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Access CEP - International Education

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The Australia Country Education Profile provides comprehensive information about education in Australia to improve understanding of the Australian education system and Australian qualifications. To support mobility, the department engages domestically and globally on qualifications recognition policy and encourages

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improved recognition practices.

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Abstract: The country education profiles
(CEPs) are a guide to the education systems
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CEPs contain information about the structure and qualifications of all sectors of a country ' s education system, including key points of comparison for assessment purposes i.e. quality indicators, and assessment guidelines for comparing qualifications from the overseas country with ...

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information. Austrade provides market intelligence and analysis through its network of specialists all over the world to support Australia's international education sector.

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Australian Qualifications Framework The
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that covers qualifications from all education
sectors; higher education, vocational
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Upon request by the country, a country profile, representing a comprehensive study of all the science, technology and innovation (STI) policies, can be developed by UNESCO and published in the online series of GO-SPIN country profiles “ Mapping

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Research and Innovation ” . This includes a description and analysis of the components of a country ’ s STI system. Paraguay (2018)
Lao (2018 ...

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Education Profiles provide authoritative information for 127 countries from Africa, Asia Pacific, Europe, Subcontinent and the Middle East and the Americas and include: assessment guidelines for higher education and postsecondary technical and vocational education qualifications and how they compare with Australian Qualifications

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Framework qualifications.

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Destination Australia, welcome to the Nations Online country profile of the "unknown southern land." Some say, with Australia, you get it all: a continent with its

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Australia has its own tectonic plate, a country with a population density others can only dream of, and a massive island with a 30,000 km long beach. Australia is situated entirely in the southern hemisphere, between the Indian and the Pacific ocean ...

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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.

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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.

The Lisbon Recognition Convention,

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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

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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

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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

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and consider the role of recognition in enabling individuals to move freely across borders.

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.

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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

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which surface give this discourse its basic coherence.

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,

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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;

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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.

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