

This volume contains papers submitted to the 9th International Conference on “Comparative Education and Teacher Training”, organized by the Bulgarian Comparative Education Society, in Sofia, Bulgaria, in July 2011.

The book consists of 68 papers, written by 109 authors of nearly 30 countries. The book begins with a keynote paper on the BCES 20th Anniversary. The other 67 papers are grouped into five parts:

1. Comparative Education as a University Discipline
2. Pre-Service and In-Service Teacher Training
3. Education Policy, Reforms and School Leadership
4. Higher Education, Lifelong Learning and Social Inclusion
5. History of Education: Rethinking the Past

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**Comparative Education, Teacher Training, Education
Policy, Social Inclusion, History of Education**

Vol. 9

Comparative Education, Teacher Training, Education Policy, Social Inclusion, History of Education

Volume 9

Editors

**Nikolay Popov, Charl Wolhuter,
Bruno Leutwyler, Marinela Mihova,
James Ogunleye**

Bureau for Educational Services

Comparative Education, Teacher Training,
Education Policy, Social Inclusion, History of
Education

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Volume 9

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Bulgarian Comparative Education Society

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NIKOLAY POPOV

BULGARIAN COMPARATIVE EDUCATION SOCIETY: THE FIRST 20 YEARS

This volume contains papers submitted to the 9th International Conference on Comparative Education and Teacher Training, organized by the Bulgarian Comparative Education Society, in Sofia, 5–9 July 2011. The book consists of 68 papers, written by 109 authors, and grouped into five parts: 1) Comparative Education as a University Discipline; 2) Pre-Service and In-Service Teacher Training; 3) Education Policy, Reforms and School Leadership; 4) Higher Education, Lifelong Learning and Social Inclusion; 5) History of Education: Rethinking the Past.

Organizing this Conference is our way of being an integral part of the international comparative education community.

The 2011 conference is more special. Founded in 1991, the Bulgarian Comparative Education Society celebrates its 20th anniversary today.

I remember very well, as it was yesterday, how 20 years ago, in October 1991, a small group of colleagues and I, founded the Bulgarian Comparative Education Society in Sofia. Less than a year after our appearance on comparative education societies stage, the BCES was accepted as a constituent member of the World Council of Comparative Education Societies at its meeting in Indianapolis in March 1992.

BCES is a non-profit NGO. It focuses on: organizing conferences on comparative education; doing comparative education studies; coordinating international research projects; supporting publications on comparative and international education, history of education and various education problems; organizing study visits to Bulgaria for foreign students and teachers.

НИКОЛАЙ ПОПОВ

БЪЛГАРСКО ДРУЖЕСТВО ПО СРАВНИТЕЛНО ОБРАЗОВАНИЕ: ПЪРВИТЕ 20 ГОДИНИ

Настоящото издание съдържа доклади от IX Международна конференция по сравнително образование и учителска подготовка, организирана от Българското дружество по сравнително образование в София, 5–9 юли 2011 г. Сборникът включва 68 доклада от 109 автора, разделени в пет части: 1) Сравнителното образование като университетска дисциплина; 2) Подготовка на учителите; 3) Образователна политика и реформи; 4) Висше образование, учене през целия живот и социално включване; 5) История на образованието.

Организирането на конференцията е нашият начин да бъдем неразделна част от международната компаративна общност.

Конференция през 2011 г. е по-специална, защото тази година Българското дружество по сравнително образование чества своята 20-та годишнина.

Помня много добре, сякаш беше вчера, как преди 20 години, през октомври 1991 г., една малка група колеги основахме в София Българското дружество по сравнително образование. След по-малко от година Дружеството беше прието за член на Световния съвет на дружествата по сравнително образование, на срещата на Съвета в Индианаполис през март 1992 г.

БДСО е сдружение с нестопанска цел с основни задачи: организиране на форуми по сравнително образование; провеждане на сравнителни проучвания; координиране на изследователски проекти; подпомагане издаването на педагогически публикации; организиране на посещения в България на чуждестранни студенти и преподаватели.

Historical Background

The foundation of the Bulgarian Comparative Education Society is inextricably bound up with the process of development of Comparative Education as a science and academic discipline in Bulgaria.

At the very beginning of the 20th Century, while James Russell at Columbia in 1900, Isaac Kandell at Manchester and Fred Clarke at Southampton in 1905 were giving the first lecture courses on Comparative Education, the first Bulgarian professor in education, Peter Noykov (1868-1921), was working on the theory of educational comparison. He developed "A general method of studying characteristics of a given national education". This method of studying foreign education consists of three phases: categorization, comparison, and generalization (Archive of Peter Noykov). With his lecture courses on German Education, English Education and School Organization and Management which he began to give at Sofia University in 1908, Peter Noykov prepared the ground of Comparative Education as a university discipline in Bulgaria.

In 1925, Prof. Christo Negentzov (1881-1953) began to deliver at Sofia University a lecture course on General Theory of School Organization. This lecture course gives the reason for considering Negentzov as the founder of Comparative Education as a university discipline in Bulgaria.

In an article "Comparative Pedagogy and School Building" published in 1936, Prof. Gencho Piryov (1901-2001) was the first one in Bulgaria who introduced the term Comparative Pedagogy and spoke about it as a distinguished modern science that had already been established itself in the USA and some West-European countries. Piryov strongly appealed that Comparative Pedagogy should be developed in Bulgaria and wrote:

Исторически фон

Основаването на БДСО е неразривно свързано с процеса на развитие на сравнителното образование като наука и учебна дисциплина в България.

В самото начало на XX век, когато Джеймс Ръсел в Колумбийския университет през 1900 г., Айзък Кендъл в Манчестър и Фред Кларк в Саутхемптън през 1905 г. четат първите лекционни курсове по сравнително образование, първият български професор по педагогика, Петър Нойков (1868-1921), работи върху теорията на образователните сравнения. Той разработва един метод, наречен от него „Общ метод за изследване особеностите на дадено национално образование“. Този метод се състои от три фази: категоризация, сравнение, обобщение (архив на П. Нойков). Със своите лекционни курсове по Немско образование, Английско образование и Училищна организация и управление, които започва да чете в Софийския университет от 1908 г., П. Нойков поставя основите на сравнителното образование като учебна дисциплина в България.

През 1925 г. проф. Христо Негенцов (1881-1953) започва да чете в Софийския университет лекционен курс по Обща теория на училищната организация. Съдържанието на този курс дава основание да считаме проф. Негенцов за основател на сравнителното образование като университетска дисциплина в България.

През 1936 г. в статия, озаглавена „Сравнителната педагогика и училищното строителство“, проф. Генчо Пирьов (1901-2001) за пръв път у нас употребява понятието сравнителна педагогика и обяснява значението на тази наука, която вече се е утвърдила в САЩ и някои западноевропейски страни. Пирьов апелира за развиване на сравнителните проучвания в България и отбелязва, че:

“Nowadays, when some more advanced and richer countries make great sacrifices in order to solve the big educational problems experimentally, we cannot help taking a look at their achievements so that it would not be necessary to start everything from the beginning. It is important only to treat with certain reasonable critical attitude the heritage we receive and to be able to adjust this heritage to our own needs.” (Piryov, 1936, p. 316)

In the 1962-1963 academic year Prof. Nayden Chakarov began reading a lecture course on Comparative Pedagogy to students from Sofia University in Education programs. Although it was not the first academic course in Bulgaria considering foreign education in a comparative perspective, it was the first one entitled “Comparative Pedagogy”.

The first Bulgarian book in the field, *Problems of Comparative Pedagogy* by Nayden Chakarov, appeared in 1969. *Comparative Pedagogy* (1986) by Nayden Chakarov and Georgi Bishkov was the second book in this field in Bulgaria. The third Bulgarian book in the field, entitled *Comparative Education*, by Georgi Bishkov and Nikolay Popov, was published in 1994. The second amended and reworked edition of *Comparative Education* appeared in 1999.

Other books presenting comparative education studies were: *Educational Systems in Europe* (Popov, Bishkov, 1997); *Primary Education: Comparison of Structural Aspects in 90 Countries* (Popov, 2001); *ABC Books in Slavonic Countries: A Comparative Study* (Popov, Mihova, 2003); *The Education System in Bulgaria: History, Current State, Comparison to Other Countries* (Popov, Pironkova, 2007).

Nowadays at Bulgarian universities, Comparative Education is included among the compulsory academic disciplines in curricula of most education programs.

„Днес, когато някои по-напреднали и по-богати държави правят огромни жертви, за да разрешат по опитен път големите педагогически проблеми, ние не можем да не надникнем в техните постижения, за да няма нужда да започваме всяко нещо отначало. Важното е само да се отнасяме с известна разумна критичност към наследството, което получаваме и да умеем да нагаждаме това наследство към собствените си нужди.” (Пирьов, 1936, с. 316)

През 1962-1963 проф. Найден Чакъров започва да чете лекционен курс по Сравнителна педагогика в Софийския университет. Въпреки, че това не е първият в България курс, който разглежда чуждото образование в сравнителен аспект, това е първият курс, озаглавен „Сравнителна педагогика”.

Първият университетски учебник *Въпроси на сравнителната педагогика* от Найден Чакъров излиза през 1969 г. Вторият учебник е *Сравнителна педагогика* (1986) от Найден Чакъров и Георги Бижков. Третият учебник, озаглавен *Сравнително образование* от Георги Бижков и Николай Попов, е издаден през 1994 г., като през 1999 г. излиза неговото второ допълнено и преработено издание.

Други книги, представящи сравнителни изследвания, са: *Образователни системи в Европа* (Попов, Бижков, 1997); *Началното образование: Сравнение на структурните аспекти в 90 страни* (Попов, 2001); *Букварът в славянските страни: сравнително изследване* (Попов, Михова, 2003); *Образователната система в България: История, съвременен състояние, сравнение с други страни* (Попов, Пиронкова, 2007).

Днес сравнителното образование е сред задължителните дисциплини в учебните планове на повечето университетски педагогически специалности.

The First 20 Years

The short BCES history can be divided into three phases.

Survival phase: 1991–1997

The early 1990s were very difficult for education in Bulgaria. On the one hand, all ideological and party restrictions in education and research were abolished and comparative educators were given freedom in defining what, why and how to study. Much better conditions of enlargement of the academic and research contacts with countries from all over the world were established. The academic mobility of Bulgarian lecturers, researchers and students was widened many times.

Information exchange and collaboration opportunities in the field of comparative education much increased as well.

However, on the other hand it was a time to survive. The academia changed. Life and society changed. Many educators left universities and tried to find a better job in other sectors. It was a time of hope, attempts, and disappointment. From 1991 to 1997, almost half of BCES founder members left their academic and research positions and switched to other sectors. The first several years of BCES existence were the most difficult phase.

Stabilization phase: 1997–2002

In 1997, new higher education standards, obligatory for all universities, were adopted. According to them, Comparative Education was introduced as an obligatory discipline in all university teacher training programs. This was a very important fact leading to: a) involving more lecturers and researchers in the field; b) extending the students' interests in the history, methodology and practice of Comparative Education; c) giving students wider and better possibilities of writing Bachelor and Master's theses, and Doctoral dissertations as well.

Първите 20 години

Кратката история на БДСО може да се раздели на три фази:

Фаза на оцеляване: 1991–1997

Началото на 1990-те години е труден момент за образованието в България. От една страна, премахват се всякакви идеологически и партийни ограничения. Това дава свобода на сравнителните изследвания в образованието. Създават се много по-добри условия за научни контакти със страни от цял свят. Академичната мобилност на преподаватели, изследователи и студенти се увеличава многократно.

Обменът на информация и възможности за сътрудничество в сферата на сравнителното образование значително се увеличават.

Но от друга страна, това е време за оцеляване. С цел търсене на по-добри условия много преподаватели напускат университетите и отиват в други сектори. Това е време на надежди, стремежи и разочарование. От 1991 до 1997 г. повече от половината от колегите, създали БДСО, напускат научните среди в търсене на по-добро заплащане. Първите години от съществуването на БДСО са най-трудните.

Фаза на стабилизиране: 1997-2002

През 1997 г. се приемат единни стандарти за учебните планове на висшите училища, според които сравнителното образование става задължителна дисциплина в повечето педагогически специалности. Това е много важен факт, който води до участие на повече колеги в преподаване на сравнително образование, повишаване на интереса сред студентите към различните аспекти на тази наука, написване на редица бакалавърски и магистърски дипломни работи, както и някои докторски дисертации.

In 2002, the obligatory higher education standards were abolished but despite that fact Comparative Education kept its position in the curricula of teacher training programs. Sofia University was the center of Comparative Education development but colleagues at other universities – in Blagoevgrad, Veliko Turnovo, Plovdiv, Bourgas – actively joined the field of Comparative Education.

Development phase: since 2002

The last decade, since 2002, has been a phase of a very active development of BCES and has seen the following contributions:

- organization of 9 international conferences and creating a worldwide network of colleagues, and publication of 9 volumes of the conference book, containing a total number of more than 370 papers, written by over than 520 authors from nearly 50 countries of all parts of the world;

- organization of a couple of other events (conferences, round tables) in cooperation with other international and Bulgarian institutions;

- publication under the BCES auspices of nearly 10 books in the field of Comparative Education;

- publication in Bulgarian and international journals of articles written by BCES members.

Concluding words

The BCES is very small. It is perhaps the smallest society in the WCCES. Yet despite its size, the BCES is very active.

I am optimistic about the BCES future and believe it will continue to contribute to the development of Comparative Education as a science and academic discipline in Bulgaria and worldwide.

През 2002 г. задължителните стандарти се премахват, но въпреки това сравнителното образование запазва своето място, макар и по-ограничено, в учебните планове. Софийският университет е основният център на развитие на сравнителното образование, но то се преподава също така и в университетите в Благоевград, Велико Търново, Пловдив, Бургас.

Фаза на разцвет: от 2002

Последното десетилетие, от 2002 г. насам, е фаза на активно развитие на БДСО. Могат да бъдат отбелязани следните съществени приноси:

- организиране на 9 международни конференции и създаване на широка мрежа от контакти между колеги от всички континенти, както и издаване на 9 тома на сборника с научни доклади, съдържащи общо над 370 доклада, написани от повече от 520 автора от близо 50 страни от цял свят;

- организиране на редица други форуми (конференции, кръгли маси) в сътрудничество с международни и български институции;

- издаване с подкрепата на БДСО на близо 10 книги в сферата на сравнителното образование;

- публикуване в чуждестранни и български научни списания на статии от членове на сдружението.

Заклучителни думи

БДСО е малко сдружение. То вероятно е най-малкото дружество-член на Световния съвет. Въпреки това БДСО играе много активна роля.

Оптимист съм за бъдещето на БДСО и вярвам, че то ще продължи да допринася за развитието на сравнителното образование като наука и академична дисциплина в България и в световен план.

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* These are English translations of references. The original references are in Bulgarian – on the right column.

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