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BMC is the biggest provider for LCCI Courses in Singapore. Applicable for candidates who want to develop advanced practical ICT skills and apply these skills in a modern business context, progress a career and need appropriate ICT skills to support that career or return to work and need to update their ICT skills.

This book constitutes the refereed proceedings of 5 workshops co-located with SAFECOMP 2012, the 31st International Conference on Computer Safety, Reliability, and Security, held in Magdeburg, Germany, in September 2012. The 49 revised full papers presented were carefully reviewed and selected from numerous submissions. According to the workshops covered, the papers are organized in topical sections on: next generation of system assurance approaches for safety-critical systems (Sassur), architecting safety in collaborative mobile systems (ASCoMS), dependable and secure computing for large-scale complex critical infrastructures (DESEC4LCCI), ERCIM/EWICS/cyberphysical systems (ERCIM/EWICS), and on digital engineering (IWDE).

This book is suitable for those preparing for the examinations of ICB, AAT, IAB, OCR, AQA and all other courses in computerised accounting. Learning computerised book-keeping skills is very different from manual accounting. It can seem more like learning computer studies than book-keeping, and it is often difficult to connect it with what may have been previously learned in manual book-keeping. In this book Dr Marshall resolves this problem with the same skill and insight that made his book on manual book-keeping, Mastering Book-keeping, so useful to readers over the years. Deliberately constructing a clear and continuous bridge between the methods so that the student never loses sight of the double entry concept, he presents the material in a way that makes computerised book-keeping clear and easy to understand.

The routine jobs of yesterday are being replaced by technology and/or shipped off-shore. In their place, job categories that require knowledge management, abstract reasoning, and personal services seem to be growing. The modern workplace requires workers to have broad cognitive and affective skills. Often referred to as "21st century skills," these skills include being able to solve complex problems, to think critically about tasks, to effectively communicate with people from a variety of different cultures and using a variety of different techniques, to work in collaboration with others, to adapt to rapidly changing environments and conditions for performing tasks, to effectively manage one's work, and to acquire new skills and information on one's own. The National Research Council (NRC) has convened two prior workshops on the topic of 21st century skills. The first, held in 2007, was designed to examine research on the skills required for the 21st century workplace and the extent to which they are meaningfully different from earlier eras and require corresponding changes in educational experiences. The second workshop, held in 2009, was designed to explore demand for these types of skills, consider intersections between science education reform goals and 21st century skills, examine models of high-quality science instruction that may develop the skills, and consider science teacher readiness for 21st century skills. The third workshop was intended to delve more deeply into the topic of assessment. The goal for this workshop was to capitalize on the prior efforts and explore strategies for assessing the five skills identified earlier. The Committee on the Assessment of 21st Century Skills was asked to organize a workshop that reviewed the assessments and related research for each of the five skills identified at the previous workshops, with special attention to recent developments in technology-enabled assessment of critical thinking and problem-solving skills. In designing the workshop, the committee collapsed the five skills into three broad clusters as shown below: Cognitive skills: nonroutine problem solving, critical thinking, systems thinking Interpersonal skills: complex communication, social skills, team-work, cultural sensitivity, dealing with diversity Intrapersonal skills: self-management, time management, self-development, self-regulation, adaptability, executive functioning Assessing 21st Century Skills provides an integrated summary of the presentations and discussions from both parts of the third workshop.

With the unrelenting spread of globalization, the English language has been firmly established as the Lingua Franca. Now more than ever, the importance of learning English is paramount within nearly all professional and educational sectors. English for Specific Purposes (ESP) has long been accepted as an effective method for teaching English as a foreign language. In recent years, it has experienced an increasing presence in secondary and tertiary education across the globe. This is predominantly due to its learner-centered approach that focuses on developing linguistic competence in the student's specific discipline, may that be academics, business or tourism, for example. Positioning English for Specific Purposes in an English Language Teaching Context attempts to present and define the relevance and scope of ESP within English Language teaching. From mobile phones as educational tools to the language needs of medical students, the contributors to this volume examine and propose different epistemological and methodological aspects of ESP teaching. Its unique approach to ESP marks this volume out as an important and necessary contribution to existing ESP literature, and one that will be of use to both researchers and practitioners of ESP.

This book highlights the key issues, opportunities and challenges facing African firms, industries, cities and nations in their quest to compete successfully in the global economy. Exploring a topic which has grown in importance as Africa faces a period of subdued economic development, this edited collection takes a unique multi-disciplinary, multi-industry and multi-country approach. The authors provide insights into a broad range of issues, including competitiveness measurement and evaluation, sectoral competitiveness of declining and emerging industries, threats of the 'Dutch Disease,' and talent competitiveness. This timely book offers a response to the urgent need for the diversification of economies and the advancement of manufacturing in Africa, appealing to scholars of international business and economics.

The 8th IFIP Workshop on Software Technologies for Embedded and Ubiquitous Systems (SEUS 2010) in Waidhofen/Ybbs, Austria, October 13-15, 2010, succeeded the seven previous workshops in Newport Beach, USA (2009); Capri, Italy (2008); Santorini, Greece (2007); Gyeongju, Korea (2006); Seattle, USA (2005); Vienna, Austria (2004); and Hokodate, Japan (2003); installing SEUS as a successfully established workshop in the field of embedded and ubiquitous systems. SEUS 2010 continued the tradition of fostering cross-community scientific excellence and establishing strong links between research and industry. SEUS 2010 provided a forum where researchers and practitioners with substantial experiences and serious interests in advancing the state of the art and the state of practice in the field of embedded and ubiquitous computing systems gathered with the goal of fostering new ideas, collaborations, and technologies. The contributions in this volume present advances in integrating the fields of embedded computing and ubiquitous systems. The call for papers attracted 30 submissions from all around the world. Each submission was assigned to at least four members of the Program Committee for review. The Program Committee decided to accept 21 papers, which were arranged in eight sessions. The accepted papers are from Austria, Denmark, France, Germany, Italy, Japan, Korea, Portugal, Taiwan, UK, and USA. Two keynotes complemented the strong technical program.

This paper focuses on Second Poverty Reduction Strategy Paper for Lao People's Democratic Republic. The economic sectors have undergone significant restructuring. This restructuring has been concentrated on production capacities, quality and efficiency, thus contributing to economic growth and meeting the initial requirements for international integration. The government has also concentrated on the development of agricultural production to reorient the agriculture sector from semisubsistence and subsistence to commercial production to ensure the enhanced supply of raw materials to the processing industries, meeting the growing domestic requirements for agricultural products, and rapidly expanding agricultural exports.