

Preface

Nikolay Popov

Glocal Education in the 2019 BCES Conference

This volume contains selected papers submitted to the XVII Annual International Conference of the Bulgarian Comparative Education Society (BCES) held in June 2019 in Pomorie, Bulgaria. The XVII BCES Conference theme is *Glocal Education in Practice: Teaching, Researching, and Citizenship*.

Some selected papers submitted to the pre-conference International Symposium on 30 Years since the Fall of the Berlin Wall are also included in this volume.

The book includes 34 papers written by 69 authors from 20 countries. The volume starts with an introductory piece by the keynote speaker Ewelina Niemczyk. The other 34 papers are divided into 7 parts: 1) Comparative and International Education & History of Education; 2) International Organizations and Education; 3) School Education: Policies, Innovations, Practices & Entrepreneurship; 4) Higher Education & Teacher Education and Training; 5) Law and Education; 6) Research Education & Research Practice; 7) Thirty Years since the Fall of the Berlin Wall: Educational Reforms Worldwide.

Glocal education is the main term in this volume discussed from theoretical, methodological and empirical points of view. Most papers directly or circuitously refer to glocal education in teaching, learning, researching, and citizenship. Different profound and well defended opinions on glocal education can be seen in the volume.

Niemczyk's view (p. 13) is that:

At the heart of glocal education is the exploration of local and global connections to maximize glocal consciousness. The concept can be understood in terms of a form of dual citizenship that comes with privileges and responsibilities. ... Glocal education is meant to provide the capacity to recognize oneself in the narrative of the interconnected world as well as local realities.

From a comparativist's point of view, Wolhuter (p. 22) criticizes the use of "glocal" as threshold concept in Comparative and International Education, meaning the dimension of geographical levels of analysis:

"Glocal" when used by comparativists gives recognition to both "local" and "global" context in shaping education; although the role of each as agency is not clear. Furthermore, the exact meaning of "local" is unclear.

Kachakova (p. 110) gives an example of how joint projects on European topics between schools and municipalities:

... could be considered as good practices for promoting glocal education and active citizenship among young people and this initiative is worthy to continue in a larger scale and on a regular basis in the future.

Shotte (p. 83) ends her discussion on the changing landscapes in a glocalized learning environment with the appeal:

I hope that the time will come when we embrace changing landscapes in a borderless, non-nationalistic environment where the entry visa is agape.

Viewing all papers in this volume, it can definitely be concluded that it is a valuable source for interesting studies on various educational problems in the light of globalization, localization, internationalization, and glocalization.

Despite the ways how the global is meant – as a real global, comprising all parts of the world, or a less global (supra national or international), and how the local is meant – as a real local (municipal), or a more local (regional or national), glocal education in its practical aspects as teaching, learning, researching and citizenship requires people to be recipients, guardians and givers of both global achievements and local traditions.

May 2019

Prof. Dr.habil. Nikolay Popov
Sofia University, Bulgaria
BCES Chair, Editor-in-Chief