



Call for Papers

For a Special Issue of the journal *Hagut: Studies in Jewish Educational Thought*

On the topic of Haredi Education from a Multidisciplinary Perspective

Education is considered one of the most significant arenas of the Haredi community in Israel and worldwide. The importance of education to the Haredi community is rooted in the belief that education is central to the continuity of the community across generations and to the preservation of its values. However, in recent decades, significant changes have taken place, primarily due to modern influences, societal and economic demands, as well as the expansion of the community and its various streams. These changes have led to the shaping of diverse identities, affecting the profile of the Haredi graduate both in Israel and abroad. While the community continues to uphold its distinctive character—centered on religious life and a general reluctance toward external cultural engagement—transformations have occurred in Israel in the realms of general education and employment. Government initiatives in Israel have encouraged the development of technological and academic tracks, leading to a rise in the number of Haredi individuals pursuing higher education. In the diaspora, as Haredi communities have experienced rapid growth, they have also changed, and their education system has adjusted to meet new communal needs. These changes to the structure of the Haredi education system have had implications for the curriculum and the characteristics of educators.

The evolving identity of Haredi graduates worldwide raises questions regarding the state of Haredi education. The tension between transformation and adherence to educational principles fuels ongoing discussions about the sector's educational identity and the balance between conservatism and adaptation to an evolving reality. The aim of this issue is to offer a multidisciplinary perspective on Haredi education, providing a broad, interdisciplinary discussion of its complexities and developments.

Objectives and Scope

For this special issue, we invite researchers from a variety of disciplines, including education, economics, history, Jewish Philosophy, sociology, law, research methodologies, and any field related to education in Haredi society. The aim of this issue is to provide comprehensive, multidisciplinary knowledge on education in Haredi society in Israel and worldwide, offering diverse and broad perspectives. It seeks to contribute to the body of knowledge on Haredi society in general and, in particular, on



an integral aspect of its identity. Additionally, the issue aims to facilitate research that fosters in-depth and critical discussions on various aspects of education in Haredi society, with an emphasis on generating knowledge that has practical applications in the field.

We encourage the submission of studies in Hebrew or English within different theoretical frameworks and a range of methodological approaches, including studies in the Humanities methodology, quantitative, qualitative, and mixed-methods research, as well as the development of theoretical frameworks and the construction of theoretical and applied models in the field.

Possible Topics Include, but Are Not Limited To:

1. A historical perspective on education in Haredi society in Israel and worldwide
2. Changes and transformations in Haredi education in Israel and abroad
3. Education and higher learning from the perspective of 'Shiduchim'
4. A comparative look at different streams in Haredi education in Israel (e.g., *Chinuch Atzmai*, *Ma'ayan HaChinuch HaTorani*, and state-run Haredi schools) across various domains
5. A comparative look at different streams in Haredi education in the diaspora (e.g., education systems in different Hasidic groups and different Yeshivish communities) across various domains
6. Characteristics of teachers in Haredi education in Israel and worldwide
7. The professional identity of Haredi teachers in Israel and abroad
8. Economic aspects of teacher salaries in Israel—the case of the Haredi community
9. Haredi society's attitudes toward changes in Haredi education
10. Education and the shaping of graduate identity
11. Ethical issues in Haredi education
12. Approaches to educational philosophy within the Haredi world

We welcome research proposals in either **Hebrew or English**, including topics not listed above, as long as they relate to the theme of this special issue.

Authors interested in contributing to this issue are invited to submit an abstract to:
hagut@herzog.ac.il

Submission Guidelines for Abstracts in Hebrew and English:

1. Abstracts must be 250 words, without references.



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2. A title page including a short CV (up to 100 words), institutional affiliation, and contact details must be attached.

Timeline:

1. Submission deadline for abstracts: June 1, 2025
2. Notification of acceptance/rejection: October 1, 2025
3. Full draft submission for peer review (for accepted abstracts):
December 15, 2025
 - Full papers must include an abstract and keywords.
4. Article length: Up to 6,000 words, including references

For inquiries or clarifications, please contact: **hagut@herzog.ac.il**