Country Education Profiles Australia

Throughout the world, healthcare professionals often lack knowledge of the possibilities and limitations of systematically processing data, information and knowledge and of the resulting impact on quality decision-making. They are often asked to use information technologies of which they have limited appreciation in order to enhance their practices through better use of information resources. However, for systematically processing data, information and knowledge in medicine and in healthcare, healthcare professionals who are well-trained in medical informatics or health informatics are needed. It will only be through improved education of healthcare professionals and through an increase in the number of well-trained workers in health and medical informatics that this lack of knowledge and associated skills can begin to be reversed. Although we can recognize further progress in educating health and a considerable number of educational programs for health informatics/medical informatics specialists have been set up, there is still a need to enhance these educational activities world wide, considering global developments as well as new curricular concepts and technological opportunities. This book is especially helpful for educators in the field of health/medical informatics.

The Lisbon Recognition Convention, developed by the Council of Europe and UNESCO, is the main international legal text on the international recognition of

qualifications and has been ratified by more than 50 countries. Few Council of Europe conventions have achieved a greater number of ratifications, and the political importance of the Lisbon Recognition Convention is very considerable. The recognition of qualifications is a necessary, if not sufficient, condition for both student and labour mobility. To mark the 15th anniversary of the convention, this book examines some of the challenges to the international recognition of qualifications. The convention is an essential legal text, but it needs to be put into better practice. How can learners use their degrees and qualifications in a new country, without losing the real value of those qualifications? The authors, who come from a variety of backgrounds, review the policies and practice of recognition, link recognition to the broader higher education policy debate and consider the role of recognition in enabling individuals to move freely across borders.

In our increasingly global world, individuals are highly mobile and interconnected. Politics, policies and technologies foster interconnection amongst and within countries as individuals relocate from one place to another. One key issue facing developed and developing countries is urban overcrowding. In Australia, urban density is one factor prompting institutions and individuals to embrace 'rural revival' as a possible solution to urban congestion and rural decline. In the past decade, rural Australia has received heightened publicity and interest as a lifestyle destination encouraged by national decentralization policies to alleviate urban overcrowding, particularly the metropolises

Melbourne and Sydney, regional councils' marketing initiatives and international refugee relocation. Rural communities struggle in contrast with urban counterparts for several, often complex, reasons. The 'realities' of rural life are frequently marginalized while marketing campaigns evoke stereotypical imagery of idyllic lifestyles and bucolic pastures to sell dreams of country bliss to fatigued urbanites. This edited e-book is a collection of articles that explores 'rural realities' of country life in Australia for global audiences interested in rurality, health and well-being. By transcending disciplinary-specific boundaries, this multi-disciplinary book not only presents contemporary challenges, but also equips readers with evidence-based knowledge to improve resilience in communities and individuals facing key issues such as aging, depression, disability, environmental degradation, limited service delivery and social isolation. Utilizing a variety of social science research methods, each chapter will enhance readers' insights about rural amenities, geography, identity, culture, health and governance which impact wellbeing and lifestyle satisfaction. Collectively, this book exposes readers to ideas from a dynamic range of experts in the humanities, social and natural sciences to encourage a holistic approach to developing solutions for a complex social world. The content of this volume will interest a wide audience of graduates and undergraduates, researchers, professional practitioners and policymakers involved with non-profit and government organizations, and interested community members. Since the Second edition of the Country Education Profile for China was published,

substantial reform has occurred in the Chinese education system. This Update focuses mainly on the regular higher education sector and includes changes in Chinese higher education (including the massification of higher education, changes in the administration and structure of government higher education institutions and the growth of the private higher education sector) and changes to the higher education qualifications at sub-degree, Bachelor degree and Master degree level. The assessment guidelines have been updated This Update should be used in conjunction with the Second Edition of AEI-NOOSRâs Country Education Profile for China, 1996. This book is designed primarily for potential and inservice vocational instructors who are pursuing a program of personal and professional development which will ensure competency in this specialty. In any state in the United States, there are a number of uncredentialed instructors who teach courses in vocational education. Although these individuals may be competent enough in their subject matter areas, there is an obvious deficiency in the foundations of vocational education. Foundations of vocational education help vocational educators lay a solid foundation from which they can better help students hold aloft the banner of the full range of education for work, which is career and technical education in its modern sense. From this standpoint, this book is an excellent textbook for undergraduate and graduate students at university settings. Appealing foundation books are normally concerned with historical, philosophical, and social considerations of vocational education. The basic principles of vocational

education must be covered in these books. Such prominent elements can be found from Evans and Herr's (1978) Foundations of Vocational Education to Gray and Herr's (1998) Workforce Education: The Basics. This book is no exception.

Beginning with the earliest provincial education policies and taking readers right up to contemporary policy debates, Learning to School chronicles how, through learning and cooperation, the provinces gradually established a country-wide system of public schooling.

Psychology of Aid provides an original, psychological approach to development studies, focusing as it does on the social aspects of aid and the motivational foundations.

Designed as a practical tool for looking at development projects in a new and structured way, the authors bring many of the social apsects of development and aid together in one book; from the needs of the Northern donor to the public tensions between Third World host and foreign development agencies.

An accessible and original look into the education policy of Australia that considers how it came about, how it was steered to the political right, how some educators struggled to implement or resist it in their schools and how it applies to other systems.

This publication presents reviews of the labour market integration of immigrants and their children in four OECD countries (Australia, Denmark, Germany and Sweden), and provides country-specific recommendations.

One booklet on each of the following countries: Argentina; Australia; Brunei

Darussalam; Chile; China; Egypt; Hong Kong; India; Indonesia; Japan; Jordan; Kenya; Korea; Lebanon; Macau; Malaysia; New Zealand; Oacific Islands I: Solomon Island and Tonga.

Guidebook showcasing successful, innovative education initiatives to help meet the MDGs and Education for All targets from around the Commonwealth, in a concise and easy-to-use format. Provides policy-makers with examples of solutions that will assist them in devising strategies to counter their own educational challenges.

This 2008 edition of OECD's periodic review of Australia's economy focuses on key challenges including raising the labour supply, enhancing educational performance, enhancing the functioning of product and labour markets, and improving water ...

Migration and Refugee Law: Principles and Practice in Australia is a comprehensive overview of the legal principles governing the entry of people into Australia. This fully revised third edition provides an accessible analysis of the theory and practice of this complex and controversial area of the law. It considers the social and political context of migration and refugee law in devising innovative policies aimed at creating an equitable and rational immigration system. Migration and Refugee Law: Principles and Practice in Australia combines an astute consideration of theory with the creation of practical policy solutions, and is therefore an essential resource for migration lawyers and agents, government employees, students, judicial officers and policymakers.

The OECD series Making Integration Work draws on key lessons from the OECD's work on integration, particularly the Jobs for Immigrants country reviews series.

Compares the impact of globalizing practices on universities in Australia, Europe, and the United States and analyzes how administrators and academics respond to crucial questions regarding the future of universities and how globalizing practices have affected lives of academics.

(Sponsored by the Middle Level Education Research Special Interest Group and the National Middle School Association) Studies like the Third International Mathematics and Science Study (TIMSS) have compared the performance of U.S. middle grade students (i.e., eighth graders) to those in other countries. In relation to middle grade schools, 20 countries outperformed the United States in mathematics and nine countries scored above the U.S. in science. The intent of this volume of The Handbook of Research in Middle Level Education, An International Look at Educating Young Adolescents, is to broaden our understanding of middle grade schooling by critically examining the education of young adolescents (ages 10-15, typically grades 6-8) through an international lens. In addition to looking at how schooling and students are organized for teaching and learning, this handbook will focus on the successes and failures that are evident in a wide variety of nations, present the indictments and praises that have been offered by supporters and critics alike, and review the research that has been generated about educating young adolescents in an effort to cross national boundaries. Ultimately, this volume of the handbook series will explore what international perspectives teach us about the effective education of young adolescents.

The Comparative Database System (CDS) provides a means for coding and using data on U.S. and international postsecondary educational activity and behavior. CDS permits education-data users to obtain accurate and reliable comparative data on postsecondary education

questions. This document contains a discussion of the development of CDS, a detailed technical description of CDS and its relation to other databases, and advice about its use. CDS was developed as a systematic means for reporting and analyzing data provided by respondents to the Survey of Earned Doctorates (SED), but it can be used whenever comparative and international institutional or individual data need to be organized and analyzed. Section 1 is the overview and description background and development; concepts, definitions, and methodology; and implementation), while Section 2 (half the document) contains the data codes used in CDS (geographical regions, countries, country subdivisions, primary language of instructor, standard program types, institutional types, and standard program completion awards and institutional levels (Contains 245 references.) (SLD) Brings together recent reseach findings from around the world on key issues in school improvement, including discussion of the role of management, teachers, students, and the curriculum.

From the skyrocketing AIDS rate in Haiti to the oppressive pollution in industrial China, from the violent street culture of Nigeria to the crippling poverty in Nicaragua, from child trafficking in Thailand to child marriages in India, this jam-packed six-volume set explores all these issues and more in an unprecedented look at the world's children at the dawn of the 21st century. In recent years, while many countries have enjoyed a higher standard of living and improved working conditions, others have been torn apart by war and incapacitated by famine, and are struggling to improve life for their children and their future. Recent concern over the world's children has resulted in a global

attempt to define what constitutes an acceptable childhood. New attention has been paid, not only to healthcare and secondary education, but also to the right to play and increased access to technology. The UN's codification of children's rights has done much to expand our understanding of what is needed for healthy growth and development of children and youth. Organized by region, The Greenwood Encyclopedia of Children's Issues Worldwide is the first globally focused set of this magnitude, offering extensive, up-to-date coverage of these critical issues. Original chapters accessibly synthesize current data on key topics, including education, play and recreation, child labor, family, health, laws and legal status, religious life, abuse and neglect, and growing up in the 21st century.--Provided by publisher.

This book examines Thai knowledge and wisdom from the perspective of postmodern, postcolonial globalization. Ma Rhea explores the ways in which the Thai university system attempts to balance old knowledge traditions, Buddhist and rural, with new Thai and imported knowledge. It traces the development of Thai university partnerships with outsiders, focusing on the seventy year relationship between Thailand and Australia. In comparison, it analyses the old Thai Buddhist wisdom tradition and in the final chapters proposes its worthiness as a pedagogical pathway for universities globally.

While Finland's foreign-born population remains small by international standards, growth has been amongst the fastest in the OECD. Finland's foreign born population have lower employment rates than native-born Finns and women, in particular, are

struggling to integrate and face incentives ...

This book provides an up-to-date and well-grounded analysis of education in Australia, New Zealand and the Pacific, including Cook Islands, Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu. Leading writers from throughout this region identify contemporary educational challenges, issues, and priorities while drawing upon their own ongoing empirical research. Key themes include the impact of international trends and developments; educational reform and the quality of education; indigenous learning; inclusivity; aid and development co-operation; and the changing role and place of tertiary education. Detailed studies of specific educational systems and developments are considered in the light of broader analyses that run throughout the volume. Provides an authoritative reference collection on leading international insights into the integration of technology tools and applications with adult and vocational instruction. This book examines and explains the intellectual capital reporting practices, with a human capital focus, of firms located in the developing nation of Sri Lanka. The study ascertains the following: first, to what extent the industry groups, based on the number of shareholders, differ in their ICR practices; and second, to what extent firms in Sri Lanka differ from counterparts in other nations in their intellectual capital reporting practices. An important aspect of this book is looking at the practices from a critical perspective to providing a more balanced view of 'good' and 'bad' effects of intellectual

capital. The book meticulously outlines an extensive literature review, research methods, the theoretical perspective, findings with an engaging discussion, and concluding remarks. Indra Abeysekera's fine research project is an impressive contribution to an emerging area of interest throughout academia and industry. This book is about the sociologists' analyses of the newness of our time. It discusses five conceptual perspectives: (1) Multiple modernities; (2) Globalization; (3) Multiculturalism; (4) The declining accountability of the State; (5) Postmodernity. The divergent propositions which surface give this discourse its basic coherence.

This book explores the goals, efforts and outcomes of international assistance to higher education over the past three decades and investigates how these have impacted changing State-university relations. Focusing on the case study of Indonesia, Bastiaens demonstrates how international aid facilitated and at times actively encouraged changing patterns of state-university relations from state control towards greater institutional autonomy. Through the use of various case studies from throughout the country and critical analysis of the relationships between international donors and domestic reformers, Bastiaens shows how the educational system of Indonesia was able to diversify resources, generate income, and become increasingly autonomous from government.

International migration is a permanent fixture of life in the 21st century. Fostering the integration of diverse populations has become a crucial policy challenge because integration greatly impacts social cohesion. Schools are the keystone in building robust integration strategies. As in so many countries around the globe, Germany's population is growing steadily more diverse. At the same time, its institutions, especially schools, have not systematically developed the tools they need to harness the potential of this diversity. Whereas some education policies and programs are fine-tuned to meet the needs of diverse student populations, others have categorically disadvantaged certain segments. As the Pisa studies have shown, students of immigrant origin are at particular risk of attaining academic achievement below their potential. The 2008 Carl Bertelsmann Prize has sought out innovative approaches to education in select OECD countries which promote the integration of children and youth of immigrant origin. The publication also includes perspectives and strategies that could improve education policies, especially in countries like Germany.

This book gives an updated overview of how a number of countries are dealing with cross-border education as well as examining international frameworks on recognition of qualifications including UNESCO Regional Conventions and trade agreements.