

Master's in Jewish Education

*School Teachers
and Principals,
Rabbis and Rebbetzins,
Adult Educators &
Community Leaders*



NED

National Education
Development Programme



The Academy
of Jewish Thought and Learning

LSJS

London School
of Jewish Studies

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About NED and the Master's Programme

Since we began in August 2012, **THE ACADEMY OF JEWISH THOUGHT AND LEARNING** has expanded its roles to training School Teachers, Principals, Rabbis, Rebbetzins, Adult Educators and Community Leaders.

In January 2018, we launched **NED** (the National Educators Development project) – a programme to upskill **these vital educators and leaders** throughout South Africa by providing a comprehensive curriculum of skills, content and experiential training experiences. **NED is the first project in South Africa to drive 21st-century Jewish Educational Leadership, Training and Enrichment with a focus on community leader development.**

Since **NED**'s launch, School teachers, Principals, Rabbis, Rebbetzins, Adult Educators and Community Leaders have embarked on the **NED** journey with incredible personal and professional results. The Master's Degree in Jewish Education offered by LSJS and accredited by Middlesex University in the UK, is designed to empower you, to be the best educator and leader you can be by:

1. Expanding your thought horizons on Jewish Education, School Teaching, Adult and Informal Education, Rabbinic and Communal Leadership. You choose the area which best suits your needs!
2. Enhancing your pedagogy and approach to your students and congregants.
3. Exposing you to the best in international thinking in your areas of interest.
4. Strengthening your network with thought leaders, colleagues and mentors nationally and internationally.

This two-year E-Learning Correspondence programme presents a unique opportunity to grow and learn from within the community and beyond. The Academy is proud to be working with LSJS to help facilitate South African students' access to the Master's degree in Jewish Education accredited by Middlesex University. This is an internationally recognised Master's degree in Jewish Education. The course is part-time, online, and is designed to be undertaken by working men and women. It is a challenging research-based MA, empowering you to explore the areas of greatest interest to you, culminating in a case study and dissertation.

The goal is to re-energise Jewish educators with the power of 21st-century education as well as the Academy's trademark innovative techniques and spirit. We hope you will join us!

Please access our application portal by clicking here: <http://tiny.cc/ned19>

Regards

Rabbi Ramon Widmonte



Comments from our Graduated Master's Students



Yael Ayache
Teacher, Herzlia School, Cape Town

Embarking on the Master's programme was both a daunting and humbling experience. The gift to oneself and in turn to all those who engage and learn from you during the programme has no limits. It has afforded me the opportunity to be exposed to a myriad of aspects of Jewish education, through impactful literature and challenging course work.

The support of the faculty is to be commended and provides the necessary reassurance and guidance as we, the students, wade through new territory in our search for growth as Jewish educators. The course has by its very nature forced me to question every aspect of my practice, encouraging one to set the bar high and never to accept the status quo without enquiring, analysing, questioning and ensuring an understanding of all that you undertake and impart. The varied curriculum has expanded our repertoire of knowledge and then broadened our awareness of the challenges facing Jewish education and beginning the journey of acquiring the skills to deal with the issues that arise in this arena. Overall I continued to be humbled by the educators and role models on the course as well as by how much I still have to learn within a practice that I have spent nearly two decades.



Rabbi Oshy Feldman
Rabbi of Gardens Shul, Cape Town

"The Master's programme has added tremendous value to my life both on a personal level as well as enhancing my work for the community in a very powerful way.

I would like to commend Rav Ramon and the entire NED team for the vital service they are providing for South African Jewry, helping to shape a bright and prosperous future for our community! "



Stacey Dembo
Special Education Projects, Johannesburg

For the past two years I have immersed myself in LSJS's Master's in Jewish Education (Distance Learning). I was part of the first cohort to have been taught completely online. My focus on prayer within Jewish schools around the world, as well as my interaction with the faculty of LSJS during our regular webinars, were personal highlights for me.

The course has provided me with a fundamental understanding of both educational theory and practice. This has proven invaluable in my role as Head of Special Education Projects with the Academy of Jewish Thought and Learning. The Academy created the National Educational Development programme in 2018, to upskill Jewish educators and community leaders. To date it has succeeded in making it possible for 25 educators to propel the future Jewish community in South Africa.



Rabbi Yehuda Stern

Associate Rabbi Sydenham Shul, Johannesburg

"I joined the NED programme to upskill myself in educational and management skills. I believe that the more upskilled a rabbi or educator is, the better it is for his/her organisation and its members. As a congregational rabbi, I am responsible for the education of all age groups of the community. In my community, I overlook the youth division while working with our team of madrichim; I direct the young adults division together with my wife Estee, and I give regular droshos and shiurim to men and women of the community.

The NED programme has opened my eyes to new theories and realities within the world of education and has enabled me to approach educational challenges with a broader perspective and understanding. My primary concern about SA Jewish education today is whether our educational approach and methodology are keeping up with the fast-changing realities of the world.

I believe that the more upskilled a rabbi or educator is, the better it is for his/her organization and its members. On the one hand Judaism is a religion dating back over three millennium; on the other hand it is our role as educators to make it relevant and applicable to our generation similarly to previous generations. This is a huge responsibility. "



Ilana Stein

Adult Educator, Johannesburg

Living in Africa means we are often unaware of the incredible educational work and thinkers that exist 'out there' in the rest of the world - the Master's in Jewish Education has opened up the world of Jewish thought to me.

I'm coming to the end of two years of incredible growth in intellectual knowledge and mind expansion; in fact during these two years, half my brain was always busy thinking about education, about Jewish elements to this, about theories and concepts, about how much there is to do to change the world. I have been given tools to use that will 'up my game' in terms of being the best educator I can be. I loved the fact that our lecturers come from a different world - geographically and intellectually - and so opened that world to us. I have also gained a group of friends and colleagues - our cohort has grown and struggled and laughed together and formed a bond that I feel very privileged to have been part of. In addition, it meant a lot to have support from the NED team here in South Africa, to know that they had my back and would understand what I meant, coming from the same background.



Rabbi Sam Thurgood

Rabbi of Beit Midrash Morasha, Cape Town

"This Masters programme offered by LSJS has opened my eyes to a world of educational genius, and shown me how I can better contribute towards every area of Jewish education. An amazing journey!"

Who is this for? Overview and Course Content

WHO IS THIS MA FOR?

There are THREE specialisations in the MA, which suit different people, depending on your goals and career.

MA Pedagogy

School Teachers
Curricula Creators
Teacher Trainers
Informal Educators

MA Community Education

Rabbis Rebbetzins
Adult Educators

MA Leadership

Rabbis Rebbetzins
Professional and
Lay leaders of
Educational Organisations

Overview

The MA in Jewish education will provide you with a comprehensive understanding of the fundamentals of educational theory and practice, with particular focus on the specific challenges and questions that arise in the context of a Jewish environment. The course is split over **two or three years** (as per your choice) to allow you to develop knowledge and skills at an appropriate pace. In the first two terms, the learner will focus on generic issues whilst from the third term you will specialise.

Course Content

The MA has three specialisation streams, which you choose after the first two semesters are completed. These streams are aimed at ensuring you explore, research and learn in the area most suited to your interests and goals. They are: Pedagogy, Community Education and Leadership.

Because this is a distance-learning programme, the NED programme provides additional support to the students:

- Running intensive acceptance, interview and induction processes to ensure your needs are catered for throughout the process.
- Access to digital and print texts
- Access to mentors and our professional staff for guidance
- Symposia and workshops
- Skills programming specific to the needs of students - e.g. Academic Writing Courses.
- South Africa-centric educational knowledge/literacy (legal, pedagogic, historic and others)

Specialising will enable you to gain the knowledge and abilities directly relevant to your current position or future role in Jewish Education.

Course Modules

Compulsory Modules

JED 700 – Jewish Education: Traditional Sources and Contemporary Issues **(30 Credits, Compulsory Module, Year 1)**

What is the role of a Jewish educator in today's world? What do traditional Jewish sources have to say about the theory and practice of education, and how can their insights be reconciled with innovative educational approaches? Through the study of Jewish texts from the Torah to contemporary rabbinic writings, the learner will gain an understanding of the complexities and tensions that come with being a Jewish educator, with particular focus on varying approaches to gender, the teaching of Judaism in the context of the wider world, and the importance of secular studies. The learner will also explore the divergent legal and intellectual trends in the Jewish post-war world, and how they have impacted current educational models – in particular, the tension between Ultra-Orthodox and Modern Orthodox approaches, and the extent to which rabbinic texts are held to be authoritative. Finally, the learner will think about how the interplay between tradition and innovation can affect curriculum priorities. This module provides an excellent foundation for further study and research in the field of Jewish Education.

JED 701 – Teaching and Learning in Jewish Education **(30 Credits, Compulsory Module, Year 1)**

How do people learn, and what is the best way to teach them? This module will help the learner to improve the learner's educational practice, by introducing the learner to some of the major theories of education together with traditional Jewish notions of how to learn and teach. The learner will focus on both general and Jewish theoretical approaches to educational practice, while also learning to critically engage with the learner's own professional practice. Tackling the work of educational theorists such as Piaget, Bruner and Kohlberg alongside some Jewish approaches towards educational theory as transmitted through rabbinic texts and tradition, the learner will look to become a more effective educator by putting their theoretical insights into practice in a Jewish context.

JED 750 – Dissertation **(60 Credits, Compulsory Module, Year 2)**

This module provides the learner with the opportunity to engage in the learner's own original research, allowing the learner to submit a dissertation or research project on a topic of the learner's choosing in the field of Jewish education. Before embarking this, the learner will attend a series of seminars dealing with some of the questions that surround academic research. These will cover how to design and write a dissertation, the various ethical issues that surround research, such as confidentiality and informed consent, and what to do with the research once complete. The learner will receive individual supervision with a tutor while completing the dissertation of up to 15,000 words.

Optional Modules

JED 710 – Leadership and Management in Jewish Education **(30 Credits, Optional Module, Year 1)**

The ability to effectively lead and manage an educational organisation is crucial to its success. This module aims to assist the learner in progressing to more senior leadership roles in Jewish educational settings, by exploring the best ways to integrate Jewish values and teachings with secular theoretical perspectives concerning leadership and management. Examining various leadership models and their suitability in the context of Jewish education, the learner will learn to critically analyse educational organisations and the best way to build and sustain them. The learner will also hone the ability to create and develop the learner's own educational vision, exploring theoretical perspectives on their construction and implementation.

JED 711 – Advanced Leadership and Management in Jewish Education **(30 Credits, Optional Module, Year 2)**

Building on the knowledge acquired in JED 710, this module aims to help the learner further develop leadership and management abilities through the development of an in-depth understanding of key aspects of both the theory and practice of change leadership. The learner will gain the ability to relate the learner's work situation to a number of theoretical approaches, and to critically evaluate the unique characteristics of the learner's educational institution. Together, these will enable the learner to create and implement an effective plan for organisational change that works towards the achievement of a shared vision in the most appropriate and beneficial way for all concerned. The learner will complete a 5,000-word case study that utilises the skills and techniques learnt in this module.

JED 720 – Pedagogy of Jewish Studies **(30 Credits, Optional Module, Year 1)**

Developing appropriate and effective Jewish Studies curricula is a key ability for all Jewish educators; this module will explore various key pedagogic issues for Jewish schools, with curriculum development as a particular area of focus. With the help of theoretical and contextual insights, the learner will explore a variety of questions around Jewish pedagogy at both primary and secondary level, including the creation of new models of Jewish curricula, the integration of secular and Jewish studies, and the roles of formal, informal, and experiential education in Jewish schools.

JED 730 – Adult Jewish Education **(30 Credits, Optional Module, Year 1)**

How does adult education differ from school-age education, and what is the role of the adult Jewish educator? How does adult Jewish education affect Jewish identity? This module begins with an extensive exploration of the context of adult education, and goes on to explore the body of theory behind adult Jewish learning, with specific focus on the educational philosophy of Franz Rosenzweig. This module will provide an in-depth understanding of the methodologies, strategies and contexts that underpin adult Jewish education; the learner will also gain the ability to create, articulate and implement a personal vision of adult Jewish education, and be encouraged to share the with other adult educators as well as the LSJS faculty.

JED 731 – Informal Jewish Education **(30 Credits, Optional Module, Year 2)**

What is informal Jewish education, and how does it work in the UK? This module will deepen the learner's knowledge and understanding of the field of UK Jewish education, covering the theory and practice of informal Jewish education as well as considering what its goals should be, and how it differs from formal education. The learner will pay particular attention to informal Jewish education in the UK, considering its demography and key settings, such as youth movements, synagogue- based work, and Jewish student life. As there are relatively few published studies in this area, the learner's research will very soon make a practical impact. After analysing case studies and touching on some elements of strategic planning and leadership training, the learner will be encouraged both to share the learner's knowledge with other informal educators and to complete a 5,000-word case study relevant to informal education.

JED 740 – Models of Jewish Education: Schooling in a Historical and Global Context **(30 Credits, Optional Module, Year 2)**

How has UK Jewish schooling evolved over time, and how does it differ from that of other countries? Through detailed study of the history of Jewish schooling in the UK, together with an exploration of the issues that surround it today, such as admission policies, equality legislation, and the faith school debate, the learner will gain a thorough understanding of the way that Jewish schooling has changed over time and the situation that it is in today. By also comparing and contrasting the UK model to those in America, Israel and Europe, the learner will appreciate the way in which history and context has impacted Jewish education in the UK, and start to explore other models that could be appropriate for the social and political context of the UK. The learner will also complete a 5,000-word case study on a relevant topic.

JED 760 – Research Methods **(30 Credits, Optional Module, Year 1)**

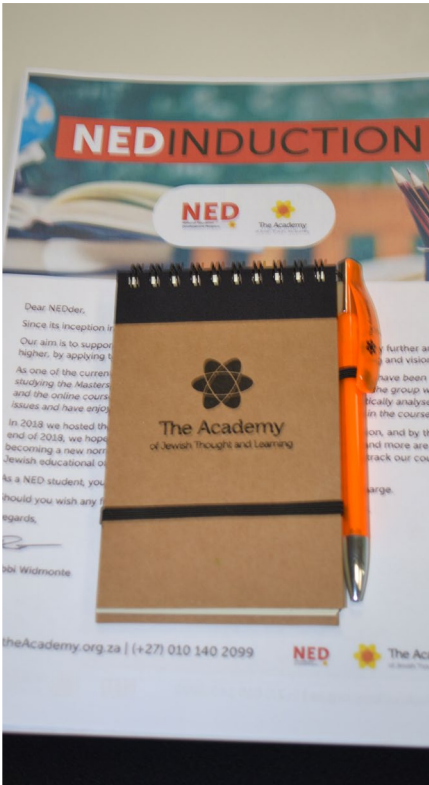
Before undertaking one's own research projects, it is vital to develop an appreciation of contemporary research methods in the fields of both general and Jewish education studies. This module will give the learner the opportunity to study the nature and development of educational research, particularly in a Jewish context; it will also focus on how to design and carry out a research project, as well as learning to evaluate the validity and usefulness of different pieces of research. All of this will prepare the learner to develop and undertake an extended research project in the second year of the MA programme, and allow the learner to conduct research well beyond the end of the course.

JED 770 – Dissertation for Research Specialism **(90 Credits, Optional Module, Year 2)**

This module provides the learner with the opportunity to extensively engage in original research, allowing the learner to submit a dissertation or research project on a topic of his/her choosing in the field of Jewish education. Before embarking on his/her own project, the learner will attend a series of seminars dealing with some of the questions that surround academic research; these will cover how to design and write a dissertation, the various ethical issues that surround research, such as confidentiality and informed consent, and what to do with the learner's research when complete. The learner will then receive individual supervision as the learner completes the dissertation of up to 25,000 words.

Personal and Professional Development Planning

Alongside these studies, the learner will be able to engage in Personal and Professional Development Planning (PPDP). This will provide the learner with an opportunity to assess the value of the skills and knowledge the learner is developing, and identify any future learning and development needs. It offers a structured way to reflect on what the learner is good at and what the learner needs to develop further. The learner will review his/her own skill levels and experience, including studies, career and work, voluntary work and other activities, and record these reflections, using them to expand and plan future development. Time has been allocated in the timetable for work to be done on the learner's PPDP.



Any community dedicated to
heaven will endure forever

TALMUD, Ethics of the Fathers 4:14



כל כנסיה שהיא לשם שמים
סופה להתקיים
פרקי אבות ד"ד

14 March 2017

16 Adar 5777

The Academy provides a home for Torah learning for members of our community looking to engage in a proactive and inspiring way with our Torah heritage.

It brings an additional wonderful dimension to the tapestry which makes up the Torah learning of the South African Jewish community.

May Hashem bless it with continued success.

Yours sincerely

Chief Rabbi Warren Goldstein

Letters of Support

בס"ד

Office of The
CHIEF RABBI

[chiefrabbi](#)
 [chiefrabbimirvis](#)
 [chiefrabbimirvis](#)
[chiefrabbi.org](#)

Message of support from Chief Rabbi Ephraim Mirvis

On a visit to South Africa in 2014, hosted by the Academy, Valerie and I were delighted to witness at first-hand how the Academy inspires deep Jewish thought and scholarship.

The well-known verse, "Etz chayim hi lamachazikim ba," – "It is a tree of life for those who grasp hold of it," inspires us to provide opportunities for people to discover for themselves the immeasurable beauty of Torah, yet it is a truism that genuine love for Yiddishkeit is 'caught' more often than it is 'taught'. With this in mind, Jewish communities around the globe all face a great common challenge - to find a model which engages and inspires their members to become immersed in Torah learning and observance.

This is no easy task and therefore I have been deeply impressed with the success of the Academy, through which the gift of Torah is made available to so many people in a relevant, inspirational and accessible manner. It is not surprising that the Academy's methodology and educational resources are now being used in other parts of the world.

In particular, I salute Rabbi Ramon Widmonte, Dean of the Academy, not only for his skill as a teacher but also for his inspirational leadership.

May everyone involved in the Academy merit to continue in their tireless efforts "Lehagdil Torah uleha'adira" – to continuously magnify Torah and bring glory to its name.

Chief Rabbi Ephraim Mirvis
March 2017 • Adar 5777



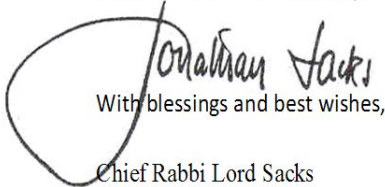
MESSAGE FROM THE CHIEF RABBI LORD SACKS, JULY 2012

...The rabbis valued study as higher even than prayer. Almost 2,000 years ago, Josephus wrote: "Should anyone of our nation be asked about our laws, he will repeat them as readily as his own name. The result of our thorough education in our laws from the very dawn of intelligence is that they are, as it were, engraved on our souls."

Whilst the Egyptians built pyramids, the Greeks built temples and the Romans built amphitheatres, Jews built schools. We knew that to defend a country you need an army, but to defend a civilisation you need education. So Jews became the people whose heroes were teachers, whose citadels were schools, and whose passion was study and the life of the mind. We have known that in the long run, education counts for more than wealth or power or privilege. Under the respected leadership and guidance of Chief Rabbi Dr Warren Goldstein, whom I so much admire, together with other leading figures and organisations such as Rabbi Widmonte and Mizrahi, Jewish life and Jewish education in South Africa is flourishing.

That is why I am delighted to see the launch of 'The Academy of Jewish Thought and Learning' – 'The Academy' as it will be known. It promises to be the next exciting and innovative chapter in the growth of learning among South African Jewry.

I wish all at the 'The Academy' project the very best in all your future endeavours.


With blessings and best wishes,
Chief Rabbi Lord Sacks



Programme Costs


Programme	Partner	Duration	Programme Fee
Deposit for Registration, Acceptance, Induction and Support Programme	NED		£ 1 580
Master's in Jewish Education (With dissertation)	LSJS	2 years	£ 8 772
Total Cost:			£ 10 352

Payment and Funding

Please note that the 1580 pound deposit is non-refundable and is required to secure your spot. The balance is payable term by term directly to the programme partner. There are a number of ways to fund your participation in the programme, as below.

PAYMENT OPTIONS

PLEASE SELECT A COMBINATION OF THE BELOW

Self-Funded	Payment or part-payment to be effected by yourself. The Academy requires some self-payment for all programmes run.	
Interest Free Loan	South Africa has two Jewish interest-free loan providers - the Rambam Trust and JFLA (Jewish Free Loans Association). Both organisations have earmarked funds for Higher Education but are limited in nature. These funds are available as external funds providers, not affiliated to NED, The Academy or its partners. The NED Team has extensive contact with both of these providers regarding NED students and the programme; applicants can contact either of them directly. NED will assist applicants to make contact with either of them directly.	
Employer Support	Your employer may be sponsoring some portion of your study fees. If you would like to send your employer a motivation form, please request the motivation form from NED.	
NED Fund	If you wish to apply to the NED Fund, please fill in the additional NED Fund Application Form. Please note this is a bursary fund and disbursement is not guaranteed.	
LSJS Bursary	LSJS is able to offer a number of bursaries for students enrolling on their programmes. A separate application form will need to be filled in for this purpose.	

Section 1: NED Programme T's and C's

1. Status of Association

The Academy of Jewish Thought and Learning (Registration Number: 169-984 NPO), hereafter referred to as "The Academy", runs a programme with a vision to upskill, develop and enhance the status of Jewish educators throughout South Africa. This programme is called The National Education Development Programme (hereafter referred to as "NED"). This programme is a project of The Academy and is based in South Africa. NED selectively provides support, guidance and scholarship funding to South African Jewish educators (hereinafter referred to as "the educator").

2. NED plays the following roles:

- a. NED raises awareness in SA of the need for professionalization for Jewish Educators.
- b. On a case by case basis, NED may provide the educator seeking to professionalise with the following:
 - i. Information and guidance regarding practical options for their further professional development both locally and internationally, including both certificated and uncertificated training programmes
 1. Should an educator decide to take up a place one of these courses, it is understood by the educator that the NED programme will have no involvement in or liability for the education or the running of these programmes which are run by external, separate educational organisations.
 2. These programmes include but are not limited to:
 - a. The MA in Jewish Education offered by the London School of Jewish Studies (hereafter referred to as LSJS). LSJS is the educational programme provider in all respects of the educational and general programme provision. NED plays no educational role in this MA.
 - b. The Herzog Teachers College (in Israel) and its programmes.
 - c. The Ariel College (in Israel) and its programmes.
 - d. Middleberry College (in the USA) and its programmes.
 - e. Other Educational Colleges in South Africa and internationally.
 3. In some cases, these organisations may pay fees to NED for services provided to those organisations; such payments being governed by separate agreements with these organisations.
 - ii. Intensive vocational interviewing and guidance
 1. NED submits Jewish educators seeking further professional development to intensive interview processes to ascertain the appropriateness of such educators for different educational offerings and vice versa.
 2. This is completely separate to any interviews which may be conducted by educational organisations to which the educator may apply for further training and development.
 - iii. Short training courses, some of which may be run by NED itself or by external organisations, which are uncertificated, unaccredited short courses.
 - iv. Pastoral Support during further educational development
 1. NED may provide educators with a pastoral support programme to ensure they complete their professional development programmes.
 2. This support programme provides no educational content related to their chosen courses, but seeks to ensure that the educators are managing their courses psychologically, financially and emotionally. Should the pastoral support team flag any issues, NED may choose to offer a student additional professional support which is not related to the content of their studies, for example, but not limited to time-management courses, computer courses and so on.
 - v. Access to libraries
 1. NED will assist educators, should they require it, by giving them access to online academic libraries, copies of online textbooks and access to the NED library of educational textbooks.
 - vi. Funding
 1. NED has created funding structures to assist educators in paying for their further professional development. These include:
 - a. An interest-free student loan programme, run and funded exclusively by the Jewish Free Loan Society. NED's role here is to direct students towards the Jewish Free Loan Society which is a completely separate organisation and NED has no say at all in its processes or decision making.
 - b. The NED fund
 - i. This is a scholarship fund created by NED which maintains the fund and makes independent decisions on who will be the recipients of the fund.
 - ii. These funds may be used to assist educators in participating in any of the programmes mentioned above, other certificate programmes, educational symposia, support programmes to help educators complete their professional development (for example, courses in time management, academic writing and so on.)
 - iii. Applicants to the NED fund will need to apply separately to the fund, which has its own terms and conditions.
 - vii. Payment Portals
 1. NED may, at its sole discretion, assist local educators to pay for foreign programmes either by providing funding (as set out in paragraph 2f. above) or by allowing students to pay their tuition into a local NED fund and then later transferring said funds to the foreign service provider on the educators behalf; it being clear that this in no way implies that the provider of educational content is NED. This is purely a service offered by NED to enable educators to pay for their programme more easily without having to pay into foreign accounts.
- c. Specific conditions relating to the MA Jewish Education Programme offered by LSJS (hereinafter referred to as "the MA in Jewish Education")
 - i. Due to the extremely challenging nature of the MA in Jewish Education, as well as the role of NED in assisting educators with funding, and in order to ensure that the educators complete the course, NED and LSJS have agreed in writing that:
 1. NED will interview all South African educators applying to the MA in Jewish Education. This will include the educator having to write entrance essays, undergo in-person interviews, or any other process deemed necessary by NED and LSJS to ensure that he/she is an appropriate candidate for the MA in Jewish Education.

2. NED will pay for a member of the LSJS faculty in London to travel to South Africa (or alternatively via electronic channels if flying is not possible) to interview potential students, as well as to meet with students – paying for both their time and travel.
3. NED will provide pastoral support for all MA students (as stated above).
4. NED will provide library access (as above).
5. All educators must agree in writing that LSJS may communicate their marks and course data to the NED pastoral team to ensure that each student is provided with the appropriate support during the course.
- ii. For the above services, the educators will pay a fee to NED. Since the bulk of this fee covers the initial interview processes, including paying for the travel of UK-based faculty, this fee is a non-refundable deposit.
 1. This non-refundable deposit is payable on programme acceptance to The Academy.
 2. This fee is not used for any educational content and is a separate amount to the tuition fees, which are paid directly to LSJS (or, should a student be unable to pay to a foreign account, for whatever reason, via a NED account, as above.)
- iii. NED and LSJS have agreements regarding sharing of faculty members, other adult courses and marketing for certain courses which should not be construed in any way that NED is providing the educators with educational content for the MA in Jewish Education programme.
- iv. Once an educator has begun MA in Jewish Education, the running of the course in all respects is by LSJS; therefore any applications for refunds, cancellation of the course, late submissions or anything else related to the MA in Jewish Education must be taken up directly with LSJS.

3. Ethical Requirements

- a. All educators are expected to conform to the highest levels of personal and communal conduct demanded by Jewish Ethics.
- b. Should a student be found by the NED Team to be in breach of ethics (including but not limited to plagiarism or cheating on assignments/dissertations etc.) NED reserves the right to remove the student from the programme, retain all funds paid by the educator to that date and levy penalties, and if the educator has received NED scholarship funding, to levy penalties as per the NED Fund terms and conditions.

4. Resolution of Conflicts

- a. All conflicts between the parties will be resolved by the Beth Din (Ecclesiastical Court) of Johannesburg or another legal entity chosen by NED.

5. Liability

- a. The Academy of Jewish Thought and Learning and NED are not liable for any and all losses, claims or legal action which may arise from the acceptance, sharing of information or support given throughout the programme chosen by the educator.

6. Indemnification

- a. The educator agrees to indemnify, and hold harmless NED, The Academy of Jewish Thought and Learning, and their officers, directors, suppliers, partners, and agents against any third-party claims, demands, losses, damages, or expenses (including attorney fees) arising from (a) the content you post or submit, (b) your violation of these Terms, or (c) your violation of any rights of a third party. Your indemnification obligation will survive the termination of these Terms and your use of the Services.

7. Updating These Terms

From time to time, the Academy may update these Terms to clarify our practices or to reflect new or different practices, and the Academy reserves the right in its sole discretion to modify and/or make changes to these Terms at any time. If we make any material change, we will notify the educator using clear means, such as by email notice sent to the email address specified on the educator's application to NED. Modifications will become effective on the day they are posted unless stated otherwise.

8. How to Contact Us

NED Support Team on ned@theacademy.org.za

Section 2: NED FUND – T's and C's | Financial Aid

1. Introduction

If you are a recipient of financial aid from the NED Educators' Scholarship fund, you, the educator (hereinafter referred to as "the educator") are bound by the terms and conditions in this document. Failure to adhere to these conditions could lead to a reduction or loss of financial aid; or to legal proceedings. There may be specific eligibility requirements or you might be required to provide additional forms and/or complete certain procedures in order for funds to be received.

2. Fraud and Abuse

- a. Any educator who fraudulently manipulates the financial aid programme or process for personal gain, or commits fraud on an application for financial aid, may have a legal process instituted against them.
- b. Cases of suspected fraud, including knowingly misrepresenting family or financial application information, purposeful certification of false statements as true and correct, or intentional falsification or misrepresentation on, or alteration of documents used in the financial aid process that results in the receipt of aid, may result in the cancellation of this agreement, the levying of financial penalties (up to a sum equal to the amount of financial aid for which application was made), or any other steps deemed necessary by the NED programme.

3. Satisfactory Academic Effort, Progress and Community Impact

- a. Any educator receiving financial aid during the academic year or duration of the NED programme is expected to make satisfactory academic progress toward a degree or course.
- b. If the relevant criteria are not met during the academic year, students may be suspended from receiving any further financial aid until a waiver is granted.
- c. Awarding of financial aid is dependent upon both a satisfactory course load for previous semesters, the grade average as well as performance within chosen spheres of community impact. Even if students did not receive financial aid in a previous term, their academic performance can affect their future eligibility for financial aid.

- d. Students are expected to complete their course in a reasonable time frame, failure to do so may be considered to be equivalent to a withdrawal from the course. Students should contact the NED Fund team if they have questions about any of the above, or if they need to apply for a waiver.
- e. Should the NED Team request it for any reason, the student receiving financial aid may be required to attend meetings from time to time to discuss address any issues which may arise.
- f. In order to ensure compliance with the above, the educator hereby gives NED the right to receive all communications from the external educational programme provider to the student (including but not limited to marks, attendance registers and any other communications). The Educator also commits to signing any needed waiver required by the external educational programme provider to allow NED to receive this information.

4. Community Service upon completion of a course

- a. The NED Fund has been created to ensure the development of a group of well-trained, talented educators, who meet world-class standards of education, who will serve the South African Jewish community.
- b. As such, after completing the course funded by the NED fund, the educator is required to serve the community in the field of Jewish education and or/leadership of Jewish Communal institutions for a period dependent upon the percentage of their costs provided by the fund:
 - i. More than 85% funding received requires 4 years of service.
 - ii. Between 30% and 85% funding received requires 3 years of service.
 - iii. Less than 30% funding received requires 2 years of service.
- c. Should an educator require particularly costly funding, these parameters may be amended – all such changes to be agreed upon, in writing, prior to receipt of the funding.
- d. Should an educator who has received funding leave such area of community service prior to the expiry of their service period for reasons not acceptable to the NED Fund, or should such an educator leave South Africa prior to the expiry of their service period, the NED Fund will have the right to require repayment of all funds provided to the said student as well as to levy a financial penalty equalling up to the full cost of the funds provided.
- e. During the ensuing required period of community service, the educator will be required to participate (at no cost) in official NED events such as (but not limited to): Symposia, mentorship and webinars.

5. Withdrawals

- a. If the educator withdraw from all classes during the semester of a course, the financial aid awarded to them will be cancelled and a repayment of financial aid may become due, dependent on written submissions by the educator detailing reasons for such withdrawal.
- b. Students may be suspended from receiving future aid because they will not have met the criteria for satisfactory progress toward a degree or due to insufficient community impact. Should a student withdraw from the degree for reasons which, in the NED Fund Team's views are insufficient, the total amount of funding provided to the student plus additional penalties of up to the total amount of funding supplied, may be payable by the student.

6. Additional educator Responsibilities for Financial Aid

- a. The applicant has the following additional requirements:
 - i. Submitting accurate applications before the closing date deadline.
 - ii. Submitting accurate forms and documents requested by the NED office in a timely manner.
 - iii. Following instructions for application, renewal of aid or resolving problems.
 - iv. Notifying the NED Team if a change in family situation occurs or if additional financial assistance from an outside source is received at any point in time.
 - v. Reading the provided information about the terms and conditions of all aid programs.
 - vi. Requesting special assistance timeously when it is needed to complete a course.

7. Private Scholarships

- a. The educator must report to the NED Team any private scholarships or other awards that you have been paid or offered. This may result in reduction of your NED financial aid.

8. Aid Subject to Change

- a. Financial aid is subject to change based on changes to government, Academy institutional regulations or changes in availability of funds.

9. Chief Rabbi Cyril Harris Memorial Fund

- a. Should you be the recipient of aid from the Chief Rabbi Cyril Harris Memorial Fund, you may be required to pen letters of acknowledgement as directed by the NED Fund team.

10. Ethical Requirements

- a. All recipients of NED Fund aid are expected to conform to the highest levels of personal and communal conduct demanded by Jewish Ethics.
- b. Should a student be found by the NED Team to be in breach of ethics (including but not limited to plagiarism or cheating on assignments/dissertations etc.) the NED Fund reserves the right to require repayment of all funds provided to the said student as well as to levy a financial penalty equalling up to the full cost of the funds provided.

11. Resolution of Conflicts

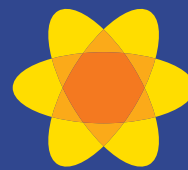
- a. All conflicts between the parties will be resolved by the Beth Din (Ecclesiastical Court) of Johannesburg or another legal entity chosen by the NED



London School
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NED

National Education
Development Programme



The Academy
of Jewish Thought and Learning

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E&OE, T's and C's apply.