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BUSINESS STUDIES GRADES 10 -12 3 Assessment of entrepreneurial qualities in business Citizenship roles and responsibilities Marketing activities, marketing in the formal and informal sectors Use of technology for marketing Imports and exports Foreign marketing The alignment of foreign marketing and the production function Production function

~~SECTION 3—Department of Basic Education~~

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This comprehensive handbook offers a state-of-the-art guide to new frontiers of African entrepreneurship. Written from a Pan-African perspective by a cast of international authors, the book addresses the rapid modernisation and evolution of African entrepreneurship and business practices. It maps new developments in entrepreneurial ecosystems, technology and digital entrepreneurship, entrepreneurship in conflict zones, and gender and diversity issues. It proposes new models for entrepreneurial financing and explores the contrast between entrepreneurship in high-technology urban centers with peripheral rural districts and conflict zones. Bringing together empirical insights and case studies from countries across Africa, the Handbook illuminates regional and contextual differences and shares theoretical and practical insights which inform policy and practice. It is an ideal guide for researchers and students working on international business, entrepreneurship and emerging economies. It will also inform policymakers in developing context-informed entrepreneurial policies and

initiatives in Africa.

The label CLIL stands for classrooms where a foreign language (English) is used as a medium of instruction in content subjects. This book provides a first in-depth analysis of the kind of communicative abilities which are embodied in such CLIL classrooms. It examines teacher and student talk at secondary school level from different discourse-analytic angles, taking into account the interpersonal pragmatics of classroom discourse and how school subjects are talked into being during lessons. The analysis shows how CLIL classroom interaction is strongly shaped by its institutional context, which in turn conditions the ways in which students experience, use and learn the target language. The research presented here suggests that CLIL programmes require more explicit language learning goals in order to fully exploit their potential for furthering the learners' appropriation of a foreign language as a medium of learning.

Budget literacy is defined as 'the ability to read, decipher, and understand public budgets to enable and enhance meaningful citizen participation in the budget process'. It is comprised of two main parts - (i) a technical understanding of public budgets, including familiarity with government spending, tax rates and public debt and; (ii) the ability to engage in the budget process, comprising of practical knowledge on day-to-day issues, as well as an elementary understanding of the economic, social and political implications of budget policies, the stakeholders involved and when and how to provide inputs during the annual budget cycle. Given that no international standards or guidelines have been established for budget literacy education to date, this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries. The underlying presumption is that when supply-side actors in the budget process -- governments -- simplify and disseminate budget information for demand-side actors -- citizens -- this information will then be used by citizens to provide feedback on the budget. However, since citizens are often insufficiently informed about public budgets to constructively participate in budget processes one way to empower them and to remedy the problem of "budget illiteracy" is to provide budget-literacy education in schools to youth, helping them evolve into civic-minded adults with the essential knowledge needed for analyzing their government's fiscal policy objectives and measures, and the confidence and sense of social responsibility to participate in the oversight of public resources. This book elaborates on approaches, learning outcomes, pedagogical strategies and assessment approaches for budget literacy education, and presents lessons that are relevant for the development, improvement, or scaling up of budget literacy initiatives.

In a technology-oriented world, technology literacy for everyone is essential. Especially for a technological-responsible society. It will be developed by technological socialization; educating not only competencies but also a positive technological self-concept, which is a predictor for technology activities. It develops by actively dealing with technology. A lack of experience may lead to the idea of having poor skills and inapt qualities for the exposure to technology. As a result, interactions will be avoided. To antagonize, technology is taught in different countries in various ways. Even some are starting at primary schools and others are starting at middle school age. Thus, the aim of this publication is to summarize different possibilities of implementations in different countries.

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