



Research on the Development and Cultivation of Local Chinese Teachers

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Abstract. This paper investigates the supply and demand of local Chinese teachers in the world, entry criteria, academic qualifications and career development. According to the relationship between supply and demand, the supply and demand of local Chinese teachers in the world are divided into four types: oversupply, balance between supply and demand, short supply and serious shortage. In view of the problems existing in the construction of global local Chinese teacher team, the author puts forward the strategy of "demand-oriented, focused, classified and precise support" and the basic idea of building a global local Chinese teacher training system.

Keywords: global, local Chinese teachers, development situation, support strategy

1 INTRODUCTION

At present, more than 70 countries have incorporated Chinese into their national education systems, and more than 4,000 foreign universities offer Chinese courses. About 25 million people outside China are learning Chinese, and nearly 200 million people have learned and used Chinese. International Chinese education has a broad and solid foundation. The international status of Chinese is constantly rising, and the spatial distribution of Chinese education in the world shows strong regional differences. The types of Chinese education are rich, and the teaching level is full coverage. Confucius Institutes have played a huge role in promoting the development of global Chinese education.^[1-2] Affected by the COVID-19 epidemic, the international environment has become increasingly complex, and after more than a decade of unprecedented development of international Chinese education, some developed countries have experienced "high shocks", but the learning demand of developing countries continues to grow. There is a clear trend of the younger age of Chinese learners, and the global demand for Chinese learning will grow rapidly after the epidemic.^[3]

This paper investigates the supply and demand of local Chinese teachers in the world, entry criteria, academic qualifications and career development. According to the relationship between supply and demand, the supply and demand of local Chinese teachers in the world are divided into four types: oversupply, balance between supply

and demand, short supply and serious shortage.^[4-5] The supply of local Chinese teachers in developed countries such as the United States, Canada, Britain, Australia, South Korea and Japan exceeds the demand; Malaysia, Singapore and other countries with sufficient development of Chinese education balance between supply and demand; Thailand and other Southeast Asian countries, Central Asia, West Asia, Russia and other European countries are in short supply; Africa, Latin America, South Asia and other regions are seriously short of local Chinese teachers. Most countries in North America, Europe and Oceania have established relatively complete Chinese teacher access qualification certification systems; In the vast number of developing countries in Asia, Africa and Latin America, the overall level of national education development is low, there is a shortage of local Chinese teachers, and Chinese teacher qualification and certification mechanisms are generally lacking.^[6]

In view of the problems existing in the construction of global local Chinese teachers, this paper puts forward the strategy of "demand-oriented, focused, classified and precise support" and the basic idea of building a global local Chinese teacher training system: train "super local" Chinese teachers in developed countries and countries with Chinese character culture circle; Vigorously support the teacher training construction of Chinese major in higher education in various countries to promote the local Chinese teacher training;^[7] Establish a national and regional local Chinese teacher training system; The focus of international Chinese education resources allocation has been adjusted from the "developed country priority strategy" to the "developing country priority strategy", especially the priority allocation of resources to countries along the "Belt and Road" and other countries with strong demand for Chinese and friendly to China, so that international Chinese education can play a greater role in promoting the practice of "building a community with a shared future for mankind".^[8]

2 OVERVIEW OF GLOBAL DEVELOPMENT OF CHINESE EDUCATION

2.1 Global Chinese education development level and distribution characteristics

It is found that the level of Chinese education and Chinese teachers in a country is usually positively correlated with the level of economic and social development of the country, that is, countries with a higher level of economic and social development, such as South Korea, Japan and Singapore, have a higher level of Chinese education and Chinese teachers. The level of Chinese education and Chinese teachers in countries with low development level is also generally low.^[9]

The regions with high popularity of Chinese education are mainly distributed in Southeast Asia and East Asia, represented by Malaysia, Singapore, Thailand, Vietnam, South Korea, Japan and other countries. Its main feature is the large number of people learning Chinese, including Chinese as a second language teaching and Chinese educa-

tion students. According to statistics, the number of people outside China who are learning Chinese is about 25 million. The vast majority of Chinese learners are located in Asia, especially Southeast Asian countries as well as South Korea and Japan.^[10]

The regions with high Chinese teacher level are mainly distributed in East Asia, North America, Western Europe, and some developed countries in Oceania, represented by Japan, South Korea, the United States, the United Kingdom, France, and Australia. The main feature is that the overall level of Chinese teaching staff is high, and the innovation ability of theory, method and model is strong. South Korea and Japan are among the few countries with a large number of Chinese learners and a high level of teachers.

Developing countries in Africa, South Asia and Latin America generally have a weak foundation for Chinese education. In terms of the number of institutions offering Chinese courses, education level, number of students, teacher status, relevant standards, and educational resources, they are relatively weak.

2.2 Types of overseas Chinese education

The types of overseas Chinese education can be classified from various perspectives.

From the perspective of language acquisition order, it can be divided into Chinese as a second language teaching and first language teaching. Chinese second language teaching is distributed in most countries and regions in the world at all levels of Chinese teaching, is the mainstream of international Chinese education. From the perspective of education level, it can be divided into Chinese education in higher education, middle school Chinese education, primary school Chinese education and preschool Chinese education. From the perspective of Chinese teaching forms, it can be divided into classroom teaching, online teaching, mixed teaching, immersion teaching and other types. From the perspective of course nature, it can be divided into Chinese professional courses, Chinese compulsory courses, Chinese elective courses, Chinese training courses and other categories. From the perspective of the nature of the organizers, it can be divided into categories such as inside and outside the national education system, public and private, independent and joint.

2.3 Global distribution of Chinese education levels

The shape of a pyramid. The global level of Chinese education has covered all levels from kindergartens, primary and secondary schools to undergraduate, master's and doctoral education, but the development of Chinese education in different countries is different, and the development path is also different. The development level of Chinese education in most countries is in the form of a pyramid. For example, the cultivation of Chinese talents in Southeast Asian countries such as Thailand and Indonesia covers all levels of basic education and higher education.

Inverted pyramid form. In Vietnam and countries with traditional Sinology in Central and Eastern Europe and Northern Europe, the development of Chinese education level shows an inverted pyramid phenomenon from high to low radiation, that is, Chinese education in higher education is more developed, while Chinese education in basic

education is relatively weak. For example, almost all colleges and universities in Vietnam have opened Chinese-related majors, but only a handful of primary and secondary schools have opened Chinese courses. Another example is Sweden, Stockholm University established the Department of Chinese in 1965, but in the 21st century, junior high school culture education began to extend to the basic education stage.

2.4 Global trends in Chinese education

National comprehensive strength, especially national hard power, is a decisive factor in the international spread of languages. In spite of the great changes and the pandemic, China has developed against the trend and maintained rapid GDP growth. The concept of "building a community with a shared future for mankind" and the Belt and Road Initiative have been recognized by more and more countries. China's comprehensive national strength is rapidly improving, and the economic and cultural cooperation and exchanges between China and foreign countries will certainly increase the demand for Chinese talents in the world. Learning Chinese is becoming a pressing need for many countries, which will surely bring about the further development of international Chinese education and promote the rapid introduction of Chinese language and Chinese culture to the world.

In addition, online Chinese education has fundamentally brought about a fundamental change in the concept of international Chinese education. With the rapid development of technology, the cost of receiving Chinese education has been greatly reduced, which will make the ideal of learning Chinese by people all over the world become a reality through online learning, resulting in the rapid growth of the number of Chinese learners worldwide. The rapid entry of Chinese into the national education system and the trend of younger learners will also promote the rapid growth of the number of learners.

3 DEVELOPMENT OF LOCAL CHINESE TEACHERS AROUND THE WORLD

The problem of teachers is the core of international Chinese education. International Chinese teachers are generally divided into two categories: "Input Chinese teacher" and "local Chinese teachers". "Input Chinese teacher" refers to teachers imported from China or other countries and district imported teachers. The public teachers sent by the Sino-Foreign Language Exchange and Cooperation Center and the Chinese teachers sent by the Overseas Chinese Affairs Office of the United Front Work Department are all "Input Chinese teacher". "local Chinese teachers" refers to a Chinese teacher who holds the nationality of a certain country, which can be a native Chinese teacher, or a Chinese teacher who was born in another country, immigrated to that country and obtained the nationality of that country.

3.1 Global supply and demand of local Chinese teachers

The supply and demand of local Chinese teachers in the world is diverse, which can be roughly divided into four types: oversupply, balance between supply and demand, short supply and serious shortage.

Oversupply: The countries with oversupply of local Chinese teachers are represented by developed countries such as the United States, Canada, the United Kingdom, Australia, South Korea, and Japan. The Chinese education in the United States, Canada, the United Kingdom and Australia has been integrated into the national education voxels in a relatively complete way. The Chinese education level at all levels is relatively high, there are relatively complete Chinese curriculum standards, teaching evaluation standards and examination systems, and the entry qualifications and standards of Chinese teachers are relatively complete.

Balanced supply and demand: the countries with balanced supply and demand of local Chinese teachers are represented by Malaysia, Singapore, Vietnam, Myanmar and other countries with sufficient development of Chinese education.

In short supply: there are a large number of countries in short supply of local Chinese teachers, and most countries in Southeast Asia, Central Asia, West Asia and Europe have a large gap of local Chinese teachers to varying degrees. It is represented by most countries in Southeast Asia such as Thailand and Cambodia, Gulf countries in Central Asia and West Asia, and most countries in Europe such as Russia, Hungary, Bulgaria and Romania.

Severe shortage: Countries in Africa, Latin America, South Asia and other regions suffer from a severe shortage of local Chinese teachers.

3.2 Educational background and professional development of native Chinese teachers around the world

Access qualification and mechanism. North America, Europe, Oceania and other countries with higher education levels have established relatively complete Chinese teacher access qualification certification systems. Whether the qualification standards for Chinese teachers are issued and whether the relevant certification system is perfect are important indicators of the entry of Chinese into the national education system and the localization level of Chinese education. In the vast number of developing countries in Asia, Africa and Latin America, the level of national education development is low, there is a shortage of local Chinese teachers, and Chinese teacher qualification and certification mechanisms are generally lacking.

Professional background. Local Chinese teachers who teach in universities in the United States, the United Kingdom and Canada should generally have a doctorate degree, and the professional level of Chinese teachers in primary and secondary schools is generally high. In Africa, except Egypt and South Africa, the relevant majors of Chinese education in colleges and universities are relatively weak.

Teaching and research level. The teaching and research level of local Chinese teachers is positively correlated with the overall education level of the host country. For example, many Chinese teaching experts have emerged in the United States, the United

Kingdom, South Korea, Japan, etc., and have put forward many theories, methods, and models of Chinese teaching, which have exerted extensive influence not only on Chinese education in their own countries but also on Chinese education in many countries around the world. However, in some developing countries in Africa, Latin America and Southeast Asia, there are few original teaching theories, methods and models. In view of this, the enhancement of scientific research capacity should also be included in the local Chinese teacher support programs in developing countries.

3.3 The source and training way of native Chinese teachers

Chinese are the main source of Chinese teachers in developed countries and some developing countries. Developed countries usually have many well-educated overseas Chinese, the United States, Canada, Britain, Australia and other countries in the recruitment conditions of Chinese teachers, generally require a "very skilled English level and mother tongue or near-mother tongue Chinese level", The Chinese have natural advantages.

We will support the development of Chinese language majors in universities in developing countries and make them the driving force for the training of Chinese language teachers. Southeast Asian countries mainly rely on universities in their home countries to train local Chinese teachers, while Malaysia and Singapore can basically achieve self-sufficiency in the training of local teachers in their higher education systems. Chinese education in African universities started late and developed rapidly. The Chinese language departments of Cairo University and other universities have Chinese education at the bachelor, master and doctoral levels, which has trained a large number of Chinese talents for their respective countries. These examples fully show that universities in various countries are important institutions to train local Chinese teachers.

Sino-foreign joint cultivation. The Chinese-Foreign Language Exchange and Cooperation Center supports Chinese language teaching institutions in relevant countries to set up Chinese teacher majors, and has provided successful experience for the joint training of local Chinese teachers.

Studying in China is also an effective way to train high-level local Chinese teachers. Every year, about 500,000 young students from all over the world study in China, and a certain proportion of them have master's degrees in Chinese education. Most of these international students return to their home countries for employment, and some of them become local Chinese teachers in different countries.

4 DISCUSSION

4.1 Problems in the development of local Chinese teachers around the world

The salary difference of Chinese talents affects the career choice of Chinese teachers. The salary of Chinese teachers varies greatly in different countries, and local Chinese teachers in Britain and the United States are well paid. However, in Malaysia, Russia,

Vietnam, Myanmar and other countries, the turnover rate of Chinese teachers is relatively high, and the proportion of Chinese education masters trained in China who choose to engage in Chinese education after returning to China is low, which is directly related to the low salary of Chinese teachers.

The level of Chinese major construction in higher education in various countries limits the training of local teachers. With the increasing demand for local Chinese teachers, universities should become the main institutions for local Chinese teacher training. However, there is a big gap between the goal and the reality. Taking Southeast Asia as an example, this region has a good development of Chinese education in the world. However, due to the lack of famous scholars in the field of Chinese education, the universities in this region have not yet formed a research team with a certain scale and strength, and there are no famous universities that can play an academic leading role, resulting in the low level of Chinese major construction in colleges and universities. It directly caused the situation that the educational level of local teachers was not high, and seriously affected the sustainable development of Chinese communication in various countries.

The Chinese proficiency of existing local teachers is uneven. The level of local Chinese teachers is positively correlated with the level of economic and social development. From a global perspective, countries with higher levels of economic and social development have better development of Chinese education, and relevant standards and access mechanisms such as Chinese teacher access qualification certification are relatively sound. On the contrary, in countries with low level of economic and social development, there is lack of access and qualification standards for local Chinese teachers, and the entry threshold for Chinese teachers is low, and the overall level of Chinese teachers is weak. At present, the lack of Chinese teacher standards is a common problem in developing countries.

4.2 Strategies to support the development of local Chinese teachers around the world

Based on the above analysis, this paper proposes that the support strategy for local Chinese teachers should follow the strategy of "demand-oriented, focused, classified and precise support".

Demand-oriented. Global support for local Chinese teacher training should be based on an accurate grasp of the needs. Although there are some commonalities in the demand for Chinese teachers in countries around the world, there are obvious differences. Countries with different levels of economic and social development and cultural backgrounds have obvious differences in the demand for local Chinese teachers. This requires us to carry out in-depth country research and conduct demand-side and supply-side analysis of local Chinese teachers. On the basis of fully understanding the needs, it is necessary to combine the characteristics of the development of Chinese education in the destination country, and grasp the elements such as the type, level, quantity and quality of local Chinese teachers' needs as a whole. It is suggested to focus on supporting the training of local Chinese teachers in developing countries.

Focus on key points. In the construction of local Chinese teachers around the world, two priorities are fully reflected: First, focus on supporting developing countries. In view of the fact that the supply of local Chinese teachers in most developed countries is oversupply or saturation, and the professional level of local teachers has reached a relatively high degree, it is suggested to focus on supporting the construction of local Chinese teachers in developing countries. The second is to support the transformation of the focus from the direct delivery of Chinese teachers in basic education to the training of high-level Chinese professionals, so as to give full play to the driving force of Chinese majors in colleges and universities in the training of local teachers.

Implement policies in different categories. In the top-level design of the construction of the global local Chinese teacher training system, the local Chinese teacher support strategy should be differentiated and precise according to different supply and demand types and the degree of economic and social development of various countries. See Table 1 for the classified support programs for local Chinese teachers around the world.

Countries with oversupply of local Chinese teachers: The United States, the United Kingdom, Canada, Australia, South Korea, Japan and other countries are in a state of oversupply of local Chinese teachers, and do not need China to take excessive support measures. At the level of higher education in developed countries, academic exchanges between Chinese and foreign scholars are supported in the form of financial support for academic conferences and well-known scholars' participation. In the training of Chinese teachers in primary and secondary schools, the focus is on solving quality problems, and supporting the "embedded" Sino-foreign joint training in the form of project support.

Countries with balanced supply and demand of local Chinese teachers: Malaysia, Singapore, Vietnam and other countries mainly need local Chinese teachers, and they have independent local Chinese professional talents and teacher training systems, and do not need too much help from China. The support strategy for Chinese teachers in these countries can provide scholarships, fund the study of master's degree or doctor's degree in China, or visit China as a senior visiting scholar, or send expert teachers to these countries to participate in the training of high-level talents above the undergraduate level.

Countries where local Chinese teachers are in short supply: In addition to Malaysia and Singapore, most countries in Southeast Asia, Central Asia and West Asia have some local teachers, but due to rapid development, they cannot meet the demand. It is necessary not only to train a large number of local Chinese teachers, but also to import a large number of Chinese teachers from China. For such countries, according to the needs of Chinese education in each country, we can focus on supporting a small number of universities to develop Chinese-related disciplines and specialties, and send expert teachers to these countries to participate in high-level Chinese teacher training, and provide scholarships for outstanding Chinese teachers to study for master's and doctoral degrees in China.

Countries with serious shortage of local Chinese teachers: most countries in South Asia, Africa and Latin America are weak in Chinese teacher training, but they are all countries with great potential for the development of Chinese education in the future, and they all need to train a large number of local Chinese teachers ahead of time. In

view of the general level of economic and social development in these countries, it is suggested to provide comprehensive resource support to help build Chinese education related disciplines and majors in national or regional colleges and universities, so as to help train local Chinese teachers.

Table 1. Global classification support programs for local Chinese teachers

Type country	Supply exceeds demand	Balance between supply and demand	In short supply	Severe scarcity
Support mode	United States, Canada, United Kingdom, Australia, South Korea, Japan, etc	Malaysia, Singapore, Vietnam, etc	Most countries in Southeast Asia, Central Asia, West Asia, Russia and other European countries	Africa, Latin America, South Asia and other regions
Academic exchange	+	+	+	+
Discipline construction	/	+	+	+
Chinese teacher	/	/	+	+
Teaching resources	/	/	+	+
School-running funds	/	/	/	+
Scholarship to China	/	+	+	+

Precise support. The demand for Chinese teachers in countries around the world is diversified and personalized, and the support should also distinguish the types and levels of the demand for Chinese teachers in different countries, and strive to achieve one policy in one country and precise support. For example, Malaysia and other countries in Southeast Asia have developed well in Chinese language education, which requires Chinese teachers with solid knowledge of Chinese language and literature and Chinese culture, as well as Chinese teachers teaching various subjects in primary and secondary schools. While most countries and regions mainly need teachers teaching Chinese as a foreign language. This requires us to train Chinese teachers who are good at both foreign language and Chinese, and have good foreign language teaching ability and cross-cultural communication ability.

4.3 The basic idea of building a global local Chinese teacher training system

Train "super local" Chinese teachers in developed countries and countries with Chinese culture circles. Adopt the "Chinese-foreign joint embedded" training model to train native Chinese teachers, deeply integrate into the social culture of the host country, localize in the natural state, and eventually grow into "super local" Chinese teachers. "Super native" Chinese teachers are highly localized imported Chinese teachers who have good professional accomplishment, have the advantages of both native Chinese teachers and non-native Chinese teachers, and eliminate their respective disadvantages and shortcomings. "Super local" Chinese teachers are the high-end form and ideal training goal of international Chinese teachers, the mainstream demand of developed countries, and an important measure to continuously improve the level of Chinese education in countries where the supply of local Chinese teachers exceeds the demand.

Vigorously support the construction of Chinese majors in universities around the world. China has helped and supported the development of Chinese language programs in universities around the world, funded Chinese language teachers from universities around the world to study in China for master's and doctoral degrees, as well as visiting exchange programs, and substantially increased special funding for doctoral, postdoctoral and senior visiting scholars on the basis of the existing international scholarships for Chinese Language education teachers. At the same time, it supports the cooperation and exchange of Chinese education between Chinese universities and universities in other countries, encourages and supports China's strong international Chinese education schools to go global, and jointly train international Chinese teachers at all levels with universities in relevant countries.

Establish a local Chinese teacher training system that combines countries and regions. The international local Chinese teacher training system should mainly be based on the country as the basic unit to establish a national local Chinese teacher training system. However, some countries have a low level of Chinese education development and limited demand for local Chinese teachers, so they can also co-build and share local Chinese teacher training bases. Some countries with similar linguistic and cultural backgrounds in the same language or region can also build and share local Chinese teacher training bases.

Adjust the focus of resources allocation related to local Chinese teachers. Re-adjust the allocation of resources related to international Chinese teachers, and actively implement the strategy of giving priority to developing countries to use limited resources where they are most needed, to support countries with weak Chinese education foundation, strong demand for Chinese learning and friendly to China, especially to prioritize the allocation of resources to countries along the "Belt and Road" construction. For developed countries, it should be more reflected in academic exchange support.

5 CONCLUSIONS

This paper finds that the level of Chinese education and Chinese teachers in a country is usually positively correlated with the level of economic and social development of

the country, that is, the level of Chinese education and Chinese teachers in countries with higher economic and social development, such as South Korea, Japan and Singapore, is generally higher. The level of Chinese education and Chinese teachers in countries with low development level is also generally low. The regions with high popularity of Chinese education are mainly distributed in Southeast Asia and East Asia, represented by Malaysia, Singapore, Thailand, Vietnam, Indonesia, Myanmar (northern), Philippines, South Korea, Japan and other countries.

This paper investigates the supply and demand of local Chinese teachers in the world, entry criteria, academic qualifications and career development. According to the relationship between supply and demand, the supply and demand of local Chinese teachers in the world are divided into four types: oversupply, balance between supply and demand, short supply and serious shortage.

Aiming at the problems existing in the construction of global local Chinese teachers, this paper puts forward the strategy of "demand-oriented, highlight key points, categorical policy and precise support" and the basic idea of building a global local Chinese teacher training system: train "super local" Chinese teachers in developed countries and countries with Chinese character culture circle; Vigorously support the teacher training construction of Chinese major in higher education in various countries to promote the local Chinese teacher training; Establish a national and regional local Chinese teacher training system; The focus of international Chinese education resources allocation has been adjusted from the "developed country priority strategy" to the "developing country priority strategy", especially the priority allocation of resources to countries along the "Belt and Road" and other countries with strong demand for Chinese and friendly to China, so that international Chinese education can play a greater role in promoting the practice of "building a community with a shared future for mankind".

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