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-- Chapter 6. China: Teacher Development in China -- Chapter 7. Mongolia: Professional Development Needs of Teachers in Mongolian Higher -- Chapter 8. Kyrgyzstan: Teacher Professional Development in the Kyrgyz Republic: Challenges and Opportunities -- Part 3. Teacher Learning and Development: A Career Long Perspective -- Chapter 9. Singapore: Teacher Learning and Development in Singapore: A Career-long Perspective -- Chapter 10. Syria: Teacher Development in the Syrian Arab Republic – A Proposed Framework -- Chapter 11. Malaysia: Teaching Professional Development Master Plan of Malaysia -- Chapter 12. Hungary: Teacher Learning and Innovation: The Case of Hungary -- Part 4. Teacher Development and Innovation and in the Digital Era -- Chapter 13. Kazakhstan: Striving toward sustainable development in education: the 10 year experience of Nazarbayev Intellectual schools -- Chapter 14. Turkey: Improving Teachers' Skills for Pedagogic Usage of Educational Technologies: Turkish Perspective -- Chapter 15. Russia: Professional Development and Teachers Training in Russia -- Part 5 Curriculum, Teacher and Employment in Global Context -- Chapter 16. Albania: Linking professional education and labor market: Education and Employment reforms in Albania -- Chapter 17. Sri Lanka: Reforming the Secondary School Curriculum: A Sri Lankan Experience at the Dawn of the New Millennium -- Chapter 18. Lithuania: Discourse of Teacher Training Transformations in Lithuania.

Sommario/riassunto

This book presents an update on teacher and education development research, policymaking and innovation within the Belt and Road Countries. It illustrates cases from 18 Belt and Road countries: Albania, Cambodia, China, Hungary, India, Israel, Kazakhstan, Kyrgyzstan, Lithuania, Malaysia, Mongolia, Qatar, Russia, Singapore, Sri Lanka, Syria, Tajikistan and Turkey. It identifies regularities and patterns of teacher development in the context of education development, and explores the characteristics of education policy and practice of the Belt and Road countries. It will be of interest to all researchers, educators and policymakers involved in teacher development and/or education development.
