve and enhance people's educational, economic, social, health and cultural needs.

Training, research and consultancy

We work closely in partnership with our clients to offer a wide and personalised training, research and consultancy service. Our pool of highly qualified and talented associates specialise in research, evaluation, community regeneration, child protection, behavioural management (specialist) training, good governance, quality assurance and cultural and diversity training.

Faith Associates



Faith Associates is a policy research, development and implementation

consultancy focusing around supporting the aspirations and desires of strategic decision makers in local, regional and national governmental and non governmental organisations within UK & Europe. Our areas of delivery have included work around faith based communities, youth and Women from the ethnic minorities especially of the Islamic faith.

Faith Associates is committed to multidisciplinary collaborative research, development and implementation on local, national and international levels and has the following main objectives:

- To empower members of faith and the ethnic minorities and to promote social inclusion
- To be receptive to input from faith and ethnic minorities, service providers, business communities and politicians which highlight important areas of enquiry
- To influence the integration and the effective delivery of services to match the needs of faith and ethnic minorities.
- To inform the development of social policy

Shaukat Warraich is the Director of Faith Associates

www.faithassociates.co.uk

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Foreword

After the Second World War large numbers of Muslims from British colonial territories entered the UK to help rebuild post war Britain. Their industrial and entrepreneurial zeal helped shape the industrial fortunes of the UK and were instrumental in the “white heat” phenomenon of the 60s and beyond. Having struggled to establish a base in the UK many of these initial pioneers began to bring their families and relatives to the UK. This brought its own challenges and fortunes. One primary concern was to maintain and foster the cultural and religious identity of the new incumbents entering into the UK and the young Muslim generation being born in Britain. The notion that that mosque was the best place from where their faith and culture could be maintained and be nurtured was whole heartedly adopted.

Many early pioneers worked in the industrial mills during the day and in the evening began to teach the Quran in borrowed rooms above shops and converted back to back terraced houses. The same individuals worked selflessly and sacrificed large sums of hard earned money from labouring to put down payments on residential properties which would be later converted into places of worship. Communities worked tirelessly to help collect donations, seek planning permission, and refurbish dilapidated properties into clear serene places for contemplation and study. Virtually all these endeavours were on a voluntary basis and nearly all the first mosques established in the UK were due to financial contributions of the first generation of migrants who came to the UK. The current generation of Muslims using these premises owe these pioneers a great debt or gratitude for their noble services.

The structures of these new mosques were simple and fulfilled the basic needs of the community at that time i.e. to be able to offer five daily prayers and Quranic reading classes

to children growing up in the vicinity of the mosque. Many mosques have maintained these services but unfortunately have also maintained the same governance structures and cultures from the periods they were established, which has resulted in visible stagnation and unfulfilled potential. Islam by its very nature has contributed to progression and constructive enlightenment where ever it has spread and the mosque as an Islamic institution has maintained its relevancy and status for every period of time and within every culture Islam has spread within.

Having frequented many mosques up and down the UK for the best period of three decades in the capacity as a worshiper, a devotee, a manager, a teacher and a cleaner we have been compelled to write this guide. The current status quo in many mosques cannot be allowed to remain. The necessity to service the multiple needs of 2nd and 3rd generation Muslims in the UK has reached critical levels. The mosque is uniquely positioned in British society to offer solutions to real problems in many areas where Muslims live. In areas where there is deprivation and underachievement it is the mosque which is the only credible and sizable institution that can really engage the community, if administrated and projected coherently. The mosque could and should tackle some of the social exclusion and integration issues currently plaguing the very communities the mosques were established for.

The purpose of this guide is to help foster better governance and to start the process of encouraging a greater insight to what the future mosque could potentially look like. The need for a paradigm shift in thinking from the current and future mosque leadership is essential if the integrity and relevancy of the mosque is to be maintained.

Shaukat Warraich and Kashaff Feroze June 2007

Introduction and context



The significance of mosques In Islam

Historically, the masjid (mosque) has been one of the most important institutions in the Islamic community, and it plays a key role in the everyday lives of Muslims. One of the very first practices of the Prophet Muhammad (pbuh* be upon him) when he migrated from Makka to Medina was to establish a masjid. It was around the masjid that great universities, hospitals, observatories, hostels and other institutions grew up.

These facilities and institutions became the hallmarks of the great Islamic civilisation known to modern historians. It was in the masjid that great Islamic scholars, theologians, linguists, jurists, saints, and countless devout worshippers graduated. The womb of the masjid has

*peace be upon him

produced men and women who have left indelible marks on the world as we see it today. The masjid has always been at the heart of the Muslim community – serving as a house of worship, an educational centre, a centre for dispensing valuable social services, a meeting place, and a place for solace and refuge.

Unfortunately, many mosques today do not carry out all these roles. Instead, they have become focused on just fulfilling the main objective of the masjid: to cater for religious and spiritual needs. This in itself is very important. But we live in a time when most services are grouped together and delivered in the community, and it is important that mosques reflect this. By doing so, they will be true to their heritage and modern-day realities.

The history of Muslims and masajids in the UK

Muslims have long been part of the British Isles, with the earliest reference to Islam or Muslims dating back to the 8th century. The Anglo-Saxon King Offa (757-796) minted an Arabic gold coin with the Islamic declaration of faith (Shahadah).

This history spans the hostilities of medieval crusades and the British imperial era, which brought the first Muslim communities to Britain. In the 19th century, civil servants and intellectuals from colonial India came to Britain. Yemeni and Indian sailors also found their way here. These 'Lascars' formed small communities around the docklands of Cardiff, Liverpool, London and South Shields. These were not settled communities, as their members were seafarers whose families stayed in their home countries. At the same time, convert Muslims began to appear as small 'Islamic' communities in Liverpool, Woking and London. Many converts were from the British elite and ruling classes. They included Lord Headly Farooq (1855-1935), a distinguished statesman; Muhammad Marmaduke Pickthall (1865-1936), translator of the Qur'an into English and Imam of the Woking Mosque; and Abdullah William Henry Quilliam (1856-1932), the 'Shaykh ul-Islam' for Great Britain.

In 1889 Britain's first mosque was established at Woking in Surrey. The funds for this were largely provided by Shah Jehan, the ruler of Bhopal, India. The Liverpool Muslim community set up the Islamic Institute and the Liverpool Mosque in Broughton Terrace, the Medina Home to care for children and orphans, the Muslim College, and a debating and literary society with weekly meetings.

In 1910, a group of prominent British Muslims, including Lord Headley and Syed Ameer Ali, met at a central London hotel and formally established a fund – the London Mosque Fund – to build a mosque in the capital. In 1941 the East London Mosque Trust bought three buildings in Commercial Road, Stepney, and converted them into London's first mosque. In the 1980s the East London Mosque moved to its present site in Whitechapel Road. Meanwhile, major purpose-built mosques had been built in Birmingham, Glasgow and Manchester. The site for the Regent's Park mosque in London was donated by the British government in 1944, in recognition of a similar donation by the Egyptian government to the Anglican community in Cairo. The building itself was finished in 1977. The first large mosque in Bradford was established in Howard Street in 1959.

After the Second World War large numbers of immigrant workers came to Britain during the 'economic boom'. The previously temporary and all-male communities became family-based, settled communities and the needs of the newly forming Muslim communities became a priority.

The new mosques and Islamic centres, specialist shops, and social and cultural centres and activities played an important part in creating and maintaining a Muslim identity for second- and third-generation British Muslims

The Muslim community in Britain is now thought to be around two million. More than half of all British Muslims have their roots in South East Asia, namely Pakistan, Bangladesh and India. There are also large communities from Turkey, and from Middle Eastern and North African countries. In the last few years, large Somali, Iranian, Arab and Bosnian communities have been established in many

cities, and there are also a growing number of converts within Britain.

About this handbook

We have written this handbook in response to the needs identified by the mosque management committees, Imams and the Muslim community through the Faith Action project *Building the Capacity of Mosques Today for Tomorrows Future*. The project was carried out by OAK Community Development during 2006-7 and supported by the Faith Communities Capacity Building Fund. The handbook also takes on the recommendations and views from the 'voices of the minaret' report by MCB, and the MINAB consultation report by Faith Associates in which the message to help build capacity in mosques and among Imams was expressed loud and clear.

The handbook has been written in a simple and clear format. It highlights some of the key areas that the mosque leadership needs to understand fully. Each chapter covers an area of organisational concern in a style that should help practitioners steer their mosque in a manner and direction which will help good governance. The authors of this handbook have taken account of the various Islamic traditions involved in running a mosque and combined them with the legal requirements of running public institutions.

Chapter 1 is about defining your aims and objectives and looking at the type of structure you need for the mosque.

Chapter 2 talks about the internal rules and practices of the mosque, which we call 'policies and procedures'.

Chapter 3 goes into detail about how to better manage

and make use of premises.

Chapter 4 looks at making the most of staff and volunteers.

Chapter 5 discusses financial issues and fundraising methods.

Chapter 6 is about methods of communication to get your message across effectively.

Chapter 7 is about the importance of accountability, transparency and monitoring the work.

Chapter 8 mentions ways of making the Madrasah a better educational experience for children.

Chapter 9 explains the need for community development and how to go about it.

Each chapter has useful tips, a case study and a 'more information' box.



1 The mosque – its structure, management and governance



'Certainly a mosque founded on piety from the very first day is more deserving that you should stand in it: in it are men who love that they should be purified.' (Quran chapter 9: verse 108.)

In Islam, prayers can be offered anywhere on God's earth. The Holy Prophet (pbuh) said: ***"The world, the whole of it, is a mosque."*** ***"Wherever you turn, there is the face of God."*** (Quran chapter 2: verse 115.) Therefore as Allah's (God's) reach is everywhere, He can be remembered anywhere on the globe.

The Starting point – Vision, aims and objectives

A masjid (mosque) means a 'place of prostration'. In practice it now means a house dedicated for divine service. First and foremost, the mosque is a place of prayer. As Islam considers every action in the world as Ibadat, or worship, if done with the object of pleasing Allah, then

everything good and lawful can be done within the mosque. For this reason, there is no need to have a separate house for each area of Islamic work, and it is possible to have a mosque that is multi functional in all matters. However, to achieve this you need clear vision, good management and leadership, and supporting organisational structures.

The starting point for any organisation, community or faith group is to know where they are going, why they exist and for what purpose. The **Niyyah** (intention/ purpose) in Islam does exactly that, it trains a Muslim to have a clear vision and purpose in whatever he/she does. The Prophet Muhammad (pbuh) said ***"Actions are but by intentions and every person will get that for which he***

intended..” (Hadith Bukhari/Muslim). In organisational or Mosque terms Niyah is the vision; aim and mission statement.

Therefore the first step for the Mosque management and leadership is to begin by developing a vision, define the mission or aims and agree a set of objectives.

A vision statement is a ‘dream of the future’. It describes the end goal or destination the organisation wants to achieve.

The aim or mission statement describes the main purpose of the organisation in achieving its vision.

Objectives are the things you are going to do to meet the aims. They need to be **specific, measurable, achievable, relevant and timebound** (SMART).

✓ TIP

If you have already established a place of worship/mosque or are planning to establish a new mosque . . .

Do you have a clear vision of:

- why you need to establish it or why this place was established?
- who you are catering for? male, female, young, old, reverts to Islam?
- what major outcomes you want to achieve by establishing this mosque, and if they will be achieved by building such a centre?

Here is an example of a mission statement:

Mission statement of the Mosque of Central Jersey (MCJ)

MCJ will actively promote the message of Islam to eliminate misunderstandings among non-Muslims and to invite them to Islam, create an atmosphere whereby our youths and others are proud to declare their faith. We will provide the community with a forum for Islamic education. We will provide a means for the community to interact with each other socially and provide a path for them to fulfil their obligations as Muslims.

The fundamental objective of the Society will be to seek Glory to Allah (SWT).

Choosing an organisational structure

Once you have decided the aim or purpose of your mosque, why it exists and what it intends to provide, you will need an organisational structure and framework. This will help you achieve your goal and objectives, and also help you control, monitor and review your progress and achievements.

There are different types of organisational structures and these each have a different legal status: **incorporated or unincorporated; charitable or non-charitable.**

An *unincorporated* organisation is one where a group or individuals come together for a common purpose. The structure is simple and can be varied to specific needs. The main limitation is that all members are individually liable.

An *incorporated* organisation creates a “virtual person”. Members are generally protected provided they have not been negligent. The organisation can take the form of a company limited by guarantee (suitable for community, charities and faith groups) or a company limited by shares.

It is possible to be either a charity or a limited company, or both, or neither of these things. There are a whole range of issues you need to consider before you decide what is right for your organisation. It often comes down to a trade-off. Being a charity or limited company can bring high initial costs and leave you with an ongoing bureaucracy to manage. But to be neither of these things can mean you have lack of status (with possible donors and suppliers) and can leave you with an open-ended liability if things go wrong. The most common status for mosques is to be a charity.

What is a charity?

The new Charity Act 2006 passed by Parliament in November 2006 defines a charity as a 'body or trust' that provides benefit to the public. Most of the Act will come into force by early 2008. Organisations wanting to register as a charity will have to show how their purposes benefit the public. A charity's purposes are its objects or aims, and these are usually set out in its governing document. The Act has widened the scope of 'charitable purpose' from the traditional four meanings to thirteen to keep up to date with modern society. You can find out more about the changes in the new Act by visiting the Charity Commission website given at the end of this section.

Types of charitable structures

- **Charitable Company** – a charitable company may be suitable if the mosque has large assets, employs staff, and is involved in or thinking about commercial activities. It is formed and registered under the Companies Act 2006 by adopting a Memorandum and Articles of Association.
- **Charitable Trust** – a charitable trust is normally set up if the organisation does not have a membership and

does not employ a significant number of staff or carry out trading activities. It is formed by adopting a trust deed.

- **Charitable Association** – a charitable association is run by charity trustees and is the more popular choice for mosques and unincorporated associations. The governing document is the constitution of the association. A charitable association is appropriate for organisations which have a membership that elects the trustees and whose work is normally carried out voluntarily by members.
- **Charity Incorporated Organisations (CIO)** – The Charity Act 2006 has introduced a new charity structure specifically created to meet the needs of charities. The CIO gives the benefit of a 'legal personality' and 'limited liability for trustees'. There will be no need to register separately with Companies House, nor will a CIO be regulated by company law, but the CIO will be registered and regulated by the Charity Commission.

Advantages of being a charity

There are a number of advantages in being registered as a charity. The main ones are:

- being able to claim back tax paid by donors, using schemes such as Gift Aid or payroll giving (GAYE). The value of such schemes will depend on income tax rates
- a lot of charitable foundations will only give to registered charities
- it gives you more credibility when asking for donations from the public
- you are automatically entitled to business rates relief

- you can get special VAT treatment in some circumstances
- you can formally represent the community and help to meet its needs.

Disadvantages

The downside of registration as a charity is the bureaucracy involved. You need to send regular information (usually once a year) to the Charity Commission, hold annual general meetings and you need to keep to certain rules. Many of these rules are good practice anyway, and your auditor will want you to follow them. The Charity Commission does have very heavy powers if they think you are abusing charitable status.

✓ TIP

If you are not sure about the status of the mosque or your organisational structure, get specialist advice from someone who has experience in charitable law, such as a solicitor. In the long run this will help you shape the organisation in a way that could avoid conflicts in the future.

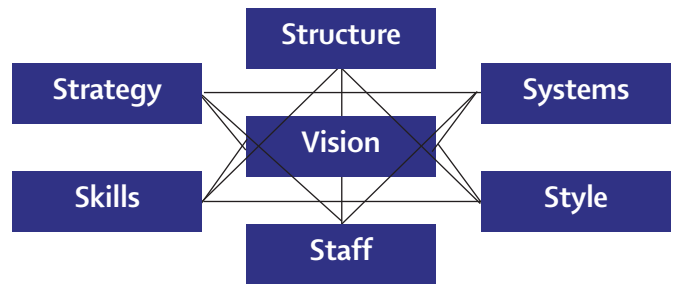


For more information please go to www.charity-commission.gov.uk

Mosque governance

Governance is the systems and processes that ensure the overall direction, effectiveness, supervision and accountability of an organisation. In the case of mosques, it is about how

authority and responsibility is shared between senior staff and the management committee, board or trustees.



Management committee

The management committee is the group of people who are responsible for leading and managing the activities of the organisation. They can also be known as a 'board of trustees' or 'executive committee'. In the rest of this handbook we have used the term 'management committee' for the sake of consistency.

The management committee make decisions about the overall purpose and direction of the organisation, and make sure that the property and money are properly used and managed. They have the legal responsibility for the organisation.

A lot of work may be delegated, but there must be clear lines of authority. The key is to define responsibilities and reporting methods, to make sure that information of the right type and detail gets to committee members in a reasonable time. Committees should meet often enough to handle the work they have to do, although sub-committees and officers can play their part.



TIP

Example mosque structure

An ideal mosque structure would be one which not only serves the religious needs of the community but also provides its social services. This will help create excellent Muslim communities. An example of the areas of work or departments a mosque should consider (and appoint subcommittees for) is given below:

- 1 Religious worship
- 2 Education – madrasah
- 3 Dawah and Tarbiyyah
- 4 Family and youth development
- 5 Community and social activities
- 6 Mosque maintenance
- 7 Finance and fundraising
- 8 Administration

Who should be on the management committee?

It is up to the mosque, that is, the management committee itself, to decide how many members it needs to do its work smoothly. The law says that charities must have at least three members. There is no upper limit but it would make the group inefficient to have too many members.

When choosing or appointing persons to the management committee there are certain characteristics one should look for:

- Taqwa (Piety)
- Trustworthy
- Commitment

- Knowledge
- Experience
- Skills

Remember the management committee is there to serve its members and not the other way round. The Prophet Muhammad (pbuh) said **“the leader of a group is its servant”**.

A management committee must have at least a chair, a secretary and a treasurer.

The role of the chair

The chair’s role includes running and guiding the committee as well as managing its business. This work can include:

- deciding how the committee is made up and organised
- clarifying the responsibilities of the committee and management
- planning and managing committees and committee meetings
- developing the effectiveness of the committee.

The role of the secretary

Charity Secretaries (the company secretary of a charity) are responsible for making sure that charities are run within the law and keep to the terms of the governing document. The status and exact role of the Charity Secretary will vary from one organisation to another. But most will help the committee to find its way through the maze of law, governance and good practice, and will help meetings run effectively.

Some key responsibilities of the secretary are:

- to note all correspondence (in and out) on the agenda ready for meetings
- to keep the membership lists up to date
- to arrange meetings and prepare agendas
- to carry out the actions from each meeting
- to consult with committee members for items to be included on the agenda
- to record the names of members at meetings and the apologies from those who could not be there
- to make sure there is a quorum (enough committee members to make a decision)
- to write up minutes as soon as possible after meetings (while the discussions are still fresh in your mind!)
- to keep minute books safe – they must never be destroyed
- to oversee the production of the annual report
- to arrange the annual general meeting
- to get nominations for people wanting to hold office or become committee members in the following year

and

- to send reports of meetings to the press when this is appropriate.

The role of the treasurer

The treasurer has a lot of responsibility for finances, yet has no absolute power over the way in which financial resources are used. These decisions are taken by the management committee as a whole. It is the treasurer's job to make sure the organisation spends its money

correctly, and this will involve regularly telling committee members about the group's financial affairs.

Involving young people and women

Young people are the future! They bring new energy, enthusiasm and freshness to an organisation. However, they need to be guided and nurtured by those who are older and more experienced. Committees need to make a special effort to involve young people and women in decision making and to give them responsibility. This is the sunnah (practice) of the Prophet (pbuh). He did not exclude young people or women from giving their opinions and ideas and from helping with carrying out tasks. The life of the Prophet (pbuh) is full of examples of where young people such as Hazrat Ali, Ibn Abbas, Zaid, Usamah, Ayiesha (RA) were all involved in the decision-making process and regularly consulted. It is also well established that women attended for prayers and other gatherings in the Mosque during the time of the Prophet (pbuh) and his successors.

→ ACTION

You could set up a youth and education committee. This would discuss and carry out activities and programmes for young people from the platform of the mosque. This is an ideal forum where young people can contribute within the mosque. This committee could be responsible to the overall management committee of the mosque.



TIP

Types of people on the management committee

Ideal candidates should include professional men and women from the following spheres of life. Generally they should be professionals who are regular worshippers and are practical people who can work in a team and get results. For example, representatives from the following professions could help:

- managers (with project management experience)
- teachers
- Islamic scholars
- media
- social services
- law enforcement agencies
- youth workers

Meetings

Having regular management committee meetings is an important function of the management committee. Meetings will help you to discuss, decide and plan for the needs of your mosque and its users.

A meeting should have the following:

Agenda

This is simply a list of things that you want to discuss in the meeting. It is useful because:

- it helps you plan the meeting, and decide how long it will take

- it helps you get through the business of the meeting more efficiently
- it gives people a chance to think about the issues before the meeting.

The agenda is normally made up by the chair and secretary of the organisation. You can see an example of an agenda in the appendix.

Minutes

These are notes that are taken during the meeting to remind you what was discussed and agreed. They can be short points but need to clearly record:

- who was at the meeting
- who sent apologies for not being there
- what was said at the meeting (main points)
- decisions made at the meeting and who is going to carry them out and by when.

It is usually the secretary's job to write up the minutes. You can see an example of some minutes in the appendix.

Roles, and conflicts between roles

The management committee should concentrate on strategy, policy matters and monitoring efficiency and effectiveness. The details of how things are done should be left to staff and volunteers. However, particularly in smaller organisations, it is not easy to be so clear cut. Committee members may be closely involved in the day-to-day work and will often comment on their experience at the 'front line'. When they are doing this they should try to recognise that they are really doing a different job, as a volunteer or ordinary member, and not confuse it with their committee role.

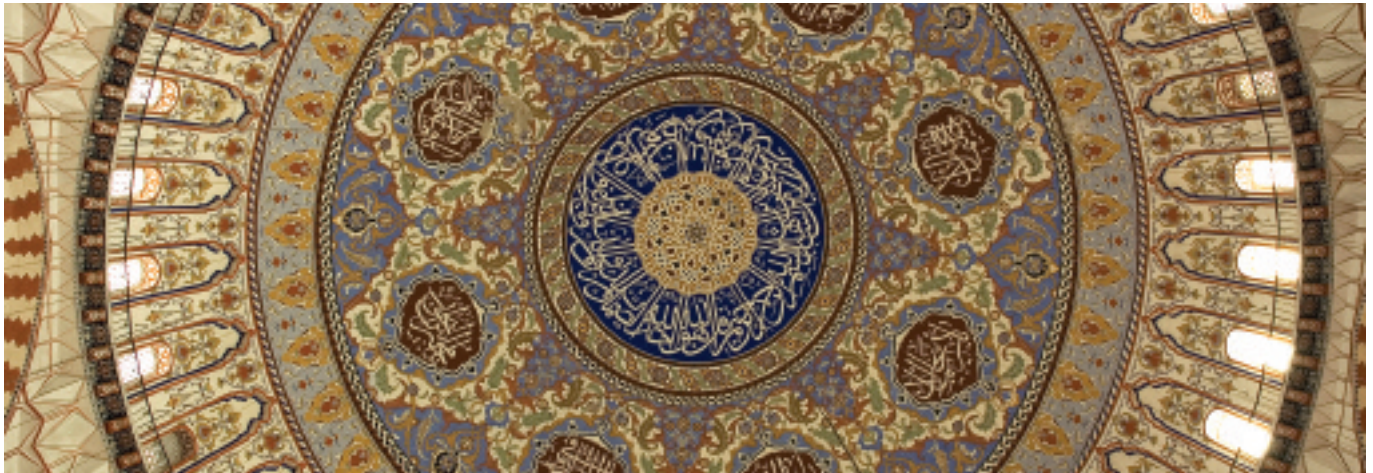
For example, a committee member may also be an Imam of the mosque and would therefore have to be aware of the conflicts that may develop. Please see the Charity Commission's website for help on how best to manage the conflict.

Case study – projects involving young people

- The York Islamic Centre has young people on the management committee. These are students who help out with the administration and finance of the mosque, and plan youth programmes and activities.
- landscaping an overgrown piece of waste ground near a mosque in Oldham, to create a relaxing, natural environment with a fruit orchard and wildflower meadow
- young people asked to sit on a new-build committee for a new mosque development in London
- after-school club set up in Slough to help underachieving children – young people asked to help in the teaching at the mosque
- young people asked to distribute the food in all Ramadan iftarries in a mosque in Bradford. A youth committee was set up to coordinate the activities.



2 Policies and procedures



'God wants to make [all this] clear unto you, and to guide you onto the [righteous] ways of life of those who preceded you, and to turn unto you in His mercy: for God is all-knowing, wise.'

(Qur'an chapter 4: verse 26)

Policies and procedures are written rules and statements that define what you do and how you do it. Developing policies will improve the way the organisation functions and delivers its services. It will also help prevent problems and conflicts from arising.

Who should develop the policies and procedures?

The management committee is responsible for developing policies and procedures within the organisation and making sure they are followed. However, they should first consult members, staff, volunteers and anyone else who may be affected by them. You can get help and advice from the organisations listed in the appendix or from your legal advisers.

When developing policies and procedures, it is important to have a process in place for their development, approval, review and revision, and for education and training. We suggest the following guidelines for developing written policies and procedures (policy manuals).

1 Approval process

Before going too far in writing the policies, it is important to develop an approval process for them. The management committee should be involved in the approval process.

The process you decide on should be written down and available to everyone who writes policies. You need to decide how often a policy will be reviewed (this is called a 'review cycle'), and this should be part of the approval

process. The review cycle may be the same for all policies, or you can divide policies into groups according to how often you will review them: twice a year, once a year or every two years. We recommend that all policies are reviewed at least every two years.

2 Establishing a style

The first step in setting up policy and procedure manuals is to decide on a format for the system. The size of the organisation may dictate the format you adopt – a single manual or several manuals. A single manual works well in a very small organisation with just a few policies. Multiple manuals work better where there are a lot of policies, generally in larger organisations. Whatever format you use, it should be easy for people to find the information they need and you should bear this in mind from the start.

3 Policy numbering

For clarity's sake, and to make it easy to find and discuss particular policies, all policies and procedures must have a unique 'identifier' or policy number.

What policies and procedures do we need?

The type of policies and procedures your organisation needs will depend on a number of things such as:

- the type of work you do
- the services you provide
- the size of your organisation
- how formally you operate.

This handbook is aimed at mosques, so the emphasis is on policy areas that are relevant to mosques.

Here are some of the important policies and procedures you may need.

Legal duties

When developing your policies you need to remember the laws that affect your organisation. The main ones are:

Health and safety Regulations	Health & Safety at Work etc Act 1974 and 1992 Fire Safety Regulations 2006
Equal opportunities	Race Relations Act 1976 and amended 2000 Sex Discrimination Act 1975 and amended 1999 Disability Discrimination Act 1995 and 2005 Employment Rights Act 1996
Children and young people	Children's Act 1989 and 2004 (England and Wales) <i>Working together to safeguard children</i> guidance 1999 and 2006 Every Child Matters – Change for Children
Terrorism Act	The Terrorism Act 2000 & the Anti Terrorism, Crime and Security Act 2001

Governing document

This is the formal written document describing the organisation's structure, management, and its aims and objectives. Depending on your legal status it can be a:

- Constitution or set of rules (unincorporated organisation)

- Memorandum and Articles of Association (incorporated – for example, a company limited by guarantee)
- Trust deed (incorporated – for example, a charity)

You can get model forms from the Charity Commission <http://www.charity-commission.gov.uk/>

Equal opportunities policy

Mosques are faith-based organisations, which run religious activities according to the Islamic faith. Therefore you have the right to appoint people with good Islamic faith to serve the mosque and Muslim community in a better way. Although the law doesn't say you have to have an equal opportunities policy, a clear policy and set of procedures for implementing it is the best way of making sure that you keep to equal opportunities law. This includes:

- The Sex Discrimination Act (1986)
- The Equal Pay Act (1970)
- The Race Relations Act (1976)
- The Disability Discrimination Act (1995)
- The Employment Equality (Sexual Orientation) Regulations (2003)
- The Employment Equality (Religion or Belief) Regulations (2003)
- The Age Discrimination Act (2006).

Equal opportunities statement from London Central Mosque

The London Central Mosque Trust & the Islamic Cultural Centre is an Equal Opportunities employer. We welcome applications regardless of gender, disability, religion, and ethnic origin. We also

operate a Guaranteed Interview Scheme for people with disabilities who meet the minimum published criteria. The London Central Mosque Trust & the Islamic Cultural Centre is an Investor in People. The ICC aims to be pre-eminent in the study and practice of creative, cognitive, cultural and social processes. As an Organisation committed to equality of opportunity applications are welcomed from all sections of the community.

Health and safety

The law says you have to have health and safety rules and follow the Health & Safety at Work etc Act 1974 and the regulations that go with it. All organisations have a 'duty of care' to their volunteers, members (worshippers), employees and the general public.

It is good practice for all mosques to have a written health and safety policy, but the law says you must have one if you employ five or more staff (including part-time workers).

Health and safety policy

A health and safety policy should include the following:

1 Risk assessment

You need to be clear about potential or existing risks and hazards to volunteers, worshippers, members, staff and the public. You then need to put in place ways to put right or avoid the situation or problem. A risk assessment might include:

- looking for potential hazards
- deciding who might be harmed and how

- evaluating these risks, and deciding whether your existing precautions are adequate
- recording your findings
- reviewing your assessment and revising it if necessary
- carrying out any necessary work if you have found your existing precautions not to be adequate.

2 Registering your premises

You must register your premises and activities if any of the following applies:

- you have paid staff
- you prepare, supply, store or sell food
- you are carrying out a dangerous process or putting on an event (for example a fireworks display).

Most voluntary, community and faith organisations would need to register with the environmental health department at the city council. Some organisations might need to register with the local Health and Safety Executive office, but your starting point is the local environmental health department.

3 First aid

Different organisations will need different first aid arrangements, depending on their size and activities. You must at least have someone who has basic first aid knowledge and is available to take charge in an emergency. This is known as an 'appointed person'. Each organisation will need to carry out a risk assessment to decide the level of risk. Depending on the level of risk and size of the organisation, you must decide how many first aiders you need, and of what type.

4 First aid box

You must have a first aid box, although there are no rules to say what you must have in it. Some of the basics would include: bandages, triangular bandages, sterile wound dressings, sterile wipes and a leaflet on basic first aid. You must have a notice showing where the first aid box is, and who the first aider or appointed person is and where to find them.

5 Fire certificate

Every organisation has to register with the fire service. They will issue a fire certificate or exemption certificate, which you should keep in a safe place. The fire certificate gives:

- details of the use of the premises
- fire-fighting equipment that is needed
- fire escape routes
- fire drills and other fire precautions.

If you lease only part of your premises, then the landlord is responsible for contacting the fire service. However, if you are concerned that you do not have a fire certificate, you can contact the fire service yourself.

Make sure you have clear guidelines for your staff, volunteers and visitors about what to do if there is a fire. Everyone should know:

- where the nearest fire exit is
- how the alarm will be raised (not all premises have a fire alarm)
- where to assemble
- how the roll call will be done and who will do it.

If you hold an event, you should make these procedures clear before you start.

6 Insurance

You must have insurance, as it ensures your organisation is covered if there is an accident. But it is complicated, and is covered in more detail in the Insurance section of this guide.

7 Hazardous substances

There are regulations which say you have to do an assessment of any substances, such as chemicals, that are used on your premises and which are 'hazardous to health'. Most voluntary organisations will not use many of these, apart from cleaning agents. But you still need to make sure the people who use them know about:

- how to store the substances
- how to deal with any spillages
- any possible hazards to skin, hair, eyes and so on.

The Health and Safety Executive has more information on how to do assessments.

8 Food hygiene

If your mosque prepares and serves food on your premises – whether it is for sale or not – then food safety regulations apply. These say that people handling food must be properly trained and properly supervised. There are also specific rules about clean work areas and equipment, suitable premises, suitable arrangements for food waste and so on.

9 Recording accidents and incidents

It is good practice to record any accidents that happen on your premises. By law, any workplace that has more than 10 employees must have an Accident Book. This can be used to record not only accidents, but also illness possibly caused by

work and any 'near-misses' that could have been accidents.

You must report serious injuries to the Health and Safety Executive or the Environmental Health Division, depending on who you are registered with. Serious injuries are defined as death or major injury (including assault); an injury that means the person is off work for three days or more; work-related diseases or 'dangerous occurrences' (near misses).

10 General health and safety advice

In an office environment the following basic tips are useful (and should be picked up by your risk assessment!):

- don't leave wires from electrical equipment and computers trailing
- don't keep lots of paper for recycling piled up where it could be a fire risk
- make sure that you have appropriate desks and chairs for your computer workstations
- make sure fire exits are clearly marked, kept unlocked and not blocked in any way
- bend at the knees when lifting and use a trolley for moving heavy objects
- make sure your office is at a comfortable temperature.



For more information and guidance please go to Health and Safety Executive 08701 545500, www.hse.gov.uk

General mosque policies to consider

Congregational safety policy

One aim of this policy is to provide an environment that allows a wide diversity of individual expression and spiritual growth.

A safe atmosphere must be preserved in which everyone feels free to take part and to express themselves without fear. Threatening, disruptive or otherwise harmful behaviour is unacceptable within such a caring community.

The Imam, staff members and the leaders of any mosque activity may take whatever action they believe necessary to stop behaviour which endangers anybody, obstructs any mosque activity or may otherwise cause damage or harm. This includes asking the offenders to leave, stopping the activity or calling the police.

The Anti Terrorism Act

A huge range of offences cover what people consider to be terrorist offences – murder, arson, sabotage and harassment.

But the UK also has the Terrorism Act 2000 and the Anti-Terrorism, Crime and Security Act 2001 which are designed to give the police exceptional powers to deal with extraordinary circumstances.

So what do the acts say?

The Terrorism Act 2000 outlaws (or in legal jargon ‘proscribes’) groups considered to be terrorist in nature. The act gives police wider stop and search powers. Detectives can also detain a suspect for at least 48 hours in contrast to the standard 24. Custody can continue for up to 28 days on the authority of a magistrate.

The Act includes three offences:

- Inciting terrorism
- Seeking or providing terrorism training here or abroad
- Providing training/instruction in weapons from firearms to nuclear weapons

Madrasah policy

Mosque madrasah should be committed to providing a safe and healthy environment that encourages community building and student learning. You need to consider the following issues for your mosque madrasah policy:

- safety of students
- classroom supervision
- classroom discipline
- policy on teacher requirements
- policy for welcoming new students and meeting individual needs
- consultation and planning with parents
- building safety requirements
- Criminal Records Bureau (CRB) checks.

Child protection

Children are an especially vulnerable group. The law says all organisations working with or providing a service to children, young people or vulnerable adults must have proper safeguards and measures to protect them. These safeguards should include a child protection policy, and procedures for dealing with issues of concern.

Your policy should cover the following points:

- the welfare of the child comes first (Children’s Act 1989 and Children’s Act 2004 Every Child Matters and the Working together to safeguard children 2006.
- all children have the right to protection from abuse
- all suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- all the organisation’s trustees, management, staff and volunteers have a responsibility to report concerns.

The policy should be linked to procedures that make clear:

- what is good practice for all workers and management
- what behaviour must never be tolerated
- how child-care workers will be recruited and selected to ensure their suitability for working with children
- how anyone involved with the organisation should respond to suspicions and allegations
- how child protection skills and knowledge will be developed within the organisation?
- how will parental involvement with the organisation be encouraged?
- how to maintain confidentiality
- what systems will be in place to make sure all child-care workers are routinely and regularly monitored, supervised and supported.



For more information and help on child protection issues and developing a policy please go to www.everychildmatters.gov.uk

Policy on disruptive behaviour

Creating a community open to a wide variety of people is one of the most important values held by a mosque's congregation, and this will be expressed in the mosque's purposes and principles. It is also important that congregations maintain a secure atmosphere where such openness can exist.

If a person's physical or emotional well-being or freedom to safely express his or her beliefs or opinions is threatened, the source of this threat must be dealt with firmly and quickly. This may even mean that the offending person or people are expelled from the mosque. Any action

to deal with disruptive behaviour should be carried out with compassion and the hope of reconciliation.

There will be times when the disruptive behaviour of someone in the mosque building will lead members to voice their concerns about one or more of the following:

- perceived threats to the safety of an adult or child
- the disruption of mosque activities
- a lessening of the appeal of the mosque to its potential and existing membership.

The mosque should try hard to be an inclusive community, accepting its members will have differences in beliefs, opinions and life experiences. However, in some cases, concern for the safety and well-being of the congregation as a whole must come before the privileges and inclusion of an individual. If disruptive behaviour threatens the health of its congregation, members' actions, as people of faith, must reflect the mosque's commitment to maintaining both security and community.

Recruitment and selection

Having a recruitment and selection policy will make sure that you select the most suitable person for the post. People will be selected because of their relevant merits and abilities, and no one will be unfairly treated because of their race, gender, religion and so on. A policy may have 'exception clauses' that allows the organisation to make conditions that are appropriate for employing someone in a mosque.

The Criminal Records Bureau (CRB)

The Criminal Records Bureau (CRB) is an executive agency of the Home Office. Its disclosure service gives wider access to criminal records information. This allows organisations

in the public, private and voluntary and faith sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially work that involves children or vulnerable adults.

It is best practice for the organisation to carry out CRB checks for all management members, staff and volunteers. You must carry out checks when recruiting unsupervised volunteers and staff who come into contact with children. However, it is up to the recruiting organisation to assess the risk of each role, by taking into account:

- how often the worker will have contact with children
- what type of contact they have
- how long the contact is for
- any background knowledge about the worker.



For more information about CRB please go to www.crb.gov.uk, or phone 0870 90 90 811.

Insurance

The management committee have the responsibility to look after and safeguard the property and assets of the organisation from direct loss or damage. If they fail then they can be held personally liable to make good the losses. One way to discharge yourselves of this duty is to take out insurance.

Types of insurance

There is a variety of different types of insurance available for different needs. Some are more common than others, some will be a legal necessity while others will be a matter of good practice and ensure that the management committee is carrying out its duty in terms of risk management. The following list details some of the many

types of insurance that are available to organisations.

Employers Liability Insurance

This is a legal requirement for any organisation employing paid staff. The organisation must have, and display in the workplace, a certificate of employers liability insurance. It covers the organisation against any claims by workers for injury or disease.

Buildings Insurance

This covers the fabric and structures of any building that your organisation might rent or own outright. If you rent premises, then you need to check the terms of your lease to see whether it's the responsibility of your organisation or that of your landlord to take out buildings insurance. If you own the property then you are responsible for taking out adequate buildings insurance.

Remember to check to see if this covers terrorism.

Public Liability Insurance

This covers injury, loss or damage caused to anyone as a result of your organisation's negligence (or breach of a legal duty) and covers people using your organisation's premises or services. If you have premises that are visited or used by members of the public or by volunteers, then you are strongly encouraged (though there is no legal requirement) to have this insurance. When taking out public liability insurance you should make sure that the policy covers staff members, volunteers, committee, members and visitors to your premises.

Contents Insurance

It is very important if your organisation owns or hires any property and it is kept at your premises, to make sure that you have adequate contents insurance.

Trustee Indemnity Insurance

This type of insurance is entirely optional. It covers the potential liabilities of trustees and directors of voluntary and charitable organisations. For example, if your organisation's management committee members cause (financial) losses to their organisation then this insurance may cover them for some of the losses. If, however, you are a registered Charity then you must have the express permission of the Charity Commission to buy this kind of insurance and you must be allowed to do so expressly by your governing document.

Professional Liability Insurance

If your organisation offers an advisory service to members of the public then you would be well advised to take out Professional Liability Insurance (even if the service you offer is free). This covers an organisation's staff members or volunteers who give out advice, should that advice be incorrect and lead to loss, injury, etc. When you're taking out this kind of insurance you need to make sure that the insurer is made fully aware of all of your organisation's activities.

Vehicle Insurance

If your organisation either has its own vehicles or its staff or volunteers use their own vehicles when carrying out the business of the group then you have a legal duty to take out this type of insurance. If the vehicles are the group's own, then you are legally required to have third party cover for all vehicles/drivers.

Event Insurance

As an organisation you may from time to time hold specific events and if these events are large scale, involve fundraising or a large outlay of money for your group it is possible that

you will be able to take out insurance for your event. If you are planning a big event then it is probably best to consider the specific activities on a case by case basis.

Complaints and grievance procedures

Feedback from mosque users will help to pinpoint issues to deal with, and help management make continuous improvements. Working effectively on complaints and grievances will help to boost the confidence of your users and members.

Complaints may be received by any volunteer or member of staff, and they may arrive in many different ways – by letter or email, by comments on a feedback form, in person or by fax or phone.

Here is a procedure for dealing with and recording complaints, with timescales for dealing with each stage.

Stage 1 Record the complaint

There should be a *Complaint Form* to record complaints. The person receiving the complaint (the *complaint receiver*) should fill this in the same day.

Stage 2 Deal with the complaint

The *complaint receiver* should try to sort out the complaint (within three weeks), and fill in the complaint form section to say what they have done. If you cannot sort out the complaint yourself, you should pass it to your immediate manager (within one working day). Tell the person complaining who is now dealing with the complaint and when they can expect to hear from them.

Stage 3 Take corrective action

If the problem has come about as a result of your own actions, you should review your own processes and actions

to avoid similar problems in future. (Within 1 week of dealing with the complaint.)

Changing a process

If the problem has come about due to general ways of working, or another person's actions, you should talk to the most appropriate staff member or manager who you feel could put the situation right. (Within 1 week of dealing with the complaint.)

Stage 4 Reporting complaints

When you have dealt with the complaint, please pass a copy of the completed complaint form and all the correspondence, emails and so on to (person named in your procedure). (Within 1 week of dealing with the complaint.)

✓ TIP

Some tips on dealing with complaints:

Always

- Listen carefully to the person, particularly if they are angry, and allow them to let off steam.
- Do not argue with or contradict them.
- Establish the facts of the complaint clearly.
- Rephrase what the person just told you to make sure that:
 - (a) you clearly understand their concern
 - (b) they feel understood and know you are both dealing with the same issue.
- Tell the person what you are going to do about the problem.
- Tell the person what timescale you are going to take action in.

- If you feel unable to deal with the complaint, pass it upwards to your manager.
- Always confirm to the person in writing what you have agreed.
- Always make sure that corrective action is taken so the same problem does not happen again.

? THINK ABOUT

Other policies you may need to consider

Mosque management code of ethics
Smoking
Congregational responsibilities
Individual records – rights and privacy
Mailing list
Membership status guidelines
Noise
Collection of money
Counting the weekly offering
Staff pay
Claiming and paying budgeted expenses
Signatures policy
Special gifts
Property and facilities
Facilities use requirements including for youth groups and overnights stays
Grounds maintenance
Guidelines for posters, displays, and permanent items on walls
Securing the facilities [confidential]
Allocation of outreach funds
By-laws for mosque projects
The environment
Selecting suppliers
Islamic education
Nursery
Youth and women

3 Facilities management



'He governs all that exists, from the celestial space to the earth; and in the end all shall ascend unto Him [for judgment] on a Day the length whereof will be [like] a thousand years of your reckoning' (Quran chapter 32: verse 5)

Facility management is the management of the building and services of an organisation.

The physical presence of the mosque in the community stands as a towering symbol of faith and hope. Although having a well-maintained facility may look like window dressing, to those outside the community of faith it may be the bridge that opens their hearts to a greater understanding of the Islamic faith.

For this reason, it is important that mosques consider their guests' first impressions. These impressions start when guests first see the mosque from the street and end when they drive away after the service. These first impressions include guest parking, parking attendants, signs, greeters, welcome centres, nurseries and toilets. The facilities should

be accommodating to everyone, including the elderly and people with disabilities. Lifts and wider corridors will help make your mosque a friendlier place. Remember, making a good first impression begins with a clean, well-kept mosque.

User-friendly facilities

The dictionary defines 'user-friendly' as being 'easy to learn, use, understand, or deal with'. Architects talk about 'form' (how it looks) and 'function' (how it works). Both are important. Mosques have tended to give more attention to looks, and little, if any, to user-friendliness. User-friendliness is a part of function, a part that architects and mosque leaderships have generally ignored.

The goal of having a user-friendly facility means removing as many irritants as possible to the person who is entering your building.

? **THINK ABOUT**

- Is the mosque easy to find?
- Is it obvious which car park entrance to use and where to park?
- which building entrance to use? the main entry point to the building may not be ideal but the signs pointing the way to it should be clear.
- Are directions to the toilets clearly marked? While the toilets or wudu places perhaps cannot be moved, clearly marked signs can direct the first-timer to them.
- Each entry point of the building should have signs showing the places and activities easily reached from that point. Signs should include arrows showing which way to go.

Once people go into the building there should be spacious 'welcome centres' that give information in a number of different ways: information tables, electronic display boards, display stands, signs, and people. Just some small changes may provide a more friendly entry. A frequently used hall entrance can be changed into a spacious, welcoming entry by getting rid of a cupboard. Adding skylights and windows also gives a more friendly atmosphere.

✓ **TIP**

How do you know if you have a user-friendly building? Give your first-time visitors a guest survey. Ask them if they had any problems finding a parking place, or any problems getting around and finding classes or the toilets. Ask personal guests how they see your building. Visit other mosques and notice how easy or difficult it is getting around in their building.

Although the mosque is about people and not buildings, having user-friendly facilities should be a concern of both the mosque leadership and mosque architects.

Booking facilities in the mosque

If you allow members and the community to use mosque facilities, you need to have policies and procedures for this. You need a 'facilities calendar' if you are to reserve spaces and get them ready at the right time. The 'event booking request form' and 'room setup request form' are important communication tools. Filling in these forms helps schedule events and prevents double booking events. They also give information to maintenance workers about the needs of each event.

Allowing outside organisations to use mosque facilities

It is important that you have 'building hire/use' policies if you intend to let other organisations use mosque facilities. These policies ensure that facilities are not abused, that inappropriate activities do not take place, and that the costs for the event are passed on to those using the facilities.

A 'mosque activity request form' will answer the following questions:

- will products or services be offered?
- will the activities conflict with Islamic values?
- will the activities cause undue wear on facilities?
- which areas of the building will be used?
- will there be adequate supervision if the group involves children?
- what kind of liability will this event create?
- is the risk such that the group running the event will need to have separate liability insurance that covers the mosque?

The request form should have an agreement statement. Your insurance company can help you with this agreement.

Your fees should include any direct costs associated with the event, including:

- kitchen equipment
- audiovisual equipment
- personnel
- gas, water, electricity and phone lines
- setting up and cleaning up.

Safety

Safety is an important concern when you open the mosque to a community event. Planning and education can help make the risk of injury to people attending an event as low as possible. Although it is wise to guard against possible financial loss due to unsafe facilities, the mosque's number-one concern needs to be to avoid possible harm to one of its members or guests.

Carrying out a risk assessment is a necessary part of making sure the mosque's facilities are safe. A mosque leader should be given responsibility for building, equipment and vehicle safety.

Fire prevention needs to be a part of every facilities manager's duties. Prevention involves keeping sources of fire (ignition sources) away from anything that can burn (combustibles). First, do a complete fire risk-analysis survey of the entire facility. This will identify all combustibles and potential ignition sources. The next step is to get rid of these two elements as far as possible. You can get professional help from your local fire service, your insurance company or a fire-engineering consultant.

To ensure the safety of each member, staff member, volunteer, student, teacher and visitor, the mosque should have a comprehensive safety procedures manual.

Security

Almost every mosque will have a break-in sometime in its history. Often, the damage caused by thieves breaking in, or the vandalism that occurs after they are inside, far outweighs the cost of stolen goods. On the other hand, the loss of sound and video equipment and computers can seriously affect a mosque's service.

Historically, mosques were not built with security in mind because we believed even criminals respected Allah's house. Designers and mosque leaders were not concerned with protecting property. Many mosques left their doors open around the clock as a place for people to pray and seek sanctuary.

Today though, mosques are extremely vulnerable to break-ins. Criminals realise that mosques have property they can

sell. Most mosques do not have security systems and many leave doors and windows unlocked. Older mosques may have no security system, or their security system may be inadequate or old. Many new mosques invest more funds in design rather than security.

Though mosque buildings may have been designed without security features, a few simple practices can help avoid many losses. Here are a few points:

- Have a policy on who is given keys and keep a record of it.
- Get a signed statement from the person to whom a key is given that they will not copy or lend the keys and that they will return them when they no longer need them.
- Change the locks from time to time.
- Have someone carry out security checks at the end of each day. Since most mosques cannot afford to pay someone to do this, a named member of staff needs to be responsible for each of these duties.
- After assessing risks, you may decide to install security equipment or hire security guards. Security systems range from keyless entry systems to burglar alarms or even cameras CCTV.

The goal of risk management is to prevent any interruption to the running of the mosque.

Mosque kitchen

Food and fellowship are important in the life of a mosque. The design and equipment a mosque chooses will depend on whether the mosque has schools, preschools, a soup kitchen, weekly mosque dinners, wedding receptions, seasonal programmes like Iftars, and community events.

What works in a commercial kitchen may not work for the mosque. Pantries, freezers, refrigerators and storage units are also important items to consider.

Equipment

Office equipment is the key to productivity in any mosque office. Wasted time because of equipment problems is frustrating for office personnel. Don't wait until equipment can no longer do its job before you replace it. Instead, do a mosque-equipment review every year to see what equipment will need to be replaced in the coming year. If the item cannot be included in the budget, a member of the congregation or business community might donate a replacement that is better than the one the mosque has at the moment.



TIP

Service contracts can make equipment more expensive to buy but can add to its life expectancy.

When considering service contracts, ask:

- what is the life expectancy of this piece of equipment?
- what is the risk of a mechanical problem happening after the normal manufacturer's warranty runs out?

Cleaning and maintenance equipment should allow staff to carry out their duties as efficiently as possible and provide for safe working. Some key pieces of equipment needed by most mosques will include vacuum cleaners, single-disc floor machines, floor scrubbers, push carts, brushes, scrapers, mops, buckets and gloves.

'Asset management' is an important part of managing

equipment. This means having a full list (inventory) of all the mosque's furniture and equipment, including serial numbers and value. You need this to make sure you know about any losses that might happen. It also gives you the documentation you need to show the mosque's assets on the mosque financial statement. There are software programs and inventory specialists that can help you with this.

Housekeeping and maintenance

People only tend to notice housekeeping and maintenance if they are not done properly. If you are responsible for managing these functions, you will know that people are quick to criticise. Although you can set standards for housekeeping, it may be more difficult to achieve them in practice.

Housekeeping tasks make mosque buildings and properties presentable and fully usable. These tasks include emptying rubbish, replacing toilet products, sweeping, mopping and dusting.

General maintenance and repair are more specialised tasks. They call for skills in simple repairs and in operating cleaning equipment. These tasks include using floor-care machines, and repairing or replacing water taps, toilets, lighting equipment, door hardware and light bulbs.

Preventive maintenance also needs to be carried out by a skilled person. These jobs are done at regular intervals and allow equipment to keep working properly. They include inspecting equipment and detecting potential problems before they happen, and monitoring equipment performance at regular intervals.

Depending on the size of the mosque, these jobs may be

performed by the same person or by different people. Ideally, people with the necessary skill level will do them. Before work can be assigned to staff, you must have a full list of what needs to be done. A list of weekly jobs needs to be prepared and reviewed frequently. Then the work can be given to the available people.

There needs to be proper supervision. People doing cleaning and maintenance need to know what you expect from them.

Housekeeping and maintenance costs can be a major budget item. Housekeeping is an expense with constantly rising costs. But performing maintenance duties properly is good stewardship of the mosque's facilities and allows the mosque to fulfil its mission.

Creative use of facilities

Most mosques eventually come to a point where they need to expand quickly. A multipurpose room may be the answer. The mosque should also use 21st-century technology. The intention is to incorporate the feeling and features of the traditional mosque into a modern, technologically capable building. Before you get to this stage you need to create a vision and objectives, as we saw in Section 1.

Youth and female services have become an important function in many mosques. Deciding where these will take place is an important decision. Most youth and female programmes will need to share space within the place of worship or use a multipurpose room. If you plan to host youth or female programmes in a multifunction room with a flat floor, this room can also be used as a gymnasium, banquet room, cafeteria, lecture hall, dining hall, and salah setting. Practical points to think about with a

multipurpose room include noise from nearby spaces and constantly having to rearrange chairs, tables and equipment.

Parking

How your car park looks and how easy it is to park are important in leaving good first impressions. A mosque car park should be noticeably different from a commercial car park. Where the parking spaces are is important. You need to be able to see the parking spaces from the street. If possible, provide a drop-off point at the main entrance to the mosque.

Mosque parking should be planned with as much vision and creativity as the inside of the mosque. Parking for guests, people with disabilities and the elderly should be well designed.

Building or moving

We need to realise that the 20th-century mosque building probably won't meet the needs of the 21st-century mosque.

Things that a mosque needs to look at when considering a building programme are:

- capital-development programmes
- architects
- contractors
- planning regulations
- board meetings and business meetings
- local community residents groups
- interest groups
- other religious sentiments.

Environment

'And We have produced therein everything in balance'

(Quran chapter 15: verse 9).

Saving energy is one of the key parts of moving to a more sustainable use of resources and caring for the environment. Mosques are typically large; they may be old or listed buildings that are used irregularly, and so can easily waste a lot of energy.

The Prophet Muhammad (pbuh) said *"The world is beautiful and verdant, and verily God, be He exalted, has made you His stewards in it, and He sees how you acquit yourselves."* (Hadith Muslim)

Energy efficiency tips

- Use energy-efficient light bulbs
- Use sprinkler taps in washrooms (wudu area)
- Turn hot water and heating thermostats down
- Encourage worshippers to walk or cycle to the mosque
- Minimise the use of paper
- Get an energy survey done on the mosque



For more information contact The Energy Saving Trust:

<http://www.energysavingtrust.org.uk/>

Case study – Islamic Cultural Centre Ireland (ICCI)



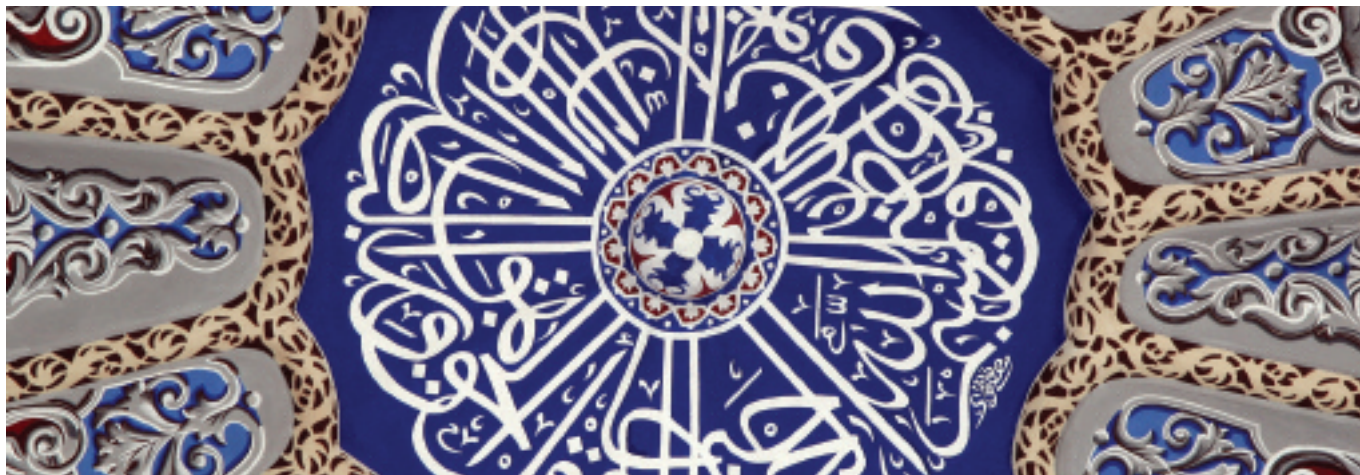
The Islamic Cultural Centre of Ireland was established in 1996 and made possible by Sheikh Hamdan Al Maktoum (deputy ruler of Dubai). It is a distinguished landmark and an excellent Islamic structure, not only in Ireland but in Europe as a whole. The ICCI is made up of five interconnected sections, with the Mosque as the raised centre piece to emphasise that it is the heart of the Muslim community. On entering the grounds of the ICCI one first encounters a landscaped, evergreen welcome. The dome and minaret then come into view. Inside the Mosque the decoration is simple yet elegant.

Services & facilities provided at the Mosque include:

- Bookfair & Bookshop
- Gym and Fitness
- Library
- Matrimonial
- Mortuary
- Multi Purpose Hall
- Restaurant
- Seminar Room
- Shop
- Translation



4 Staffing and employment



'But unto those who have attained to faith and do good works give the glad tidings that theirs shall be gardens through which running waters flow. Whenever they are granted fruits there from as their appointed sustenance, they will say, "It is this that in days of yore was granted to us as our sustenance!" – for they shall be given something that will recall that [past]. And there shall they have spouses pure, and there shall they abide.' (Quran chapter 2: verse 25)

People are probably the most valuable assets in an organisation. The mosque management need to devote as much (if not more) enthusiasm, investment and resources to this area as to the mosque building itself.

The Prophet Muhammad (pbuh) said "Deal gently with a people, and be not harsh; cheer them and condemn not" (Hadith Bukhari)

Choosing and appointing a person

The mosque should follow its recruitment and selection policy or have certain procedures and policies to appoint staff. These could be either paid or volunteer staff.

Paid staff may include:

- Imams
- teachers
- caretakers
- cleaners
- administrators.

Volunteer staff may include:

- mosque management committee
- members and worshippers
- youths and

- Other groups involved in various community development projects.

When recruiting for paid and unpaid positions in the mosque, keep the following points in mind.

Putting together a pack for applicants which includes:

- a copy of the job description – this describes the roles and responsibilities of the employee. If it is a new job then the management committee should spend time developing the job description. If it is an existing job then the committee should review it before starting to recruit
- a copy of the ‘person specification’ – this describes the qualities, skills, knowledge and experience that you need the person to have. This should also be created or reviewed by the management committee to make sure it is up to date and accurate
- an application form along with guidelines for filling it in
- copies of any relevant and up-to-date information about the organisation
- interview dates.

Advertising the post

Advertise the post using various methods, such as notice boards and newspapers.

The advert needs to include:

- details of what the job involves, the length of the contract, the pay scale and where they will be working
- your charity registration number (if it is a charity mosque)
- details of how to get hold of an application pack

(including a phone number if they need it)

- possibly some basic information about the organisation.
- information about any funders (if your funders want you to do this)

Nobody who is on the management committee can be employed by the mosque (they must resign from the committee before applying for any job in the organisation).

Shortlisting

It is good practice to use a formal system when short listing. For example, you could use a points scoring system to assess candidates against the qualities listed in the person specification.

The process should have two parts. The first is when panel members assess and score the applications. Then there should be a meeting where the panel compare their scores and decide who to interview. The panel should be honest in their evaluations as there won't be time to interview everyone who applies. It is good practice to hold all your interviews on one day, so bear this in mind when deciding how many people to invite for an interview.

Interviews

It is also a good idea to use a scoring system for interviews and to write down comments as you go along. Use these to help make a decision after the end of the interviews. You can, if you feel it is appropriate, arrange to have some kind of ‘competency-based’ test as part of the interview (as long as you've told the interviewees about this beforehand). A competency-based test is to make sure a

person can perform to the standard given in the person specification – for example, that they have the required typing speed.

In the interview itself you should:

- introduce each of the panel members and explain clearly what will happen in the interview
- give the interviewee an opportunity to ask questions
- explain to the interviewee what will happen after the interviews – for example, when they will be told if they have the job.

Decision time

Using the scoring system as an aid, decide who you think should get the job. If you need to, you can hold second interviews for interviewees you have short listed. But decide first whether the cost of a second round of interviews is justified.

Once you have picked someone, make them a verbal offer. Follow this up with a written offer of the job, dependent on getting satisfactory references. You could include with the letter two copies of a contract for them to sign and a copy of the Terms and Conditions of Employment (for more information see the *Contracts of Employment Factsheet*). In the letter of appointment you should tell them about any probationary period that will apply, their start date, pay and so on.

You should, once this offer has been accepted, tell the other candidates that they have been unsuccessful and be prepared to give feedback if they ask for it.

✓ TIP

Tips on selecting candidates for the post of Imam

These tips explain how candidates for posts such as an Imam can be selected. To be considered for a post of Imam in the mosque, a candidate must:

- 1 be acceptable to the dominant school of thought in the mosque
- 2 be suitably qualified for the role and have formal qualifications from an accredited institution, which will be checked
- 3 be CRB cleared
- 4 have been active in the congregational activities of a mosque for at least one year, and in a manner that demonstrates potential for the post of Imam. Potential for the post of Imam should be demonstrated through at least two of the following:
 - delivery of sermons or leading prayers
 - service as chair of a committee relevant to the Islamic faith, such as religious education, prayers, or congregational support and care
 - service as a teacher or leader of Islamic education for children, youths or adults
 - service in a social area or service project endorsed by first Mosque
 - service in pastoral care for the congregation.

Volunteer management and support

Volunteers for the mosque

Mosque leaders constantly ask for help with their tasks and recruit volunteers to do this. But many mosques do not have a system in place to support, equip, and keep volunteers. So they can spiral out of control: recruiting, neglecting and then losing people to burnout.

The system needs to be a two-way one – with staff giving support to volunteers and in turn getting support from volunteers to do their work.

It's important:

- to screen volunteers – you must make sure that you have appropriate volunteers to meet your mosque's needs, and that means having some form of screening. That can be done in a formal way with an interview or certification process, or more informally
- to ask for references – in some cases getting references may be more important, especially if volunteers will be on private property or involved in sensitive issues
- to train volunteers – effective training is vital for volunteer mosque activities and efforts. If a volunteer is not able to make the time to attend a training session, they are not likely to be effective volunteers for the mosque
- to expect volunteers to be responsible – in all its activities a mosque will make a significant investment in terms of time, equipment and planning. It needs to know that volunteers will recognise that and be conscientious about their activities.

- to reassign volunteers if needed – volunteers will usually have an interest in a particular mosque activity, but sometimes the needs of the mosque may mean extra volunteers are wanted elsewhere. Knowing that you have the flexibility to reassign volunteers to new activities or duties makes you more able to respond to changes within the mosque or outside it.



5 Finance and fundraising



'True piety does not consist in turning your faces towards the east or the west - but truly pious is he who believes in God, and the Last Day; and the angels, and revelation, and the prophets; and spends his substance – however much he himself may cherish – it – upon his near of kin, and the orphans, and the needy, and the wayfarer, and the beggars, and for the freeing of human beings from bondage; and is constant in prayer, and renders the purifying dues; and [truly pious are] they who keep their promises whenever they promise, and are patient in misfortune and hardship and in time of peril: it is they that have proved themselves true, and it is they, they who are conscious of God.' (Quran chapter 2: verse 177)

Financial management is about ensuring that funds are obtained and used in the most efficient and effective way to the benefit of an organisation.

A well-run mosque needs to keep a range of records. These records allow the management committee to account for what has happened to money within the organisation.

Most mosques are charitable organisations. This means its objective is charitable and meets some socially desirable need in the community. Donors make contributions to the

organisation to help in meeting its objectives, and therefore need to have some system in place to show how the money has been spent. Keeping clear records of income and spending encourages members (donors) to support the mosque and the service it provides. Without sound financial management the organisation cannot survive. It also gives the proof of stewardship and accountability that is needed to maintain confidence in the organisation.

Budgeting and forecasting

What is a budget?

A budget is a plan for using money on activities that meet the mission and goals of the organisation. It is about predicting what income you will receive and deciding how you will spend it over the financial year.

The mosque budget

A mosque budget will help the mosque achieve its goals. A good mosque budget should:

- help the mosque to implement its programmes and objectives, and decide which are most important.
- provide a way for mosque members to work together
- give guidance on spending available funds
- encourage good accounting of funds
- challenge members to provide funds to deliver the services of the mosque
- authorise the mosque leadership to act within its guidelines.

Remember, the mosque budget is only a tool that reflects the vision and goals of the mosque. It should not run the mosque, but should rather be a yardstick or a measurement in pounds of the mosque's ambitions.

There are many ways a mosque can develop its budget, but the budget should always clearly communicate and emphasize the needs of the mosque. While not ignoring how much people have given in the past, the total amount budgeted should usually include a challenge for growth in giving.

Your mosque budget will be your financial plan in writing.

It will show who you are and what you value. It needs to reflect:

- the amount members are able to give
 - the previous year's financial information
- and
- the needs of the local community.

It needs to be realistic and it needs to be monitored.

You will see an example of what to include in a mosque budget in the appendix.

Financial records and accounting

The purpose of financial reporting in the charitable sector is not to see how much profit you have made. It is to decide how much money you need to meet the objectives of the various projects carried out by the mosque in the year. Donors are asked to make contributions to the mosque based on its goals and objectives.

Bookkeeping is the systematic recording, sorting and summarising of 'events' (expressed in pounds and pence) that affect the financial condition of the organisation.

Accounting is the information system that is used to analyse and interpret the financial data.

Accounts

Accounts are a tool to help gather and sort financial transactions. Once gathered together, this information can then be used for reporting.

Design your own accounts. They will include assets, liabilities, income and expenses. Items listed in the budget should have corresponding account numbers (called 'line

items') so that you can see them in the accounts.

What to record

- income
- expenses
- non-cash items.

Financial reporting

You need to produce monthly statements of receipts and payments and present them to the membership at set intervals. A financial statement should:

- be straightforward and easy to read
- compare income and spending with the figures in the budget
- be prepared on time
- tell the reader what has happened and show the financial health of the mosque.

Internal controls

It is important for the mosque to have controls in place. These controls will help the mosque:

- meet its stated goals
- avoid the misuse of funds
- protect the innocent.

Some very simple and basic measures could include the following:

- at least two people to count and record offerings
- cheques needing two signatures.
- Goods and services to follow an authorisation procedure
- Keep a list of assets

Remember to write down your policies and procedures. Develop an operations manual that will help volunteers and staff to understand the policies and procedures used by the mosque.

Audits

- An audit is a useful tool for looking at what you are doing, the way you are doing it and how you could improve on it. An audit checks the efficiency and accuracy of your records.
- Unless your governing documents say otherwise, you will not usually need an official or formal audit. However, you should do an annual financial review when the financial statement is prepared for the year end.
- It is probably a good idea to have an audit when there is a change in treasurers. This would protect both the person leaving the position and the new person taking over.

Keeping records

The Inland Revenue and the Charity Commission require charitable organisations to keep books and records, and they also have specific rules on what records need to be kept and on the period of time they must be kept.

The following records must be kept permanently for income tax or because you are a charity:

- minutes of meetings of members and the management committee
- all documents and bylaws governing the charity
- copies of official receipts and records for gifts made.

Fundraising

‘THEY WILL ASK thee as to what they should spend on others. Say: “Whatever of your wealth you spend shall [first] be for your parents, and for the near of kin, and the orphans, and the needy, and the wayfarer; and whatever good you do, verily, God has full knowledge thereof.”
(Quran chapter 2: verse 215)

Fundraising is an activity that helps you to get the resources – money, equipment, premises – that your organisation needs to carry out its activities.

There are many ways to raise funds but the key is to have a funding plan. This will help you target, and put in order of importance, particular funders, donors and the type of activities that will have the most effect.

You need to be clear what type of project or activity needs funding and then think about:

- how much you need
- when you need it by (timescale)
- who are the best people to take charge of this
- which funders and donors do we need to approach.

Types of fundraising activities

Self Funding

- Membership fees
- Donations & Appeals
- Fundraising activities
- Sponsorships

External Funding

- Trusts
- Government Schemes
- Charities
- Loans

A key skill of fundraising is communication. You need to be able to show donors how their money will be spent and what your trying to achieve.

Guidelines on making an application to a funder

1 Choose the right trusts to approach

Most funders have very specific areas of interest that are set out in their deeds or by their trustees’ current policies and priorities. So it is likely that only a few will be able to consider your application. Most organisations get far more applications than they can fund, and will tend to choose the most innovative or those which have the clearest cost-benefits. So don’t waste your time (and theirs) by sending out the same standard letter to scores of funders.

Use published directories (most large public libraries and Councils for Voluntary Service have copies) and on-line services to look carefully at each funder’s published criteria for funding. Make sure your project clearly fits in with their main interests. If necessary, take just one part of your larger project and use it to appeal to a funder that specialises in meeting specific needs. For example, if a funder specialises in helping people with disabilities and your major project is to renovate your mosque, you could approach that funder for help with improving the physical access for disabled people.

Just as importantly, look to see what types of project or organisation each trust will not fund. For example, its constitution may prevent it from giving to mosques or funding capital projects. Also, many funders will not give to organisations outside particular geographical areas.

2 Ask for an appropriate amount

Most funders publish a list of typical past projects that they have funded. This should give you a good guide to the appropriate amount of money to ask for. Don't ask a small trust for too much – or a big trust for too little!

3 Write the application carefully

Each application should include a number of items:

Application form. A few of the larger trusts and most public bodies have official forms that you need to fill in, but smaller trusts don't. If there is a form, fill it in before writing a covering letter – you may not even need one.

Covering letter. One page only, tailored to the specific funder. Explain how your project fits their specific criteria. Ask for a specific amount of money. Summarise what other fundraising you have achieved or have planned (special events, local support, other trusts, Gift Aid and so on). Remember to include your full contact details. The letter needs to be signed by the person chairing the appeal.

Project summary. One or two standard A4 pages only. Include the project's main purpose, who it will help and how, and what will be achieved once it is finished. Remember to include the benefits for the wider community. Point out anything that is distinctive or innovative. Summarise the overall budget, and show the major stages of the project. Give details of other partners,

funders, professional advisers, and so on. Make it as **easy to read** as possible, not crammed full of facts and figures in small print. Remember it's a **summary**.

Your organisation's annual accounts. Include your latest report and accounts. If you already have large reserves of cash, you may need to explain why you cannot use it all for the project, or say how much of the money you've already set aside for the project. The organisation's accounts should meet the Charity Act Statement of Recommended Practice (SORP), and larger funders may reject applications where the accounts do not do this.

Stamped self-addressed postcard. Many trusts do not acknowledge applications and will only reply to successful applicants. So a postcard may improve your chances of getting definite news – whether 'yes' or 'no'.

Do not include lots of other material – the funder will ask for more information if they need it. Most trusts are run by volunteers, who are very skilled at deciding whether an application is worth considering. So make sure the covering letter grabs their attention.

4 Apply in good time

Start sending your applications at least a year before you need most of the money from trusts. Only the largest funders have paid staff and are likely to reply within a couple of months. Smaller trusts only look at applications every three, six or even twelve months, and it may take their volunteers some time to pay the grants once they have been approved by the trustees.

5 Say 'thank you'

Remember to reply as soon as you find out about a

successful application and again when you receive the money. Once the project is finished write to all funders with details, photographs and so on. Encourage them to visit, especially if there is a formal opening.

6 Send progress reports

If the project is one that continues over several years (for example, funding a youth worker for an initial three years) send a report on progress and results each year. Be honest about any problems that arise. The trust may be able to provide other forms of practical support – they want their projects to succeed!

Most trusts do not fund projects in the long-term, so you will need to find other sources of funds after a few years. The trust will want to know about your funding plan for after their funding stops (or how you will hand the project over to another organisation – your ‘exit strategy’). At the end of the project send a final report showing the results, and include a summary in your parish annual report.



For more information and help with funding see chapter 8 Community development and useful contacts in the appendix. You can also visit OAK Community Development at www.oakcd.org.uk



6 Communication



‘Said [God]: “O Moses! Behold, I have raised thee above all people by virtue of the messages which I have entrusted to thee, and by virtue of My speaking [unto thee]: hold fast, therefore, unto what I have vouchsafed thee, and be among the grateful!” (Quran chapter 7: verse 144)

Communications are defined as any means of passing information among people and groups in the congregation, or information about the mosque to the wider community.

There are three types of communication that the mosque needs to think about:

1 Internal communications

You have a ‘primary audience’ of members, friends, visitors and potential members. Internal communications are the ones that are aimed at this audience. They include:

- the newsletter
- website
- email communication to the members list

- bulletin boards
- posters
- other communications within the mosque.

2 External communications

These are aimed at the wider community and include:

- news releases
- interviews with news media on behalf of the mosque
- advertising
- written communications on the mosque’s letterhead
- banners, posters or displays using the mosque’s name
- other communications publicly representing the mosque.

3 Communications that are both internal and external

- The mosque's website
- Annual report
- Departmental reports

✓ TIPS

Content. All communications should reflect Islamic values. They may:

- provide information about the mosque, its business and activities
- encourage action that is in keeping with our covenant, and with the mosque's and Islamic principles.

Communications may do either or both of these things.

Nonpartisan communication. Mosque communication media may not be used for partisan political messages unless approved by the management committee or adopted by a vote of the congregation.

Spokespersons. External communication must be only by 'authorised spokespersons'. These are the Imams, the chair of the management committee, and other people named by the committee. Those people may include the chair or named representative of a media or communications committee, or an education or social responsibility committee.

Promoting your mosque in the media

Your mosque may be involved in activities and events that will interest local newspapers and radio, and sometimes regional TV. This is particularly true when the events involve the wider community.

But remember that it is the unusual or special that makes news. 'Mosque holds service' is not news. Nor is 'Imam gives Khutbah.' But 'mosque holds charity dinner for local non-Muslim orphanage' or 'Imam speaks out against/for (a newsworthy local or national issue)' are news items more likely to win coverage.

So what is the best way to get the airtime or column inches?

'Put it in writing' is often the best way of making sure your 'news story' has a good chance of publication or broadcast – and phone the newsdesk in advance to alert them to the story (but not on the day they go to print). News items are often sent out as 'press releases' – a piece of paper or email message with all the basic information presented in a logical sequence.

Sounds easy? But there is a catch. Every newspaper, radio and TV newsroom receives a pile of press releases each day. The challenge is to make yours stand out and catch the news editor's eye. Write it like a news story so that the journalist or editor has almost a ready-made item to include in their newspaper or programme. The less work they have to do to make it readable, the more chance you have of its being printed.

Developing a mosque web site

Mosques are discovering that the internet can be used effectively to support their congregations, and to reach out to others in their communities and around the world.

Before you design your mosque web pages, you need to have some specific goals you want to achieve with your site. Keep these in mind as you maintain and develop your site. It is also a good idea to have someone with professional design skills to help you.



7 Accountability and transparency



'Unto God belongs all that is in the heavens and all that is on earth. And whether you bring into the open what is in your minds or conceal it, God will call you to account for it; and then He will forgive whom He wills, and will chastise whom He wills: for God has the power to will anything.'
(Quran chapter 2: verse 284)

Accountability *In the context of mosque management or trusteeship, is all about giving and receiving facts and explanations within open and honest relationships. It is about holding oneself responsible to others and communicating one's actions accordingly.*

We are all accountable to Allah. Accountability is one of the ever-present themes throughout the Qur'an. Allied to this is the theme of leadership, of which accountability is an important part. What is true of the relationship between Creator and the created humanity applies logically to human relationships too.

Accountability has two aspects:

- explaining oneself and one's actions to those who are affected by or share in the purpose, with a view to increasing understanding
- or
- being held to account in the more rigorous sense of submitting oneself to judgment.

Both these aspects imply a relationship and a common language and set of expectations. They also both carry an implied aim of aiding efficiency, and building trust and confidence. These things will happen within a spirit of mutual support throughout the activities of the mosque.

'Soft' accountability

The first aspect can be seen as soft accountability: 'giving account' in the sense of giving information to provide context, explanation and forward-looking vision within open relationships. The purpose is understanding for mutual benefit rather than judgment. Such accountability should not be expected to carry the threat or reality of sanctions where fault or shortcomings are exposed.

'Hard' accountability

The second aspect can be seen as hard accountability: hard facts, an emphasis on what can be counted or measured expressed in terms which can lead to stark relative judgments ('X is better than Y'), league tables and benchmarking. The information disclosed is likely to be decided outside the organisation and given on a common template. It may carry an explicit threat of sanctions (for example, school inspections) and create power relationships.

Particularly with hard accountability, there is a danger that fear of judgment and sanction will get in the way of honest accountability and transparency. However, you do need to have both soft and hard accountability. Without elements of both, accountability may tend to be either simplistic or too vague.

Transparency

Transparency is about honest and clear communication to improve disclosure, increase knowledge and improve mutual understanding and support.

Today, people have less and less trust and confidence in institutions. The mosque is not immune from this. Indeed, most people seem to be sceptical about large institutions.

Whether we like it or not, this is how the mosque will be seen by many outside it – and some within it. We need to show that we are operating efficiently and with integrity in everything we do. People will often assume that we are not being efficient, rather than that we are, as this may have been the case in the past. To counter this we need a high level of transparency.

We need to be realistic with ourselves – as well as with others – about our strengths and shortcomings. We need to be realistic about what we see as areas of mission opportunity and how we are responding to them (or not doing so). If people think our recommendations are just additional bureaucracy, they will have completely missed the mark.

We need to see transparency both as a means to an end and as an end in itself – because of the benefits that transparency brings. An open – rather than defensive – attitude will unlock significant opportunities that mosques and their management need to seize.

Some examples of accountability and transparency within the mosque

Within the mosque, people have rightly tried to improve accountability. Accountability is a key theme of consultations with worshippers. These have led to new internal committees being set up with the aim of establishing partnerships.

Because of their accountability and transparency, some mosques have been able to gain funding from beyond the mosque (such as European, national or regional funding, and contributions from secular bodies towards activities such as having the madrasah in schools, colleges, prisons).

Funding from trusts is another example of what could mean a very big addition to resources, but mosques have to be accountable to their funders.

Monitoring and evaluation

Although the term 'monitoring and evaluation' tends to be used as if it is only one thing, monitoring and evaluation are, in fact, two distinct sets of organisational activities. They are related but they are not the same thing.

Monitoring is the systematic collection and analysis of information. It is aimed at improving the efficiency and effectiveness of the organisation. It is based on targets set and activities planned during the planning phases.

Monitoring helps to keep the work on track, and can let the Mosque management know when things are going wrong. If done properly, it is an invaluable tool for good management, and it provides a useful base for evaluation. It enables you to see whether the resources you have available are sufficient and are being well used; whether the capacity you have is sufficient and appropriate; and whether you are doing what you planned to do.

Evaluation is comparing actual project results against the agreed strategic plans. It looks at what you set out to do, at what you have accomplished, and how you accomplished it.

Evaluation can be:

- **formative** (taking place during the life of a project, activity or organisation, with the intention of improving the strategy or way of working for the future). For example: has the extension to the mosque solved our overcrowding issues?

or

- **summative** (learning from a completed project, activity or an organisation that is no longer functioning).

What monitoring and evaluation have in common is that they are geared towards learning from what you are doing and how you are doing it, by concentrating on:

- efficiency
- effectiveness
- impact.

You can use different methods to evaluate your project, activity or organisation through observations, group discussions, devising your own questionnaires and feedback forms and holding evaluation meetings.

Quality Assurance

The term **Ihsan** in Islam is something that closely resembles the concept of quality. It is about aiming for excellence in whatever we do. A quality assurance system demonstrates that your organisation is committed to providing good service and practice through working to a set of agreed standards. There are also some formal tools that have been developed by organisations for self evaluation. These are:

- PQAASSO (Practical Quality Assurance System for Small Organisations) by the Charities Evaluation Service
- Investors in People (IIP)
- EFQM (European Foundation for Quality Management) through the British Quality Foundation.
- Quality First by Birmingham Voluntary Service Council.
- VISIBLE by Community Matters

→ ACTION

Why not start off by carrying out a survey on the attitudes of your members and congregation about the services the mosque provides. Questions to ask can include:

- Do you think the mosque meets the spiritual and religious needs of the community?
- Are you satisfied with the handling of your donations and the mosque's financial procedures?
- Are you satisfied with the educational services the mosque provides – if not how can we improve things?
- Are you satisfied with the cleanliness and upkeep of the mosque?
- Do you think women should be allowed in and made to feel welcome in the mosque?



8 Madrasah



And that those on whom knowledge has been bestowed may learn that the (Quran) is the Truth from thy Lord, and that they may believe therein, and their hearts may be made humbly (open) to it: for verily Allah is the Guide of those who believe, to the Straight Way (Quran chapter 22: verse 54)

Madrasah is an Arabic word which means 'school'. However, in this handbook a madrasah means an Islamic religious school.

Historically, the madrasah started like other forms of Islamic education: the learning of the Quran and Hadith from individual ulama or the studies of Islam conducted in mosques. Its main purpose was to educate an individual on Islamic religion or various aspects of the religion. In many mosques there were spaces such as corridors and annexes which were used for classes as well as providing living space for students and teachers.

Separate institutions for higher studies, sited away from mosques, came into being in the 10th century. But in many

cases the mosque itself was still used for teaching. Moreover, every great mosque built by the Muslim rulers had a fully-fledged madrasah attached to it.

Today in the UK, the traditional madrasah classes are normally held during weekday evenings or on the weekends. In many madrasahs there is no formal curriculum, or just a basic one and children of different age groups are often taught together. Teachers often just have a simple qualification, for example they have graduated from a madrasah, or they are the Imam (religious leader) of the mosque. The students in this type of madrasah are also likely to be students who go to mainstream state schools.

The institution of the madrasah has played a key part in

continuing the faith of Islam, especially in the younger generation. It has developed countless scholars and teachers who have helped to nurture and foster the spirit of Islam. Children from as young as five learn to read the Qur'an, and learn about: Islamic History, Adab and Akhlaaq (Manners and Etiquettes), Hadith (Traditions of the Holy Prophet Mohammad pbuh), Fiqh (Basic Islamic Rulings) and much more. In many cases this is where children complete Hifz (the memorisation of 30 chapters, 114 Surahs and 6236 verses of the Holy Qur'an).

The madrasah system has survived in part through the efforts of pious Muslims over hundreds of years. This same institution is now facing fresh challenges. It now has to help give its current and future students the skills and insights they need to help them face the modern and complex world.

The objective of this chapter is to help mosque management committees consider what a madrasah education system should have so it can produce wholesome and well-rounded students.

The philosophy and mission of the madrasah

You need to have a mission, objective and philosophy for the madrasah. This will help to bind the teaching staff, management and pupils of the madrasah together. The madrasah has never been isolated from any form of learning. So it should co-exist with other madrasahs, secular educational institutions, academics and child learning/teaching experts.

Try to have a vision for children and young people that takes in all aspects of their personal development and role in

society. At the heart of the vision should be the need to nurture tolerance, conscientiousness, and devotion to one's faith. The vision also has to acknowledge that the madrasah – with parents and the community at large – has a crucial part to play in fostering these attributes in the pupils.

Mission statement of Masjid Al Arabiyah Al Islamiyah (Singapore)

To make every pupil emerge as a pious, well-mannered individual, knowledgeable in Al-Quran and As-Sunnah, literate, healthy, creative and a thinking individual who loves his religion, family, society and country.

Important partnerships

For the madrasah to be successful you need a good parent-student-teacher partnership. This three-way approach is vital if the madrasah is to pass on the necessary qualities to students. It is difficult for students if they see different sets of values and behaviours at school, at home, in Islamic centres or madrasahs, and generally around them. Therefore, all the parties must work together. They must pass on their expectations (those of the parents and teachers) to students with clarity and consistency. They must help mould students' behaviour both at home and at the madrasah.

Madrasah time

Remember that children already spend a full day at school – especially if you plan to run classes after school during week days. Leaving a gap before the madrasah starts will help children recharge their batteries and freshen up. When deciding how long the madrasah class will last remember that it is important to keep students' attention as well as to cover certain material during a set time.

When the Quran is read, listen to it with attention, and hold your peace: that ye may receive Mercy.”
(Quran Chapter 7: verse 204)

Subjects offered

The following subjects could be offered, depending on the type and abilities of teachers at the madrasah. It is important to use written-down and tested guideline and syllabuses when delivering these subjects. We will try to include innovative syllabuses and methods in future volumes of this handbook.

- **Quran:** The teaching of the Arabic alphabet, particularly with the correct pronunciation, is important. Depending on the pupils' level of ability the science of pronunciation (**tajweed**), memorisations (**Hifz**), and understanding the meaning of the Quran (**tafseer**) should be taught.
- **Fiqh:** Understanding the Islamic rulings on Salah (prayer), Hajj, marriage, relationships, citizenship and so on, within the context of society, is important.
- **Aqeedah** – understanding the beliefs and articles of faith
- **Arabic language** – this could help students to better understand the Quran and other classic Islamic texts
- **Seerah** – learning about the life of the Prophet Muhammad (pbuh)
- **General** – learning about Islamic history, biographies of Prophets and their companions, comparative religion, how Islam co-existed with other faiths, manners and etiquettes (adab), being good citizens, community welfare, and personal development skills.

Using educational material and resources

The madrasah should try to use and provide resource materials. This will help to create a professional atmosphere and maintain a logical curriculum for the madrasah. You should charge fees for the material, which will help students to take ownership of it.

The classroom should have items such as:

- whiteboard
- flipchart stand and paper
- computers, TV and video projectors (so that different teaching approaches can be used)
- books.

Performance assessment

The madrasah should support a system of continuous and comprehensive assessment. 'Continuous' in the sense that assessment goes on throughout the year, and 'comprehensive' in the sense that it covers not just the materials taught, but also Islamic behaviour and conduct.

With this in mind, teachers could hold regular tests, give homework assignments (but remembering that pupils going to mainstream schools will already be doing homework). Teachers should also evaluate behaviour in the class and, more generally, during the madrasah hours.

Parent-teacher meetings

The madrasah should constantly be in touch with parents and make frequent appointments to discuss their child's progress. One-to-one meetings should be arranged, to help parents understand the progress so far and what actually is being taught in the madrasah. Open and continuous communication with the family will help in the

three-sided teaching approach.

Recognition and reward

Excellence, determination, commitment and passion should be recognised and rewarded. Positive behaviour, and keeping to madrasah rules and values, should be appreciated regularly with prizes and tangible rewards. This will help create a winning and motivating atmosphere. The types of rewards could include certificates, books or gift vouchers.

Rules and regulations

The rules and regulations of the madrasah should be written down and given to all pupils when they join the madrasah. You should also put up notices showing the rules in places where students can easily see them inside the madrasah. It is also a good idea to give a copy of the rules to parents.

Different people should be responsible for:

- pupils
- parents
- teachers
- madrasah management.

These responsibilities should be written down, and you should give a copy of the documents to parents and pupils when they join the madrasah. This gives you a system that is clear and open, and tells parents and pupils what to expect.

Lesson planning

It is unfortunate that people may assume that the standard of subjects taught in the madrasahs should be

below that taught in mainstream secular institutions. Mosque and madrasah management should regularly check the lesson plans of subjects being taught by the Madrasah teachers.

All lesson plans should be recorded centrally and kept for future use in case the teacher is absent. If there is no set syllabus you must have a record of what has been taught, so that all students receive the same standard of education. There is a sample template to construct a lesson plan in the appendix and you can apply this to any subject being taught in the madrasah.

Teacher training

We cannot stress enough the importance of having good, qualified/skilled teachers who can be living role models: caring, compassionate, willing to listen and non judgmental. They should be a person the students could turn to in good times and bad times. Teachers must be a walking and living example of the very values that we want the students to live by.



Teachers must be able to understand the minds, needs and developmental stages of the students they are working with. This is so they will be able to deal with and communicate effectively with them in the right manner and from the heart.

In view of the above, it is important the mosque and madrasah management offer access to the following training courses:

- Learning and teaching methodologies and approaches
- Positive discipline and class management
- Islamic education and studies
- Psyche, development and growth of children
- Observation and assessment methods
- Counseling, motivation and personal effectiveness.

These courses are available in most local colleges or higher educational institutions.

→ ACTION

The mosque should make an allowance in its budget so that it can invest in the human development of the teachers and Imams in the mosque.

It is expected that teachers of the Islamic sciences continue to develop their understanding of the Islamic faith through appropriate methods.

Child protection

Madrasahs, like any other organisation, have a responsibility to communicate any concerns about a child's welfare. It is therefore vital that madrasahs develop and maintain awareness about child protection issues among voluntary staff and specifically the teachers who are in direct contact with children.

This is to make sure that staff have the skills they need, and the knowledge of local procedures, to recognise abuse and tell the relevant agencies.

You may want to think about training someone in the area of child protection. You can get help from local agencies if you don't think you have anyone qualified to do the training. But the sooner you develop a policy on child protection the better it is for the madrasah. You need to have clear guidelines on child protection, and on appropriate methods of disciplining students.

Parents trust madrasah administrators with the education and welfare of their children during their time in the madrasah. This responsibility covers many aspects of the child's development and education. It also includes ensuring the safety and security of all children from the time they arrive at the madrasah to the time they leave. Therefore all madrasahs have a duty to protect children and prevent them from coming to any harm.

In achieving this, madrasah administrators and mosque management need to consider the following action points to make sure that child protection issues are considered in the delivery of Islamic education.

→ ACTION POINTS:

Mosque management

1. **Adopt a brief, written policy statement on safeguarding the welfare of children who are being educated in the madrasah. This policy should state clearly the duty of everyone in the organisation to prevent harm coming to children.**
2. **Give a copy of the statement to parents, and all paid staff and volunteers. Tell staff and volunteers about any guidelines or training which will help them to put the policy statement into practice.**

3. Make sure all key people are familiar with local child protection procedures. Make sure you have a copy of them for teachers, administrators and parents to look at.
4. Get advice and then follow good practice in identifying and delivering appropriate education to children with special educational needs.
5. Develop a madrasah code of behaviour for children and a madrasah discipline procedure.

Staff management

- 1 Choose a senior member of staff to take the lead on all child protection and student discipline issues. Give them support with their training and development in these areas.
- 2 Give all staff and volunteers guidance on their roles, particularly about disciplining children. The guidance should say clearly which members of staff are responsible for the behaviour and performance aspects of children's education.
- 3 Make sure all staff are adequately supervised. This reinforces good teaching methods and helps detect any potential problems.
- 4 Put child protection issues on the agenda of staff and management meetings regularly.
- 5 Have written grievance policies and procedures to deal with concerns about the conduct of teachers and volunteers.
- 6 Carry out Criminal Records Bureau (CRB) checks on all new staff when they are recruited. It is good practice to carry out CRB checks on existing

staff too, unless they have already been cleared. For more information about CRB please go to www.crb.gov.uk, or phone 0870 90 90 811.

Recruitment issues

- 1 Ask all job applicants to give details of their previous experience – voluntary or paid – of working with children. They should also be asked to give their permission for you to contact at least one person for a reference.
- 2 Before appointing any member of staff, you should get an appropriate reference from at least one person who can comment on the applicant's character and experience.
- 3 If an applicant has left one madrasah in order to find work at another, write to the previous madrasah to find out their reasons for leaving.
- 4 All new members of staff should be interviewed by at least two members of the mosque or madrasah management to decide on their suitability.
- 5 Mosque or madrasah management should consider making a person's appointment depend on their successfully completing a probationary period of between three to six months. This would allow some level of monitoring of all new staff.

9 Community development



*'Surely Allah does not change the condition of a people until they change what is within themselves'
(Qur'an Chapter 13: verse 11)*

Islam is not just about rituals and religious worship but rather an all-embracing Deen (way of life). It believes in the development of strong communities and families for a healthy and prosperous society. Therefore Muslims can never be isolationist or segregate themselves. They should be part and parcel of the society they live in, and have a duty to make things better.

*'You are the best of people evolved for mankind because you enjoy that which is good and forbid that which is wrong and you believe in Allah'
(Qur'an chapter 2 verse 110)*

Mosques have a major role in contributing to the development of their members, worshippers and the general community – Muslim and non-Muslim. Many

mosques do provide activities other than worship, and provide front-line services. However, much more is needed and can be done, particularly with the challenges and issues the Muslim community faces. It is becoming more common for the non-Muslims living around the mosques in inner city areas to face these same challenges and issues.

This chapter is therefore devoted to helping you know more about community development and how to work with mainstream service providers and the wider community.

What is community development?

Community development is a broad term applied to how civic leaders, activists, involved citizens and professionals work to improve various aspects of local communities. Community

development seeks to empower individuals and groups of people by providing them with the skills they need to bring about change in their own communities.

Are we ready to start community work?

Any person or group can be involved in community work. Many people are already involved in some way or another, for example helping out with a local clean up, volunteering in organising an event, taking part in local consultation forum or lobbying MPs or councillors to change something in your neighbourhood. These are just some types of community work.

However, if you are to do these types of activities in a more formal and co-ordinated way you need to be properly organised and constituted. Chapters 1 to 9 of this handbook will help your organisation get ready to set up and deliver community projects.

What types of community projects can we do?

The type of community projects you can do depends on the needs you have identified, what your facilities can cater for and how innovative or creative you can be.

Here are some examples:

- Summer play schemes
- Health and fitness
- Sports
- Arts and crafts
- Creche
- Mother and toddler group

- Education – supplementary school, homework club
- Adult learning
- Counselling
- Clean-ups
- Interfaith visits
- Islam awareness and mosque open day
- Drop-in for elderly
- Day care

A ten-step guide for developing a community project

Step 1 Know what you want to do

It is good to begin by asking yourself some basic questions:

- What are the needs of members, worshippers and the general community?
- What are the local problems and issues?
- What can we do?
- What space and resources do we have?

Step 2 Establishing the need

- Do a needs analysis by consulting with the community you serve
- Do a SWOT analysis (that is, understand your strengths, weaknesses, opportunities and threats).

Step 3 Deciding priorities

- You will not be able to do everything and sort out all the problems. Therefore decide what is most important and what you can do best.

Step 4 Developing the project idea

- The next stage is to brainstorm ideas on how to solve the problem. You can have a discussion and get people to shout out ideas, write them down (get children to draw or paint), or look at other projects and see what they are doing.
- Then sort the ideas out and begin to work on some that are definitely worthwhile.
- Try to define some clear objectives and the specific activities to be carried out.

Step 5 Build your team

Developing and working on a project can be challenging and frustrating at times, but can also be motivating and rewarding. You will need people with different skills and abilities. Not everyone needs to be involved, but you should choose the team carefully and sensitively and then assign responsibilities and tasks to specific people.

Step 6 Write a project plan

Develop your project in detail by writing a project plan or proposal. Ideas are good but if you have nothing to show for them then they aren't very useful. This part will also help you define:

- each stage of the project
- what your aims and objectives are
- how you have identified the need and demand for the project
- how and when you will deliver it
- what you will achieve at the end (outcomes)
- the resources you need to do it.

Step 7 Get the resources

Once you have written your plan and worked out the details, it's time to get the funding. You will need to consider money for the activity itself, staffing, premises and equipment, and then approach funders. There are many different funding organisations and trusts that give out money for various causes. Find the funder that will be most suitable for your project. Please see the chapter on fundraising and the section on 'how to make an effective application'.

Step 8 Implement and deliver your project

Finally it's time to get the project running. It can be exciting, but also challenging and stressful at times. But if you have prepared well then you should be able to cope with the hard work. Remember to publicise your project and let people know what you are doing.

Step 9 Monitor and review

Regularly monitoring and reviewing your project will help you to spot any potential problems, keep your project focused and help you achieve your objectives.

Step 10 Close the project

This is an important part of the project. You will need to consider evaluating the project: what you have learnt and the project's strengths and weaknesses. You may want to have an end-of-project celebration for the people involved and then write a report about the project. There may be issues that still need dealing with or have been created as a result of the project. You will need to discuss ways of dealing with them.



For more information about community development and funding please see appendix useful resources.

Case study – Adult learning



The OAK Project, in partnership with the Noor-e-Islam Mosque, Oldham, help set up an IT suite with funding from the Local Network Fund. The facility is now used to provide free internet access to community members, for adult learning and to support children with their homework.

Case study – Homework Clubs

Stoke Poges Lane Mosque, Slough, Berkshire, helps tackle educational underachievement in the ethnic minorities.



The Slough Community School (SCS) was established by a group of young professionals from all walks of life, who were concerned about the constant headlines in the local and national press about low educational achievement within the town.

The group of men and women, consisting of teachers, doctors, accountants, IT consultants and concerned parents, drew up a plan to set up a supplementary school, covering major core national curriculum topics such as mathematics, English and science. The group also felt there was a need for something extra, to boost the children's self esteem and to help them to focus on their desired goals in life. So a Personal Development Programme (PDP) was developed. The PDP would cover issues such as careers advice, public speaking, reading and writing skills, team building and general life skills.

Having come up with the concept, they needed a venue. In the autumn of 2000 the new Stoke Poges Lane Cultural and Islamic Centre was nearing completion and the group felt that this venue would gain from such a community school service. The plans were presented to the Islamic Centre's committee and were enthusiastically accepted by all.

At the moment, 140 children are taught weekly and there are 180 children on the waiting list.

Case study – projects involving young people

Mosque empowerment project in Singapore

Improving people's employability

The Islamic Religious Council of Singapore has linked up with organisations such as the Association of Muslim Professionals (AMP), which have a network and expertise in providing services such as job referrals, improvement programmes for 'soft skills', basic budgeting and job mentoring.

Religious and life skills empowerment initiative

The Islamic Religious Council of Singapore (IRCS) has partnered with mosques and voluntary welfare organisations (VWOs) to manage groups of families. The mosque will help to enrol the children into its religious education classes, monitor the children's progress and link up mosque volunteers as 'befrienders' and educational mentors. The VWOs will run programmes based on the needs of the families.

IRCS has also set up the empowerment programme to enable families who are recipients of the IRCS zakat fund to become more self reliant. The mosques have helped IRCS choose the families to take part in various empowerment programmes, such as improving skills and knowledge for parents and education help for children.

Working in partnership with mainstream institutions

'And help one another to virtue and God consciousness and do not help one another to sin and transgression.' (Qur'an Chapter 5 verse 2)

Partnership working is the current 'in thing' in community regeneration. The government national strategy for neighbourhood renewal has given local authorities new responsibilities (through the Local Government Act 2000). They must consult and involve the faith community and the black, minority and ethnic communities in developing their Community Strategies. Therefore mosques and mosque councils can contribute to the health of their local areas and the well-being of people who live in them.

Local authorities need to consult widely in their area to:

- find out what improvements are needed
- consider the best strategies to bring about the improvements
- look at how local people can take an active part in running and developing their communities.

Local Strategic Partnerships (LSPs)

A Community Strategy is about promoting and improving the economic, social and environmental condition of your area, and the health and well-being of the people who live there. Many local authorities have set up a co-ordinating partnership called an LSP to help achieve this.



You can find more information about neighbourhood renewal and Community Strategies at www.communities.gov.uk.

Key service providers and support organisations

Sure Start

Sure Start is the government's programme to deliver the best start in life for every child by bringing together early education, childcare, health and family support.

Responsibility for delivering Sure Start belongs to the Sure Start, Extended Schools and Childcare Group, part of the Department for Education and Skills

Sure Start covers a wide range of programmes. Some cover the whole country and others are aimed at particular local areas or disadvantaged groups.

One of the key programmes of Sure Start are its children's centres. These will build on existing successful initiatives like Sure Start Local Programmes, Neighbourhood Nurseries and Early Excellence Centres, and bring high-quality, integrated early years services to local communities.

There will be a network of up to 2,500 children's centres by 2008, and all young children and their families in the most disadvantaged areas will have access to one.



For more information go to www.surestart.gov.uk.

Children's trusts

The Children's Fund was set up to improve social deprivation and child poverty for children between 5 and 13. Connexions provides information, advice, guidance and access to personal development opportunities for

young people. It aims to remove barriers to learning and progression, and ensure young people make a smooth transition to adulthood and working life.

Connexions is going through a process of change. Following the publication of *Every Child Matters* and *Youth Matters*, children's trusts are being established in each local authority area and the Connexions service will be taken over by the local authorities.



For more information and updates visit www.everychildmatters.gov.uk.

Learning and Skills Councils (LSCs)

Learning and Skills Councils exist to make England better skilled and more competitive. They are responsible for improving the further education and training sectors to raise standards and to make learning provision more responsive to the needs of individuals and employers. The work of LSCs is split into initiatives aimed at children aged 14-19, Adult Learners and Employers.



For more information visit www.lsc.gov.uk

Change Up and Capacity Builders

Change Up is a programme to strengthen the support that is available to the voluntary and community and faith sectors. It is managed by Capacity Builders, a national agency developed by the government and led by experts in these sectors.

The Change Up programme has established six national 'hubs' of expertise to provide support. These are:

The Finance Hub – improving financial management, fundraising, procurement and social enterprise.

www.financehub.org.uk

The Governance Hub – improving the quality of governance in the voluntary and community sector.

www.governancehub.org.uk

The Information and Communications Technology (ICT) Hub – providing a framework of ICT guidance, good practice, advice and support.

www.ictHub.org.uk

The Performance Hub – aiming to help voluntary and community sector organisations achieve more through performance improvement.

www.performancehub.org.uk

The Volunteering Hub – increasing the number of volunteers and improving the training support they get.

www.volunteering.org.uk

The Workforce Hub – dealing with: learning and skills; employment practice; promoting the sector as a positive place to work and volunteer; leadership and management development.

www.ukworkforcehub.org.uk

Faith Communities Capacity Building Fund (FCCBF)

The FCCBF is part of the government's 'Improving Opportunity, Strengthening Society' strategy to increase race equality and remove divisions in society. It aims to help faith communities promote understanding and dialogue.

The fund is run by the Community Development Foundation and has two categories: interfaith activity and capacity building.

Interfaith activity involves organising and developing programmes to bring together people of different faiths to promote understanding and co-operation. It helps remove divisions through developing partnerships between different faith groups and the wider society.

The capacity building programme is about helping faith organisations to be better able to sustain themselves and work with mainstream service providers to play a fuller part in society.



For more information about the Community Development Foundation and the FCCBF visit www.cdf.org.uk or www.communities.gov.uk

10 Appendix 1

[Mosque/Organisation Name] Meeting Agenda

[Date]

[Time]

[Venue]

Type of Meeting: Mosque Management Meeting

Meeting Facilitator:

Invitees: **[List of Invitees]**

1. Welcome & Opening Recitation
2. Apologies
3. Declaration of any interest
4. Approval of minutes from last meeting
5. Matters arising from minutes (not on the agenda)
6. Reports from departments
 - a) [Admin & Finance]
 - b) [Madrasah]
 - c) [religious worship]
 - d) [dawah & tarbiyyah]
 - e) [youth and family development]
 - f) [mosque maintenance]
7. New business
 - a) [seerat un nabi conference]
 - b) [Replacement of carpet]
 - c) [fundraising]
8. Any other business
9. Date of time of next meeting

[Mosque/Organisation] Management Committee Meeting Minutes

(Date, time and venue)

Opening:

Opening recitation of the Quran – By Qari

Chair's welcome.

The regular meeting of the [name of organization/committee] was called to order at [time] on [date] in [location] by [Meeting Chair].

Present:

[list of attendees]

1. Approval of agenda

The agenda was unanimously approved as distributed.

2. Approval of minutes

The minutes of the previous meeting were unanimously approved as distributed.

3. Matters arising

List the points of matters arising from the previous minutes.

4. Reports from departments

Summarise progress to date of departments and issues for action.

5. New business

Summarize the discussion for new issues, state the next steps and assign any action item.

6. Agenda for next Meeting

List the items to be discussed at the next meeting.

7. Date & time of next meeting

Meeting was adjourned at [time] by [person]. The next general meeting will be at [time] on [date] in [location].

Minutes submitted by: Type name here

Approved by: Type name here

Sample budget for a Mosque Organisation

Budget heading	Year 1	Year 2
Staff & Volunteer Costs		
Salaries and national insurance	30,000.00	36,000.00
Pension	3000.00	5000.00
Recruitment		700.00
Training and development	2,500.00	3,000.00
Volunteer expenses	600.00	1000.00
Travel	300.00	500.00
Office/overhead & premises costs		
Telephone, fax and internet	600.00	650.00
Postage	100.00	100.00
Stationery	100.00	100.00
Heat, light, water	2600.00	3000.00
Insurance	2500.00	2,800.00
Book keeping & payroll	600.00	650.00
Printing, photocopying	300.00	340.00
Repairs & Renewals	2000.00	2500.00
Cleaning	1200.00	1500.00
Activity Costs		
Seminars and Confrences	2500.00	3000.00
Exhibition	1500.00	1500.00
Courses	2000.00	2000.00
Literature production	1700.00	2000.00
Youth activities (Summer play scheme)	2600.00	3000.00
Interfaith programme	1000.00	1000.00
Capital Costs		
Equipment – Computer, other electrical	2600.00	
Furniture	500.00	
Publicity and other costs		
Annual Report	600.00	650.00
AGM	2000.00	
Posters and leaflets	800.00	850.00
TOTAL	64,200.00	71,840.00

Quick quality checklist

As an Organisation do you have in place:

-
- Governing document? (e.g. Constitution)

 - Written mission statement or vision?

 - Core values?

 - A management committee?

 - Defined roles and responsibilities of management committee?

 - Work plan for the next three (or five) years?

 - A quality statement?

 - Minutes and agendas for all meetings?

 - Contracts of employment?

 - Job descriptions?

 - Recruitment & Induction procedures?

 - Madrasah curriculum?

 - Volunteers management and support procedures?

 - Staff management and support systems – supervision, review, appraisal, training and development?

 - Monitoring and evaluation system?

 - Publicity information?

 - Details of services – what, when, who etc?

-
- A health and safety policy?
 - An equal opportunity policy?
 - A child/young person/vulnerable adults protection policy and procedures? (if applicable)
 - Other policies and procedures relevant to your area of work?
 - Financial management procedures?
 - Employer's and public liability insurance?
 - Complaints procedures?
 - Office procedures/handbook?
 - Organisation budget?
 - Fundraising strategy?
 - Organizational plan/strategy?
 - Quality system?
 - Audited accounts and annual reports?

In your work do you have in place:

-
- Quality in your work practice?
 - Copies of all paperwork used?
 - Activities records?
 - Feedback from other organizations?
 - Feedback from your clients/users/volunteers/participants?
 - Undertaken risk assessments
-

Sample Madrasah Lesson Plan

Date:

Key Stage:

Subject:

What concepts do you want students to understand after completing this lesson?

Essential Question

Criteria for Success (How will you know students have gained an understanding of the concepts?)

Resources (What resources will you and your students use?)

Management (How will students share resources? How will you break up the lesson into segments – the number of minutes for each point?)

Engagement Method

Capture the students' attention, stimulate their thinking and help them access prior knowledge.

Exploring Methods

Give students time to think, plan, investigate and organize collected information.

Explaining method

Involve students in an analysis of their explorations. Use reflective activities to clarify and modify their understanding.

Elaborate

Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation.

Evaluate

Evaluate throughout the lesson. Present students with a scoring guide at the beginning. Scoring tools developed by Madrasah teachers (sometimes with student involvement) target what students must know and do. Consistent use of scoring tools can improve learning.

10 Appendix 2

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Lancashire Council of Mosque
www.lancashiremosques.com

Ladder4learning
www.ladder4learning.org.uk

<http://www.alinaam.org.za>

<http://www.charity-commission.gov.uk/>

<http://www.blackburn.gov.uk/>

<http://www.islamicity.com>

<http://www.islamonline.net>

<http://www.muis.gov.sg>

<http://www.muslimheritage.com>

Useful contacts and resources

Capacity Builders

77 Paradise Circus
Birmingham
B1 2DT
Phone: 0121 237 5100
Fax: 0121 237 5138
Website: www.changeup.org.uk

ChangeUp

77 Paradise Circus
Birmingham
B1 2DT
Phone: 0121 237 5100
Fax: 0121 237 5138
Website: www.changeup.org.uk

Charity Commission

Harmsworth House
13-15 Bouverie Street
London
EC4Y 8DP
Phone: 0870 333 0123
Website: www.charity-commission.gov.uk

Charity Commission Direct

PO Box 1227
Liverpool
L69 3UG
Phone: 0845 3000218
Website: charity-commission.gov.uk

CEMVO

Boardman House
64 Broadway
Stratford
London
E15 1NG
Phone: 020 8432 0000
Fax: 020 8432 0001
Email: enquiries@cemvo.org.uk
Website: www.cemvo.org.uk

Community Development Foundation (CDF)

Unit 5, Angel Gate
320-326 City Rd
London
EC1V 2PT
Phone: 020 7833 1772
Fax: 020 7837 6584
Email: admin@cdf.org.uk
Website: www.cdf.org.uk

Directory of Social Change

24 Stephenson Way
London
NW1 2DP
Phone: 0207 391 4800
Website: www.dsc.org.uk

HM Revenue & Customs (charities)

St. John's House
Merton Road
BOOTLE
Merseyside
L69 9BB
Phone: 0151 472 6036
Website: www.hmrc.gov.uk

Interfaith Network for the UK

8A Lower Grosvenor Place
London
SW1W 0EN
Phone: 0207 931 7766
Website: www.interfaith.org.uk

National Association for Voluntary and Community Action (NAVCA)

The Tower
2 Furnival Square
Sheffield
S1 4QL
Phone: 0114 278 6636
Fax: 0114 278 7004
Website: www.navca.org.uk

National Council for Voluntary Organisations (NCVO)

Regent's Wharf
8 All Saints Street
London
N1 9RL
Phone: 0207 713 6161
Website: www.ncvo-vol.org.uk

OAK Community Development

The Malvern Suite
1st floor Borough Mill
Neild Street
Hathershaw
Greater Manchester
OL8 1QG
Phone: 0161 622 2930
Fax: 0161 622 2901
Email: info@oakcd.org.uk
Website: www.oakcd.org.uk

Links to the Government and government departments:

Cohesion and Faiths Unit

Home Office
Allington Towers
19 Allington Street
London
SW1E 5EB
Website: www.homeoffice.gov.uk

DirectGov

Website: www.direct.gov.uk

Department for Communities and Local Government

Eland House
Bressenden Place
London
SW1E 5DU
Phone: 020 7944 4400
Website: www.communities.gov.uk

Government funding website

Website: www.governmentfunding.org.uk

Department for Education and Skills (DFES)

Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Tel: 0870 0002288
Email: info@dfes.gsi.gov.uk
Website: www.dfes.gov.uk

Muslim Support organisations

British Muslim Forum

4th Floor, Saxon House
Derby
DE1 1NL
Phone: 01332 294783
Email: info@bmf.eu.com
Website: www.bmf.eu.com

The Islamic Foundation

Markfield Conference Centre
Ratby Lane
Markfield
Leicestershire
LE67 9SY
Phone: (01530) 244944
Fax: (01530) 244946
Email: i.foundation@islamic-foundation.org.uk
MPAC UK
Email: info@mpacuk.org
Website: www.mpacuk.org

Muslim Council of Britain (MCB)

PO Box 57330
London
E1 2WJ
Phone: +44 (0) 845 26 26 786
Fax: +44 (0) 207 2477079
Email: admin@mcb.org.uk
Website: mcb.org.uk

Muslim Women's Helpline

London
Phone: 0208 904 8193
Website: www.mwhl.org

UK Islamic Mission (UKIM)

202 North Gower Street
London
NW1 2LY
Phone: 0207 387 2157
Fax: 0207 383 0867
Website: www.ukim.org
Email: info@ukim.org

Muslim Directory

65a Grosvenor Rd
London
NW7 1HR
Tel: 020 8799 4455
Email: info@muslimdirectory.co.uk
Website: www.muslimdirectory.co.uk

Muslim Youth Helpline

2nd Floor
18 Rosemont Rd
London
NW3 6NE
Tel: 0870 774 3518
Email: info@myh.org.uk
Website: www.myh.org.uk

Feedback Form

It was our intention that this handbook will act as a useful tool to start the process of action to make our Mosques become better institutions and serving the needs of our communities more effectively. We hope you have found it a source of inspiration and guidance and we ask Allah to forgive our shortcomings and accept our humble efforts.

In order to help us improve on our publication and provide support to your organisation more effectively, we will be grateful if you can let us know what you think by photocopying this form and filling it in. You can also download it from our website at www.oakcd.org.uk

Title	A management guide for Mosque & Islamic Centres
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