

# **Education Reform in Societies in Transition: International Perspectives**



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Framed against the background of educational change, this book proposes to examine the relationship between curriculum change, teacher professional development, policy reform and the processes of educational change. The main aims of the book are to: . Focus on educational changes and reconstruction in transitional societies that have undergone political, economic and social change in the past two decades . Provide a forum for the dissemination of research on education reconstruction and reform in transitional societies . Disseminate ideas that enhance both the practical and theoretical aspects of educational changes in these societies . Further knowledge and understanding of emerging trends and issues in education in these societies . Reflect the realities of educational scenarios in each transitional society. The book presents an indepth exploration of educational processes in the country, a distillation of education change or reform, and/or reconstruction in each transitional society. Collectively, the chapters in the book have attempted to contribute to a better understanding of the educational system in respective countries by identifying the challenges and obstacles, the policy implications, the teacher professional development needs and curriculum reform efforts.

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