



The Academy of Jewish Thought and Learning

Annual Report 2024



THE ACADEMY'S



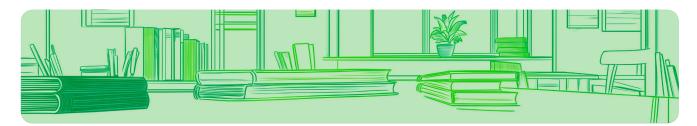
1. PROFESSIONALISING ALL JEWISH EDUCATION IN SA

- Accrediting and training Jewish, Hebrew, Informal, Israel-Studies Educators & Educational Leaders; Community Rabbis and Rebbetzins
- Creating sector standards and associations



2. HIGH-LEVEL RESEARCH AND BRAINS TRUST

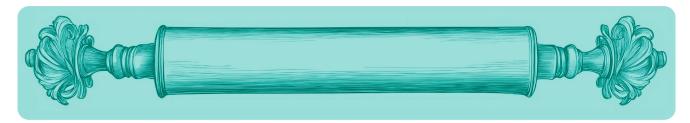
- Conducting high-level research into Jewish Education and placing this at the centre of community decision-making.
- Ensuring there is a growing body of educators who serve as a brains trust for community growth and planning.
- Researching financial sustainability for Jewish Education and Community



3. INNOVATIVE WORLD-FIRST CURRICULA

- Creating unique curricula for students from Grade 7 to University, which are unmet by any other curricula worldwide.
- First ever new model (educational and financial) for Jewish Outreach (kiruv) in decades.

UNIQUE IMPACT



4.THE COMMUNITY OF THINKERS - EMPOWERING ADULT TORAH LEARNING

- Educating adults to access Jewish and Torah texts and build profound relationships with Torah, Jewish Heritage and the Jewish People.
- Empowering and training "regular" people to become adult educators as part of the Academy faculty.
- Renewing Jewish life and vitality in communities nationally.



5. HERITAGE TRIPS

 Powerful trips to heritage sites worldwide (Poland, Lithuania, Prague, Amsterdam, Italy and Berlin) have galvanised thousands of participants.



6.EMPOWERING UNDERPRIVILEGED COMMUNITIES WITH ECO-EDUCATION, TECH AND FOOD PROGRAMMES

- The Thirst for Hope and Tyres for Hope programmes reach thousands daily.
- The developed curricula teach knowledge and vital skills



Adult Education in our 1st Decade

Then



1

Course

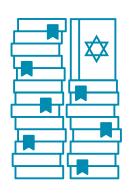


25

Adult Students



Now



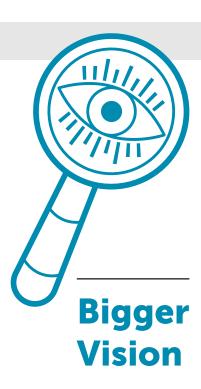
> 215

Innovative Courses Created



> 20,000

Students Accessing Material Worldwide



10 Years as the Heartbeat of Jewish Education

Teacher Training in our 1st Decade

Then



<5%

of Qualified Hebrew /Jewish Studies Teachers in SA



NO

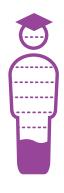
Accredited
Teacher Training
or MA Courses



0

Teachers with MAs in Jewish Education or Hebrew Teaching

Now



> 20%

Qualified Hebrew/Jewish Studies Teachers in SA 3

MA Jewish Education Courses

1

MA Hebrew Course

1st

Accredited
Hebrew Educator
Course in SA **ever**

1st

Accredited Jewish Studies Educator Course in SA **ever**



29

MA Graduates in Jewish Education



41

Certificate Graduates



>230

Teachers in training

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Our Impact, Mission, Commitments and Leadership



Our Impact, Mission, Commitments and Leadership

OUR MISSION

Our mission is to create a vibrant, Modern-Orthodox programme for Jewish learning, thought and scholarship, that inspires our community with a lifelong love of Jewish learning and Israel; and to utilise this platform to impact broader society in all ways.

OUR IMPACT AND VISION

Our vision is for the Academy to be the heartbeat of the traditional, Zionist South African Jewish community, ensuring its values are relevant and dynamic for the next generation of Jews, with inspired, skilled and trained educators and leaders.

OUR VALUES

Ivdu et Hashem beSimchah – we sense a real joy and privilege in everything we do, especially the hard things, as part of our mission for Hashem.

Yozmah - innovate and take the initiative!

Yosher – authenticity, doing the outstandingly right thing.

Ichpatiyut – Care! Caring for our team and all our students with empathy.

Rosh Gadol – maintaining a big picture view.

Yachad - One for all and all for one – every challenge is ours!

Ein lo yachol, yeish rak lo rotzeh – We deliver on our commitments, no matter what.

Miktzo'iyut - Professionalism in every way.

Eizehu chacham? Halomed mikol adam – Constant learning and improvement and actively seeking constructive input on our strengths and weaknesses.

OUR GOALS

To educate adults by increasing their Jewish knowledge, improving their textual skills and building their confidence as independent learners.

To develop outstanding educators who teach with love, respect, openness, intellectual honesty and creativity.

To study with *Yirat Shamayim*, a profound reverence for Hashem, in order to appreciate Jewish knowledge within its G-dly context.

To promote the full participation of women in Jewish learning and teaching.

To foster a culture of love for knowledge, higher learning and open discussion within the field of Jewish learning.

To promote a culture of respect and tolerance within the field of Jewish learning.

To encourage our students to help create this culture through passing on their own knowledge and experiences at home and within their own communities.

To exchange ideas at the highest level through academic research and the advanced study of traditional Jewish texts.

To deepen our community's understanding and love for Israel.

To examine critical issues facing modern society with intellectual honesty, integrity and courage; in order to understand and develop Torah responses.

To work with the wider community in achieving these goals.

OUR LEADERSHIP

Chairperson: Stacey Dembo Treasurer: Menachem Kay Dean: Rabbi Ramon Widmonte Member: Michael Sternberg Member: Dorothy Sank





Teacher Training











6

Current MA Students 31

MA in Jewish
Education
students
graduated
and in progress

39

Hebrew Certificate Graduates 5

Jewish Studies Certificate Graduates >6,000

Youngsters impacted in Jewish Day Schools and others

Jewish Studies and Hebrew Educators Symposium 2024



230+

Participants



30

Sessions



8

International Speakers



23

Local Speakers

Adult Education



60

Courses



5,000+

Adult Education Students in SA



>18,000

Students accessing material worldwide

Thirst for Hope





Total people impacted daily



>6,000

Underprivileged students educated daily and now have running water and flushing toilets.



Hundreds

of Hours Teaching Time



>10,000

People fed through the programme



30

Teachers Trained



All

Grades Taught

DIJE PLUS PROGRAMME



2023

70+

Participants



2024

200+

Participants

New! Groundbreaking!

Reports from

the **CHAIRPERSON** of the Academy

and the **DEAN** of the Academy

THE CHAIRPERSON OF THE ACADEMY

The Academy of Jewish Thought and Learning has demonstrated its ability, once again, to innovate and pivot, in 2024.

In South Africa, as we all reeled from October 7^{th} , the Academy stepped up to shoulder the burdens of training teachers, teaching in schools and educating adults.

Much of our community's success depends on ensuring that our members are well-educated and equipped with the necessary skills. The Academy has played a vital role in strengthening the capabilities of teachers within our schools and educators throughout the community. This includes deepening their knowledge of Israel and Zionism while also developing effective methods for teaching these important topics. Likewise, Hebrew teachers have been supported in enhancing both their language proficiency and their ability to teach Hebrew as a second language to English-speaking students.



Our Jewish Studies teachers receive guidance in expanding their understanding of Judaism and Torah, alongside training in curriculum development and instructional strategies. Informal educators have been equipped with specialized pedagogical skills tailored to their unique roles. Additionally, educational leaders in our schools, as well as community educators—including Rabbis and Rebbetzins—have benefited from valuable professional development and support.

When we ask, "Where can all these educators be trained in South Africa? Israel Studies teachers, Jewish Studies teachers, Informal Educators, Leaders and Managers, Adult Educators, Community Educators?"; the answer is: **the Academy.**

When we ask, "Who runs an incentive and support programme to support these educators?"; the answer is: **the Academy.**

When we ask, "Who has created a Forum of individuals of people who have done MA level research on Jewish education and related topics?"; the answer is: **the Academy.**

When we ask "Where can Jewish adults gain the knowledge they need for an empowering experience in Jewish and Zionist topics?"; the answer is: **the Academy.**

It is a source of pride be a part of this organization and we are so grateful to everyone who has helped us reach our goals.







THE DEAN OF THE ACADEMY

This past year has been one of the most challenging, traumatic and painful years for the Jewish people in recent memory.

In the *Tanach*, we learn of the evil king Achav (Ahab) and his wife, Izevel (Jezebel) who not only had an innocent man, Navot, murdered, but he proceeded to confiscate his land. Eliyahu (Elijah) spoke truth to the power of royalty and chastised the king with words that have become a universal symbol of objection to the perversion of justice: "Have you not only murdered him, but inherited him?"

The tension expressed here is that the king used legal mechanisms to conduct the land-expropriation and "inheritance" (by creating some sort of law that the state inherits the land of people who are executed); but ensured the execution happened in the first place through manipulating the legal system. It was legal but immoral.

This is what Jews have experienced this past year. Not only did Hamas, Hezbollah, the Houthis, the Iranians and all the Anti-Zionists collaborate in the murder, rape, torture, kidnapping and bombardment of innocents, but they have also attempted to inherit the mantle of moral superiority and of course attempted to remove our ability to defend ourselves using "legal" mechanisms.

It has taken us all some time to digest this "new" reality, which has been out of use for a few decades, but the Academy way has always been able to innovate and build quickly, and this year even more so. Within a week of October 7th, we were developing curricula for schools, training educators nationally, delivering innovative, high-class adult education, as well as developing world-class handbooks and social media materials.

The Academy has achieved our original dreams and far beyond, becoming the pathway for so many Jews to access their Jewish heritage and thought, enriching their lives from top to bottom. From our students who have become significant community participants to those whose study of Zionism has literally taken them all the way to Israel. The Academy Community of Thinkers has provided our students with a likeminded group of seekers and questioners, deepening their knowledge and commitment. The creation of the Academy faculty – comprised of "regular" Jews was key to this – showcasing the Academy's core DNA – that every Jew can achieve in their Jewish and Torah knowledge, and that those also blessed with teaching abilities, can share their knowledge in a way that empowers other "regular" Jews, profoundly.

Our projects in the areas of teacher training and the provision of education Degrees, marked a sea change in the landscape of Jewish education throughout South Africa, impacting every single Jewish family in SA, directly and indirectly. The Academy has single-handedly changed the national narrative on the required level of professional qualification needed by educators for the future of our community. When we began, not a single Jewish educator in South Africa held a Master's degree or equivalent in South Africa. Today we have almost reached 40!

The Academy truly has the single largest national impact on our community – on all kids in Jewish Day Schools through our teacher training and curriculum development – and on adults through our Adult Education courses.

Over the past two years, we have introduced two new innovative areas:

- Research into new models for the financial sustainability of our Jewish Education system. Something which our community needs desperately.
- The creation of the first new model (educational and financial) in decades for Jewish Outreach (Kiruv). We have partnered with King David School to create the first implementation of this the DIJE PLUS programme, which grew from just over 70 participants in 2023 to more than 200 in 2024! So far, the results have been astounding.

We take this opportunity to gratefully thank Hashem for leading us to this point; and we humbly pay tribute to all those supporters and donors who enabled what we have done.

We also pay tribute to our faculty, leadership and board members who have supported us all the way, as well as our partners.

Lastly, we thank all those who have learned with us and from whom we have learned – it has been an honour and a privilege to become the Heartbeat of Jewish Education in South Africa.

With thanks and blessing,

Rabbi Ramon Widmonte



Feature

Post October 7th

Adult Education

Curriculum Development

Teacher Training

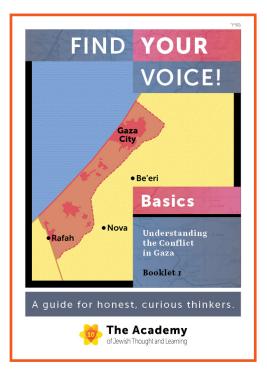


Post-Oct 7th Adult Education

With the shock of October 7^{th} , everything changed for Jews across the world. The struggle to understand, to process and to find words with which to defend ourselves became a daily effort. The Adult Education

programme pivoted to respond to this need, creating new programming while modifying previously existing ones to meet the present. For example, the **Tehillim** course, run previously as a dive into the book of Psalms, became one about the power of words in times of war.





As we slowly emerged from the shock and horror, we found that the community needed knowledge and tools for education (to those close to us) and communication (with interested people around us). To that end, The Academy ran a series exploring a new paradigm for tackling the relevant issues – **Find your Voice**. The accompanying booklet has become a primary sourcebook for schools and students at university as well as many other Jews across the world.



Another example was the Premiere that was held of "Upheaval" – the first documentary made on the life and leadership of Menachem Begin. We asked the question "What would Begin do?" and created an in-depth course on the man and the leader, immersing into the world of Menachem Begin and drawing out a set of learnings for Jews after October 7th.

In the wake of South Africa's accusations of Israel at the ICJ, new courses were created, including **Jews, Amalek and Genocide**, where we asked ourselves and our students:

What does the Torah think about war? Does it encourage it or is it a necessary evil? We took our students through the sources, from the first war recounted in the Torah through to the laws given in Deuteronomy, bringing a breath-taking nuanced view that is much needed today.

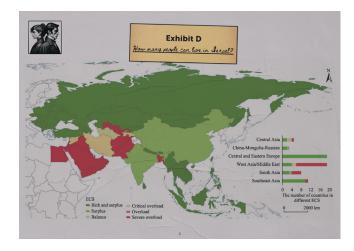


Post-Oct 7th Curriculum Development

From the day after October 7th, the Academy was flooded with requests to enter school and educate students. As per our long-standing drive to encourage the schools to train the teachers themselves, we agreed, on condition that the schools committed to training their own teachers (a multiplying effect for the Academy).

To this end, the Academy created the unique "Sherlock and Shiri Cohen" series for Grades 7-12.





This programme utilises a unique private investigator paradigm (placing the students in the role of the famous Jewish Private Investigators – Sherlock and Shiri Cohen) to encourage critical thinking when tackling issues relating to Israel.

We additionally, ensured that the schools did significant self-reflection on their ultimate goals for their Israel education programming, as detailed next.

Post-Oct 7th Teacher Training

As above, for many years now, the Academy has lobbied our schools to invest seriously in training Israel Studies teachers and crafting appropriate curriculum.

As part of our national need, post October 7th, the Academy trained hundreds of teachers across the country. But this is just the beginning – more is to come in 2025!



Features

Sacks Scholars

DIJE PLUS

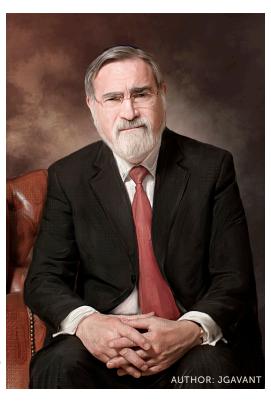
Israel Quiz

Sacks Scholars Rabbi Widmonte and Ilana Stein

Rabbi Widmonte (our Dean) and Ilana Stein (our head of adult education) were honoured to be chosen to be part of the Sacks Scholars programme over the past year.

In the wake of Rabbi Jonathan Sacks passing, zichrono livrachah, a programme was set up to empower scholars and teachers who had connections to Rabbi Sacks or who taught his work.

The Academy itself was originally founded with Rabbi Sacks z''l playing a significant role in both the creation of vision and in our partnership with LSJS – the London School of Jewish Studies. As many of our students know, we have taught in-depth courses on Rabbi Sacks's Torah for many years now; and we were humbled to be selected to participate in this prestigious programme.



Both Rabbi Widmonte and Ilana joined other scholars from around the world to explore both content and to create projects to perpetuate Rav Sacks's teachings and approaches. In our report on Adult Education, some of the courses we have created are showcased!







A WORLD-FIRST IN EXPERIENTIAL EDUCATION AND OUTREACH - DIJE PLUS

The massive proliferation of *Kiruv* (Jewish Outreach) programming worldwide, focusing in the main on high-school, university age and young professional Jews is unprecedented. Such programming is being provided even for graduates of the Jewish Day School System and South Africa has its fair share of programming like this. The worldwide investment in such programmes is in the millions (if not billions) of dollars.



However, there are concerns about the financial sustainability, "success rate" and ethos of this system.

As part of the educational research conducted at MA level and above, the Academy developed a new system based on:

- Foundational Torah approaches to education
- Achieving better financial sustainability
- Achieving a better success rate of long-term community involvement.

Every educational institution (including Jewish day schools) whether conscious of it or not, is built upon one or more overarching educational frameworks, which include the hidden and overt assumptions regarding the aims of education, the type of knowledge which is to be studied, who determines what that knowledge is, the roles of students and teachers, the roles of assessments and more.

Our research examined the traditional frameworks for Jewish Education across societies where young Jews had alternative options for self-identification and searched for success points.

Our conclusion was that to ensure an outcome of young Jews "joining" and participating in Jewish community actively (including the adoption of Jewish and Zionist values as well as religious practices would seem to require an earlier intervention age than university, and also, a particular model: that of a Community of Practice. A Community of Practice is literally a community into which we seek to induct a new generation of active participants. And this is precisely what Jewish education has been doing for generations, successfully: inducting a new generation of Jews into real, meaningful, active participation.

Based on this and other concepts, the Academy partnered with King David Schools to create the DIJE PLUS programme, where the Academy designed the entire framework and programming.

The programme created a clear, engineered educational outline to ensure success was achieved – the first ever Jewish Experiential Education programme designed in SA by trained and accredited educational professionals.

The programme's definition is: An experiential Torah education environment, where young Jews (*chovim*) can form relationships with role models (*mechavim*) who: walk their Jewish journey (*masa*) with them, empower them to engage in *cheshbon nefesh* (self-reflection and evaluation), learn relevant life skills, and induct them into Jewish living and *k'lal* (community).

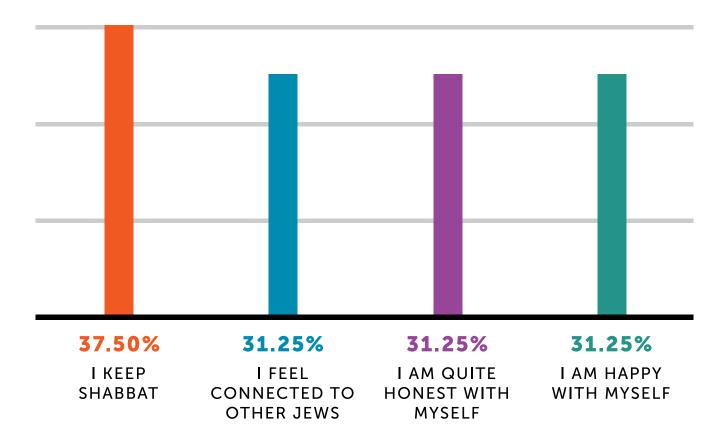








MOST SIGNIFICANT IMPACT



The programme's initial programming empowered the participants with a range of personal and communal skills and knowledge, when eventually flipping to induct the participants into real community participation where their involvement is crucial and indispensable.

The end results were astonishing.

In 2023, there were just over 70 initial participants (in Grades 9 and 10).

In 2024, this number reached over 200 (in Grades 9, 10 and 11)!

When evaluating the impact of the project on participants affect (a core goal), the results were beyond the best seen in the literature worldwide (per participant per dollar spent).

We were particularly gratified by the deep impact on teens' self-image and satisfaction – notoriously difficult to impact!

More is to come worldwide, please G-d, for this incredible programme.











The Israel Quiz 2024

The Academy partnered in the national Israel Quiz in 2024, run by the South African Zionist Federation and The Israel Centre.

The Academy was the educational and content lead in the programme and Rabbi Widmonte was the Master of Ceremonies of the event, which was a huge success. The event included large audience participation as well as a Kahoots Quiz.

We look forward to partnering again in the 2025 Israel Quiz.











ADULT EDUCATION PROGRAMME REPORT



Adult Education Goals

Our Adult Education Programme seeks to inspire adults with a lifelong love of Jewish learning. It is the largest Jewish adult learning programme in South Africa today. With thousands of students countrywide and now with a large international audience as well, we offer a unique style of empowering, adult learning coupled with exposure to some of South Africa's top Jewish educators.



A Learning Pathway

The Learning Pathway ensures that our students gain in knowledge on everything from Torah to Talmud, Zionism to foundational Jewish philosophy, covering each subject in a step-by-step process, thus becoming learners in the true sense of the word.

The Pathway is designed precisely to bring organic integration to one's learning by first painting a big picture and then zooming in as far as the student desires; this can be applied to all areas of Jewish knowledge. It begins with a Bird's Eye View of a single session (of 1hr 8 mins) that integrates the core elements of the subject, moving to the Nutshell View and on into Deep Dive Courses, where an even deeper examination is possible of one or more of the specific themes. Finally, our In-Depth Study courses probe the subject of choice, Beit Midrash-style, across an entire year.



The Academy believes in an ongoing learning experience where, step by step, question by insight, one builds one's knowledge. To that end, we have developed The Academy Learning Pathway.

Bird's-eye View

Introductory courses: A high-level overview of a subject or text.

In a Nutshell

Unpacking themes, patterns and principles of larger subjects, concepts or texts – in six sessions or less.



Current, Contemporary and Events

In a constantly-changing world, these sessions aim to bring clarity and ensure that we're constantly thinking.



In-Depth Study / Beit Midrash Advanced study of a particular text:

keeping the high-level view in mind.

Advanced study of a particular text; usually a year-long course.



Student Feedback

Over the past few yeas I have attended several courses arranged by the academy, and in each course came out with a lot more than I went in. There is always a new, exciting slant on what could be seen as an old subject.

The speakers are excellent and very familiar with the field they are lecturing on. I would recommend the courses to anyone who wishes to learn something about their people's history and especially Israel, both ancient and modern.

- Geoff Levy

Our Faculty and Guest Speakers

We would like to thank our faculty for all their hard work and dedication in creating and teaching these courses. Your effort does not go unnoticed. Without you these courses would not have happened!

The following faculty presented in 2024:

Dalya Erster, Ronit Janet, Adrian Chiger, Aviva Thurgood, David Rabinowitz



The Academy also hosted a number of guest speakers, both South African and from abroad:

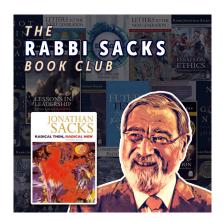
Rabbi Dr. Raphael Zarum, Gabriela Mendelsohn, Amnon Meltzer, Sarah Sassoon







Adult Education Featured Courses



The Rabbi Sacks Book Clubs

This year, the Academy unpacked some of the works of Rabbi Jonathan Sacks zt"l.

Rabbi Sacks, thinker, philosopher, rabbi and leader, loved books and words, authoring more than 20 during his life. These works, erudite, passionate have inspired and changed lives. In them, Rabbi Sacks' approaches to life, humanity and Judaism are so often radically different from our expectations: they are transformative, counterintuitive and more relevant even years later.

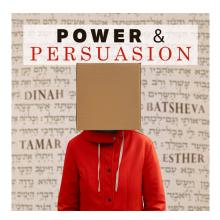
Each term, The Academy showcased and discussed one of Rabbi Sacks' works, delving into its ideas, many unusual, new or even controversial. Through looking at the themes, we appreciate the power of words, particularly those of one who could be said to be "the master of words."

The books read so far are: Not in G-d's Name; Radical Then Radical Now; To Heal a Fractured World



Soul and Jewish Self-Defence

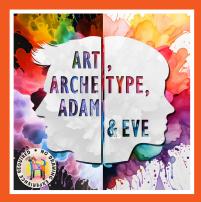
The Academy and the CSO joined for a unique learning and practical experience. In the first part of each session, we unpacked the concept of self-defence in the Torah, Jewish values and law and in our history – at how we saw ourselves in our land some 3,000 years ago, and how we see ourselves today. This was followed by a practical self-defence and awareness workshop, run by expert trainers of the CSO.



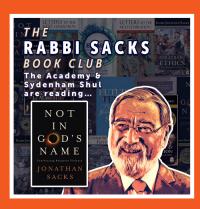
Power and Persuasion

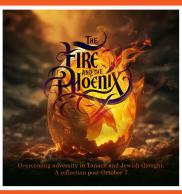
The powerlessness of Jewish women was never clearer than October 7, 2023, the crimes against them ignored by the very organisations that were meant to stand up for women – UN Women and others. The Tanach, on the other hand, gave a voice to the women, telling their stories so that they would not be forgotten, and their messages would be heard. This course took an in-depth look at women's voices, power and powerlessness in the Tanach.







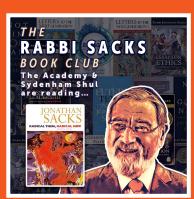




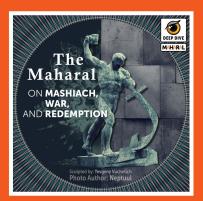


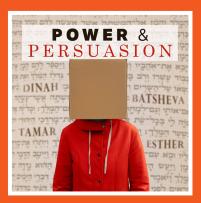


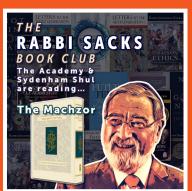




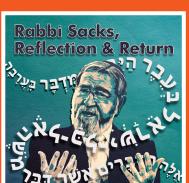




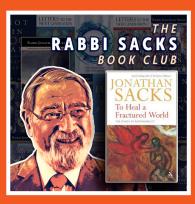






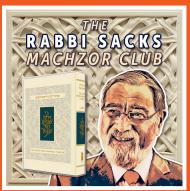




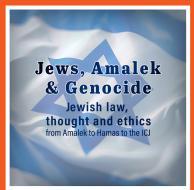
















Educator Training Report

Teacher Accreditation and Upskilling

MA degrees and graduates

Hebrew Certificate and graduates

Symposium

SAJEP

- SA's "Vitality"
Programme for
Jewish Educators



Teacher Accreditation and Upskilling

Having found that more than 95% of Jewish Studies and Hebrew teachers in Jewish day schools had no accredited teaching qualifications (such as the minimal requirement – the PGCE, Post Graduate Certificate in Education), the Academy began building further programmes to resolve the issue which took off fully in 2022.

The Academy created frameworks for working with educational content providers (local and international), Jewish educational organisations (schools, adult education organisations), the educators themselves and with government (where necessary) to:

- 1. Ensure every educator is offered a customised educational roadmap towards professionalisation.
- 2. Incentivise every educator to follow this roadmap and achieve professional degrees accredited locally; such incentives will include significant scholarship opportunities.
- Ensure that every educator is incentivised to continue, after accreditation, through a tightly monitored CPD (Continual Professional Development framework).



- 4. Ensure that the profile of Jewish educators in the country will be uplifted through excellence awards, symposia and other mechanisms.
- 5. Provide educators with the financial assistance (interest-free study loans and scholarships) to be able to fund their own training.

The structure is enabling all South African Jewish educators to achieve and maintain professional, accredited degrees and ongoing professional development in the shortest period possible.

Master's Degrees and Graduates

The Academy has partnered with LSJS (the London School of Jewish Studies) and Middlesex University in the UK as well as with YU (Yeshiva University in New York) and Middlebury College in Vermont to ensure our educators can reach professional excellence and beyond.

So far, some 33 people have completed or are participating in MA programmes, as we aim for a sea-change in the quality and training of educators across the country. For the first time in South Africa's history, we have accredited, international-quality degree and training programmes in Jewish Education.

2023 and 2024 saw the graduation of the following individuals:

Rabbi Ramon Widmonte, Shoshana Joffe, Lara Salkinder, Natalie Barnett

Current Students

Natalie Altman, Rabbi Eli Goldfein, Tamara Davidson, Rabbi Mendel Rabinowitz

It is an incredible achievement both personally and for our community, as it raises the bar for Jewish education in South Africa.



MA Graduates: Titles of Dissertations



Widmonte, Rabbi Ramon:

Frameworks for Jewish Education – resonances and dissonances between Jewish day schools' structures and their Jewish Studies goals.



Joffe, Shoshana:

The student-teacher relationship and student engagement with Jewish Studies.



Salkinder, Lara:

Leadership Metamorphosis:

An Exploration of Compassionate Leadership Amidst Societal Disruption



Barnett, Natalie:

Expectations of a Jewish Education:

Why Parents send their Children to a Jewish Community School

Hebrew Teacher Training Programme

Hebrew is a cornerstone of Jewish Education. It is the language of the Jewish past, as well as the Jewish future. It is the tongue of the Tanach, as well as of the State of Israel. By teaching Hebrew to the highest standards, we ensure our students can participate in every aspect of Jewish life – from the Shul to the home to Israel.

The Certificate in Hebrew aims to help teachers improve their proficiency in Hebrew Language as well as to provide a solid grounding in Hebrew Pedagogy. The ten-month programme takes place online, with lecturers from the US and Israel



Hebrew Certificate Graduates

- Alana Hummel
- Andrea Cohen
- Sara Finberg
- Lexi Sank

- Lauren Clacher
- Mari Schaffer
- Karen Rothbart

Jewish & Hebrew **Educators' Symposium**

We held our annual Jewish and Hebrew Educators Symposium in Johannesburg on the 3rd of September and in Cape Town on the 5th of December. Over 200 participants took part, and could choose from

Eric Samson z"l Jewish & Hebrew Education Symposium

different streams focusing on Hebrew Teaching, Jewish Studies/Kodesh Teaching, Leadership and Management, Experiential Education, Technology and Adult Education and Israel & Zionism.

It was a great success with speakers both in person and on Zoom. Some of these speakers included:

Rabbi Scot Berman, Rabbi Reuven Spolter, Rabbi Raphael Zarum, Chiam Moch, Limor Riskin, Gila Azrad, Chaya Liebrow, Rabbi Dani Brett, Rabbi Moshe Kaplan, Cheryl Lazarus, Dr. Jordan Moshe, Dr Rona Novick, Prof. Vardit Ringvald, Mazal Sacks, Lorraine Srage, Ilana Stein, Rabbi Sam Thurgood, Hayle Marks, Rabbi Ramon Widmonte and Sara Winberg.

















Tues 3 September 2024 - Johannesburg Limor Riskin Innovative teaching practices to enhance Hebrew teaching and Ilana Stein Tanach is our Story: The Power of Storytelling in Teaching Tanach 11h00 11600 Rabbi Sacks - the Leader-Educator drive towards active learning and 11h50 Break Shimpa Moch Rabbi Dr Zarum Using formative assessment in your teaching - quite a practical workshop with takeaway techniques 12hnn Thus Spake Cyrus: The Last Verse of Tanach Planning with the Jewish Studies Student in mind Lunch+ Chief Rahhi Dr. Goldstein 12h50 Panel Discussion: Jewish Schools in an Increasingly anti-Israel environment 13h40 14h20 Break **Mazal Sacks** Rabbi Ramon Widmonte Secrets to quality teaching of Hebrew Rabbi Dr Zarum 14h30 How to be a great Jewish leader: Six valuable messages Designing Effective Experiential Education 15h20 Break

Dr. Jordan Moshe

War of the Worlds: A

Break

🛘 Rabbi Ramon Widmonte

Sherlock Cohen & Find your Voice Israel Programme from

Approach to Educa

11h50 12h00 12h50 14h30 15h20 Rabbi Scot Berman 15h30 A wealth of resources for Israel Education 16h20 Rabbi Spolter 16h30 vative Digital Kodesh Teaching Tools

Thurs 5 September 2024 - Cape Town Limor Riskin Innovative teaching practices to enhance Hebrew teaching and Ilana Stein Rabbi Sacks - the Leader-Educato drive towards active learning and Break

Rabbi Spolter

Rabbi Sam Thurgood & Cheryl Lazarus Rabbi Dr Zarum How to teach menschlichkeit? Thus Spake Cyrus: The Last Verse of Tanach Example of how to create curriculum for Jewish values in South Africa today Lunch

Rabbi Ramon Widmonte Designing Effective Experiential Education

Panel Discussion: Jewish Schools in an Increasingly Anti-Israel Environment Break Rabbi Dr Zarum Sherlock Cohen & Find your Voice Israel Programme from How to be a great Jewish leader Six valuable messages Primary to High Break

Professor Vardit Ringvald lebrew educator as an influence

17h20

Gila Azrad

Interaction in the

Hebrew Classroon

Rreak Shimpa Moch Using formative assessment in your teaching - quite a practical workshop with

End

Rabbi Scot Berman Zoo

A wealth of resources for

Dr Rona Novick Mental Health in Tanac



Gila Azrad

Interaction in the

Hebrew Classroom

. Rabbi Moshe Kaplan

Teachers dealing with failure

15h30

16h20

16h30

17h20













Some Feedback

Thank you for a wonderful, uplifting and educational experience.

Kelly Wainstein

I really enjoyed this year's symposium; it was one of the best I have been to.

– Keren Munnell

An excellent symposium - highly enjoyable and valuable! Thank you.

Myleen Ben Melech

It was fantastic! My first time and will definitely be attending again next time, thank you!

Monique Peer

SAJEP

SA's "Vitality" Programme for Jewish Educators

This innovative programme (see www.sajep.org.za) created the first professional association for Jewish educators – aiming to nurture, support and incentivise their training. Educators log their training and receive awards like coffees, vouchers and more. Additionally, they can apply for funding and any support they need.





TYRES OF HOPE

THIRST FOR HOPE



Tyres of Hope



Our innovative tyre planting model, which uses recycling to reduce a negative environmental impact, while producing food to eat, has been implemented successfully at the school, with the pupils and their respective families reaping the benefits of quality and nutritious food, 'home grown' at their children's school.

Throughout the project, we stress Israel's environmental offering, the partnership with the embassy and our vision of Israel being a partner in alleviating challenges facing South Africa. We are grateful to the Embassy of Israel in South Africa for its partnership and support in this vital project.



The project has provided long-term sustainability for the school. On recent oversight visits to the school and community, the Tyres of Hope model is still be used for planting and the garden has expanded into a hybrid mix of tyre and ground planting, providing daily nutritious food for the school's feeding scheme.









Thirst for Hope

THIRST FORHOPE

Thirst for Hope is a grassroots project instilling hope in underprivileged children across South Africa. Through environmental education centred on the implementation of Israeli agri-tech technology, Thirst for Hope has been running for five years and feeds over 10,000 underprivileged youth and their family members daily through development of sustainable feeding scheme gardens.

Our Thirst for Hope initiative, through our various partnerships and innovative implementations is making a difference daily, in underprivileged communities in South Africa. Thanks to generous donors and corporate sponsorship, we have trained teachers, educated pupils and then augmented those lessons by implementing Israeli agri-tech solutions, solar power and boreholes to enable access to potable water so as to irrigate crops and feed students and their families. Greywater systems and flush toilets were set up to ensure the schools have sanitation; where there is no access to energy, we implement solar energy solutions.







Finally, we have been providing mentorship and partnerships which allow our pupils to access funding to university education and then bring the graduates back into their communities as mentors. A major focus is sustainability – from the model of the system that ensures that the school system reaches a sustainable cycle of education and food production to the recycling programmes we run to raise soil standards and remove plastic waste and recyclable rubber.











PARTNERS

10. Partners

National

TVT

Koren Publishers

Schools

Phyllis Jowell

United Herzlia

Sinai Academy

Cape Town Torah High

Yeshiva College

King David

Sandton Sinai

Torah Academy

Hirsch Lyons

Beis Yaakov

Yeshiva Maharsha

Cape Town

Beit Midrash Morasha

Claremont Wynberg Hebrew Congregation

Constantia Hebrew Congregation

Camps Bay Shul

Ohr Somayach Sea Point

Johannesburg

Waverly Shul

Greenside Shul

Yeshiva Mizrachi

Ohr Somayach Gallo Manner

Sandton Shul

Sydenham Shul

South African Zionist Federation

Saltzman Family Centre (Linksfield Shul)

Emunah Ladies Beit Midrash

South African Jewish Board of Deputies

Royal View

NED / SAJEP



London School of Jewish Studies











THE ACADEMY OF JEWISH THOUGHT AND LEARNING (REGISTRATION NUMBER PBO 930053683 169-984 NPO) ANNUAL FINANCIAL STATEMENTS FOR THE YEAR ENDED 29 FEBRUARY 2024

These annual financial statements were prepared by:

Lara Sarah Zagey
Chartered Accountant (SA)

These annual financial statements have been audited in compliance with the applicable requirements of the Companies Act 71 of 2008. Issued 31 July 2024



(Registration number: PBO 930053683 169-984 NPO)

Annual Financial Statements for the year ended 29 February 2024

General Information

Country of incorporation and domicile South Africa

Nature of business and principal activities Education in Jewish Thought, Sustainability, Water Conservation, Conflict

Resolution, Teacher Training

Directors

Rabbi Ramon Widmonte

Stacey Dembo Menachem Kay Dorothy Sank Michael Sternberg

Registered office 372 Rivonia Boulevard

Sandton 2128 Edenburg 2192

Auditors Darryl Sklar & Associates

Chartered Accountants (SA) Registered Auditors

Level of assuranceThese annual financial statements have been audited in compliance with the

applicable requirements of the Companies Act 71 of 2008.

Preparer The annual financial statements were independently compiled by:

Lara Sarah Zagey

Chartered Accountant (SA)

Issued 31 July 2024



(Registration number: PBO 930053683 169-984 NPO) Annual Financial Statements for the year ended 29 February 2024

Index

The reports and statements set out below comprise the annual financial statements presented to the stakeholders:

Index	Page
Directors' Responsibilities and Approval	5
Independent Auditor's Report	3 - 4
Directors' Report	6
Statement of Financial Position	7
Statement of Comprehensive Income	8 - 9
Statement of Changes in Equity	10
Statement of Cash Flows	11
Accounting Policies	12 - 13
Notes to the Annual Financial Statements	14 - 16

Level of assurance

These annual financial statements have been audited in compliance with the applicable requirements of the Companies Act 71 of 2008.

Published

31 July 2024





Independent Auditor's Report

To the Directors of The Academy of Jewish Thought and Learning

Opinion

We have audited the annual financial statements of The Academy of Jewish Thought and Learning (the Academy) set out on pages 7 to 15, which comprise the statement of financial position as at 29 February 2024, statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the annual financial statements, including a summary of significant accounting policies.

In our opinion, the annual financial statements present fairly, in all material respects, the financial position of The Academy of Jewish Thought and Learning as at 29 February 2024, and its financial performance and cash flows for the year then ended in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities and the requirements of the Constitution of the Academy.

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Annual Financial Statements section of our report. We are independent of the Academy in accordance with the Independent Regulatory Board for Auditors' Code of Professional Conduct for Registered Auditors (IRBA Code) and other independence requirements applicable to performing audits of annual financial statements in South Africa. We have fulfilled our other ethical responsibilities in accordance with the IRBA Code and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Code is consistent with the corresponding sections of the International Ethics Standards Board for Accountants' International Code of Ethics for Professional Accountants (including International Independence Standards). We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

The directors are responsible for the other information. The other information comprises the information included in the document titled "The Academy of Jewish Thought and Learning annual financial statements for the year ended 29 February 2024", which includes the Directors' Report and the Detailed Income Statement, which we obtained prior to the date of this report. The other information does not include the annual financial statements and our auditor's report thereon.

Our opinion on the annual financial statements does not cover the other information and we do not express an audit opinion or any form of assurance conclusion thereon.

In connection with our audit of the annual financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the annual financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of the Directors for the Annual Financial Statements

The directors are responsible for the preparation and fair presentation of the annual financial statements in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities and the requirements of the Constitution of the Academy, and for such internal control as the directors determine is necessary to enable the preparation of annual financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the annual financial statements, the directors are responsible for assessing the Academy's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the Academy or to cease operations, or have no realistic alternative but to do so.



Independent Auditor's Report

Auditor's Responsibilities for the Audit of the Annual Financial Statements

Our objectives are to obtain reasonable assurance about whether the annual financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with International Standards on Auditing will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these annual financial statements.

As part of an audit in accordance with International Standards on Auditing, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the annual financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate
 in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal
 control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Academy's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the annual financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Academy to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the annual financial statements, including the disclosures, and
 whether the annual financial statements represent the underlying transactions and events in a manner that achieves fair
 presentation.

We communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

MUNNE GREAN 3 RESOCIOTES

Darryl Sklar & Associates Chartered Accountants (SA) Registered Auditors Per: Darryl Sklar

31 July 2024 Johannesburg



(Registration number: PBO 930053683 169-984 NPO) Annual Financial Statements for the year ended 29 February 2024

Directors' Responsibilities and Approval

The directors are required by the Companies Act 71 of 2008, to maintain adequate accounting records and are responsible for the content and integrity of the annual financial statements and related financial information included in this report. It is their responsibility to ensure that the annual financial statements fairly present the state of affairs of the company as at the end of the financial year and the results of its operations and cash flows for the period then ended, in conformity with the International Financial Reporting Standard for Small and Medium-sized Entities. The external auditors are engaged to express an independent opinion on the annual financial statements.

The annual financial statements are prepared in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities and are based upon appropriate accounting policies consistently applied and supported by reasonable and prudent judgements and estimates.

The directors acknowledge that they are ultimately responsible for the system of internal financial control established by the company and place considerable importance on maintaining a strong control environment. To enable the directors to meet these responsibilities, the board of directors sets standards for internal control aimed at reducing the risk of error or loss in a cost effective manner. The standards include the proper delegation of responsibilities within a clearly defined framework, effective accounting procedures and adequate segregation of duties to ensure an acceptable level of risk. These controls are monitored throughout the company and all employees are required to maintain the highest ethical standards in ensuring the company's business is conducted in a manner that in all reasonable circumstances is above reproach. The focus of risk management in the company is on identifying, assessing, managing and monitoring all known forms of risk across the company. While operating risk cannot be fully eliminated, the company endeavours to minimise it by ensuring that appropriate infrastructure, controls, systems and ethical behaviour are applied and managed within predetermined procedures and constraints.

The directors are of the opinion, based on the information and explanations given by management, that the system of internal control provides reasonable assurance that the financial records may be relied on for the preparation of the annual financial statements. However, any system of internal financial control can provide only reasonable, and not absolute, assurance against material misstatement or loss.

The directors have reviewed the company's cash flow forecast for the year to 28 February 2025 and, in the light of this review and the current financial position, They are satisfied that the company has or has access to adequate resources to continue in operational existence for the foreseeable future.

The external auditors are responsible for independently auditing and reporting on the company's annual financial statements. The annual financial statements have been examined by the company's external auditors and their report is presented on page 3 - 4.

The annual financial statements set out on pages 7 to 16, which have been prepared on the going concern basis, were approved by the board of directors on 31 July 2024 and were signed on its behalf by:

Stacey Dembo

Dorothy Sank

Approval of annual financial statements

Michael Sternberg

Rabbi Ramon Widmonte

Menachem Kay

(Registration number: PBO 930053683 169-984 NPO)

Annual Financial Statements for the year ended 29 February 2024

Directors' Report

The directors have pleasure in submitting their report on the annual financial statements of The Academy of Jewish Thought and Learning for the year ended 29 February 2024.

1. Incorporation

The company was incorporated on 22 April 2016 and obtained its certificate to commence business on the same day.

2. Nature of business

The Academy of Jewish Thought and Learning was incorporated in South Africa with interests in the non-profit industry. The company operates in South Africa as a public benefit organisation.

There have been no material changes to the nature of the company's business from the prior year.

3. Review of financial results and activities

The annual financial statements have been prepared in accordance with International Financial Reporting Standard for Small and Medium-sized Entities and the requirements of the Companies Act 71 of 2008. The accounting policies have been applied consistently compared to the prior year.

Full details of the financial position, results of operations and cash flows of the company are set out in these annual financial statements.

4. Directors

The directors in office at the date of this report are as follows:

Directors	Office	Nationality
Rabbi Ramon Widmonte	Dean	South African
Stacey Dembo	Chairperson	South African
Menachem Kay	Treasurer	South African
Dorothy Sank	Member	South African
Michael Sternberg	Member	South African

5. Events after the reporting period

The directors are not aware of any material event which occurred after the reporting date and up to the date of this report.

6. Going concern

The directors believe that the company has adequate financial resources to continue in operation for the foreseeable future and accordingly the annual financial statements have been prepared on a going concern basis. The directors have satisfied themselves that the company is in a sound financial position.

7. FutureFund

The FutureFund, is presented in this set of financials, although the fund is an independently managed fund with the central purpose of providing bursaries to Jewish Studies and Hebrew Educators in the NED programme. This fund has independent trustees and an independent management process.

8. Auditors

Darryl Sklar and Associates has been appointed as auditors for the company for the year ended 28 February 2024.

9. Date of authorisation for issue of annual financial statements

The annual financial statements have been authorised for issue by the directors on 31 July 2024. No authority was given to anyone to amend the annual financial statements after the date of issue.



(Registration number: PBO 930053683 169-984 NPO)

Annual Financial Statements for the year ended 29 February 2024

Statement of Financial Position as at 29 February 2024

		2024	2023
	Note(s)	R	R
Assets			
Non-Current Assets			
Property, plant and equipment	2	51 510	-
Intangible assets	3	-	310 559
Other financial assets	4	-	68 308
		51 510	378 867
Current Assets			
Trade and other receivables		316 705	330 782
Cash and cash equivalents	5	3 132 905	2 632 153
		3 449 610	2 962 935
Total Assets		3 501 120	3 341 802
Equity and Liabilities			
Equity			
Retained income		2 497 345	2 101 723
Liabilities			
Current Liabilities			
Trade and other payables	6	1 003 775	1 240 079
Total Equity and Liabilities		3 501 120	3 341 802

The Academy of Jewish Thought and Learning (Registration number: PBO 930053683 169-984 NPO)
Annual Financial Statements for the year ended 29 February 2024

Statement of Comprehensive Income

	Note(s)	2024 R	2023 R
Barrana			
Revenue		1 120 255	
Foundation grants		1 136 355	-
Adult education		789 283	252 753
NED students fees		797 498	1 588 730
Donations received		4 974 797	4 640 822
Symposium income		35 151	19 940
		7 733 084	6 502 245
Other income			
Other income		23 015	4 906
Expenses (Refer to page 9)		(7 539 391)	(5 930 919)
Operating profit	7	216 708	576 232
Investment income		178 914	75 897
Profit for the year		395 622	652 129



The Academy of Jewish Thought and Learning (Registration number: PBO 930053683 169-984 NPO)
Annual Financial Statements for the year ended 29 February 2024

Statement of Comprehensive Income

		2024	2023
_	Note(s)	R	R
Operating expenses			
Academy faculty		2 203 868	2 021 426
Accounting fees		200 793	13 175
Advertising		284 136	65 731
Bank charges		41 123	31 135
Bursaries and scholarships		329 759	-
Catering and events		290 405	290 549
Cleaning		171	1 177
Computer expenses		269 380	125 302
Curriculum development		97 224	420 887
Decor		29 066	-
Delivery expenses		-	3 277
Depreciation		311 624	16 847
Donations		-	540
Employee costs		1 106 457	1 082 142
Fundraising		120 082	89 397
Graphic design costs		341 609	264 050
Hire		-	215
Insurance		19 905	16 186
Internet expenses		21 212	21 056
Lease rentals on operating lease		248 950	87 500
Legal expenses		-	14 203
Licence fees		974 855	1 004 569
Motor vehicle expenses		65 745	27 057
Overseas educational tours		27 504	-
Postage		15 520	-
Printing and stationery		262 989	123 975
Repairs and maintenance		6 394	-
Security		2 100	-
Software subscriptions		20 340	-
Special education programming		15 000	-
Staff welfare		870	-
Telephone and fax		43 421	48 098
Travel		188 889	162 425
		7 539 391	5 930 919

(Registration number: PBO 930053683 169-984 NPO)
Annual Financial Statements for the year ended 29 February 2024

Statement of Changes in Equity

	Retained income R	Total equity R
Balance at 01 March 2022	1 449 593	1 449 593
Profit for the year	652 130	652 130
Balance at 01 March 2023	2 101 723	2 101 723
Profit for the year	395 622	395 622
Balance at 29 February 2024	2 497 345	2 497 345

Note(s)

10

The Academy of Jewish Thought and Learning

(Registration number: PBO 930053683 169-984 NPO) Annual Financial Statements for the year ended 29 February 2024

Statement of Cash Flows

	Note(s)	2024 R	2023 R
	Note(s)	N.	N.
Cash flows from operating activities			
Cash generated from operations	9	306 105	311 213
Interest income		178 914	75 897
Net cash from operating activities		485 019	387 110
Cash flows from investing activities Purchase of property, plant and equipment	2	(52 575)	
Sale of financial assets		68 308	
Net cash from investing activities		15 733	
Total cash movement for the year		500 752	387 110
Cash at the beginning of the year		2 632 153	2 245 041
Total cash at end of the year	5	3 132 905	2 632 151



(Registration number: PBO 930053683 169-984 NPO)

Annual Financial Statements for the year ended 29 February 2024

Accounting Policies

1. Basis of preparation and summary of significant accounting policies

The annual financial statements have been prepared on a going concern basis in accordance with the International Financial Reporting Standard for Small and Medium-sized Entities, and the Companies Act 71 of 2008. The annual financial statements have been prepared on the historical cost basis, and incorporate the principal accounting policies set out below. They are presented in South African Rands.

These accounting policies are consistent with the previous period.

1.1 Significant judgements and sources of estimation uncertainty

Critical judgements in applying accounting policies

Management did not make critical judgements in the application of accounting policies, apart from those involving estimations, which would significantly affect the annual financial statements.

Key sources of estimation uncertainty

Useful lives of property, plant and equipment

The company reviews the estimated useful lives of property, plant and equipment when changing circumstances indicate that they may have changed since the most recent reporting date. During the current year, the directors determined that the useful lives of certain items of surveillance equipment should be shortened, due to developments in technology.

1.2 Property, plant and equipment

Property, plant and equipment is subsequently stated at cost less accumulated depreciation and any accumulated impairment losses. is initially measured at cost.

Cost includes costs incurred initially to acquire or construct an item of property, plant and equipment and costs incurred subsequently to add to, replace part of, or service it. If a replacement cost is recognised in the carrying amount of an item of property, plant and equipment, the carrying amount of the replaced part is derecognised.

Property, plant and equipment is subsequently stated at cost less accumulated depreciation and any accumulated impairment losses, losses.

Cost include costs incurred initially to acquire or construct an item of property, plant and equipment and costs incurred subsequently to add to, replace part of, or service it. If a replacement cost is recognised in the carrying amount of an item of property, plant and equipment, the carrying amount of the replaced part is derecognised.

Depreciation is provided using the straight-line method to write down the cost, less estimated residual value over the useful life of the property, plant and equipment as follows:

Item	Depreciation method	Average useful life
Office equipment	Straight line	6 years
IT equipment	Straight line	3 years
Generator	Straight line	5 years

The depreciation charge for each period is recognised in profit or loss unless it is included in the carrying amount of another asset.

Where major components of an item of property, plant and equipment have significantly different patterns of consumption of economic benefits, the cost of the asset is allocated to the components and they are depreciated separately over each component's useful life.

The residual value, depreciation method and useful life of each asset are reviewed only where there is an indication that there has been a significant change from the previous estimate.

1.3 Intangible assets

An intangible asset is an identifiable non-monetary asset without physical substance.

(Registration number: PBO 930053683 169-984 NPO)

Annual Financial Statements for the year ended 29 February 2024

Accounting Policies

1.3 Intangible assets (continued)

Intangible assets are initially recognised at cost and subsequently at cost less accumulated amortisation and accumulated impairment losses.

Research and development costs are recognised as an expense in the period incurred.

Amortisation is provided to write down the intangible assets, on a straight-line basis, as follows:

Item	Depreciation method	Average useful life
Educational Application	Straight line	10 years

In cases where management is unable to make a reliable estimate of the useful life of an intangible asset, its best estimate is applied, limited to 10 years.

The residual value, amortisation period and amortisation method for intangible assets are reassessed when there is an indication that there is a change from the previous estimate.

The intangible asset was impaired in the current year to Rnil.

1.4 Tax

Current tax assets and liabilities

The entity is exempt from income tax as it meets the requirements of a Public Benefit Organisation (PBO) set out in section 30(3) of the Income Tax Act No 58 of 1962 and has been granted in terms of section 10(1)(cN).

1.5 Share capital and equity

An equity instrument is any contract that evidences a residual interest in the assets of an entity after deducting all of its liabilities. The entity is a Non-Profit organisation and as such has no share capital

1.6 Revenue

Revenue is made up on donations received and services rendered. Revenue is measured at the fair value of the consideration received or receivable, excluding sales taxes and discounts.

Interest is recognised, in profit or loss, using the effective interest rate method.

1.7 Foreign exchange

Foreign currency transactions

Exchange differences arising on monetary items are recognised in profit or loss in the period in which they arise. All foreign items were recorded at spot rate and there were no foreign balances at year end.



(Registration number: PBO 930053683 169-984 NPO)

Annual Financial Statements for the year ended 29 February 2024

Notes to the Annual Financial Statements

2024	2023
R	R

2. Property, plant and equipment

Total	136 537	(85 027)	51 510	83 962	(83 962)	-
Generator	52 575	(1 065)	51 510	-	-	-
IT equipment	66 900	(66 900)	-	66 900	(66 900)	-
Office equipment	17 062	(17 062)	-	17 062	(17 062)	-
	Cost or revaluation	Accumulated depreciation	Carrying value	Cost or revaluation	Accumulated depreciation	Carrying value
		2024		2023		

Reconciliation of property, plant and equipment - 2024

	Opening balance	Additions	Depreciation	Closing balance
Generator	-	52 575	(1 065)	51 510

3. Intangible assets

		2024			2023	
	Cost	Accumulated amortisation	Carrying value	Cost	Accumulated amortisation	Carrying value
Application under development	11 080	(11 080)	-	308 135	_	308 135
Education appliction	137 372	(137 372)	-	137 372	(134 948)	2 424
Total	148 452	(148 452)	-	445 507	(134 948)	310 559

4. Other financial assets

At fair value

Investment	-	68 308

Non-current assets

At fair value - 68 308

The investment was written off to Rnil in the current year..

5. Cash and cash equivalents

Cash and cash equivalents consist of:

FutureFund - Investec Bank Account	393 493 3 132 905	627 692 2 632 153
Cash on hand Bank balances Enture Fund Linvestoe Bank Account	17 076 2 722 336 303 403	41 556 1 962 905

Cash and cash equivalents held by the entity that are not available for use $% \left\{ 1,2,...,n\right\}$

393 493 627 692

(Registration number: PBO 930053683 169-984 NPO)

Annual Financial Statements for the year ended 29 February 2024

Notes to the Annual Financial Statements

	2024	2023
	R	R
5. Trade and other payables		
Trade payables	17 890	(70
Amounts received in advance	597 490	597 490
FutureFund	393 492	627 692
Salaries clearing	(5 097)	14 967
	1 003 775	1 240 079
7. Operating profit		
Operating profit for the year is stated after accounting for the following:		
Operating lease charges		
Premises		
Contractual amounts	248 950	87 500
Impairment on intangible assets	297 055	
Amortisation on intangible assets	13 504	13 737
Depreciation on property, plant and equipment	1 065	3 110
Employee costs	1 106 457	1 082 142
Retainer - design and marketing	341 609	264 050
8. Employee cost Employee costs Basic	1 094 193	1 033 857
Commissions	-	177
UIF	2 577	2 174
Other short term costs	9 687	45 934
	1 106 457	1 082 142
Employee costs include full time employees and consultants.		
9. Cash generated from operations		
Profit before taxation	395 622	652 130
Adjustments for:		
Depreciation and amortisation	14 569	16 847
Interest received	(178 914)	(75 897
Impairment loss	297 055	-
Changes in working capital:		
	14 077	(330 782
Trade and other receivables		
Trade and other receivables Trade and other payables	(236 304)	48 915

10. Going concern

The annual financial statements have been prepared on the basis of accounting policies applicable to a going concern. This basis presumes that funds will be available to finance future operations and that the realisation of assets and settlement of liabilities, contingent obligations and commitments will occur in the ordinary course of business.



(Registration number: PBO 930053683 169-984 NPO)
Annual Financial Statements for the year ended 29 February 2024

Notes to the Annual Financial Statements

2024	2023
R	R

11. Events after the reporting period

The annual financial statements were authorised for issue on 31 July 2024 by the board of directors of the company.



THANKS,
ACKNOWLEDGEMENTS
AND APPROBATIONS



Thank you!

The Academy has been providing strength, knowledge and inspiration to thousands in South Africa and now to thousands internationally. Thanks to the generosity of many donors over the past year, we have achieved some notable successes in the education of the South African Jewish Community and even internationally, a furthering of knowledge and love of Judaism and Israel, the ongoing engagement of our students.

Every year, we are humbled by those committed individuals and organisations who have helped us to further our dream of creating a Community of Thinkers.

We would like to thank all our supporters for everything they have helped us achieve!

Make a Difference

South Africa's Jewish education requirements are enormous and in urgent need of money and logistical support. The Academy is therefore grateful for all donations received either for specific projects or those donated in general to be used wherever they are needed most. Only with your help can we continue to inspire adults with a lifelong love of Jewish learning and bring the Academy space – stimulating, interactive, collaborative and dynamic – to you and to others across the globe.

The Academy gratefully receives donations in the following way:

Our banking details are:

Account Type	PLATINUM BUSINESS ACCOUNT	Account Number	62618420400
Branch Code	253305	Branch Name	ROSEBANK BRANCH 037
Swift Code	FIRNZAJJ		

To donate via our donation portal, go to: https://www.walletdoc.com/pay/TheAcademy

All donations are eligible for a Section 18A certificate and are used exclusively for Section 18A activities.

For more details, please email accounts@theacademy.org.za

בס״ד

Approbations

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:יד

As I paged through this impressive annual report of the Academy, what struck me most profoundly was the spirit of creativity and innovation that shines through the programming and projects. The fresh thinking that the Academy brings to our community is inspiring.

This emphasis on creative renewal is of vital importance. It reminds me of the words we recite daily in our prayers: "HaMechadesh b'tuvo b'chol yom tamid ma'aseh bereishit" — that Hashem, in His goodness, renews creation each day. We learn from this Divine act of creative renewal that we are called to emulate Hashem by infusing a sense of newness and vitality into our own service of Him and into the work we do for Am Yisrael.

I want to extend my heartfelt congratulations to Rabbi Ramon Widmonte for the work of the Academy in its support of educators, and for all it does to strengthen the Torah education of our community. Your work plays an important role in the efforts of our community to shape the next generation in a spirit of Torah values.

With blessings,

South African Board of Jewish Education אפריקה

15th January 2025

Chief Rabbi Dr Warren Goldstein

Office of the Chief Rabbi | Union of Orthodox Synagogues of South Africa

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To whom it may concern,

The SA Board of Jewish Education and King David Schools have partnered with the Academy of Jewish Thought and Learning on several projects in recent years. Most notably:

- Co-creating a Hebrew Teacher training programme
- Running training sessions for our Informal Educators
- Provision of an innovative Israel programming for Primary School students post-October 7th in our schools (Shiri and Sherlock Cohen Programmes)
- The DIJE+ programme for High School students, for which the Academy designed the curriculum and helped with programme design. This intiative has been very successful and has provided a new framework for Jewish outreach.

The Academy has proven to be a thoughtful, responsive and innovative partner. Rabbi Widmonte in particular has a wealth of knowledge, is a deep thinker and problem solver, and he is always willing to be proactive in finding new approaches to address Jewish educational needs. We have found the partnership to be very valuable.

I wish the Academy and Rabbi Widmonte only continued success and bracha.

Sincerely,

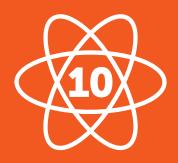
Rabbi Ricky Seeff

General Director of SABJE

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NPO - Non Profit Organisation (004-091)

PBO - Public Benefit Organisation (930004086)



The Academy

of Jewish Thought and Learning

Join the Community of Thinkers

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The Academy of Jewish Thought & Learning

