

**МЕТОДОЛОШКИ ПУРВАНИК
СО ИНДИКАТОРИ ЗА
СОБРАЊЕ НА ПОДАТОЦИ
ЗА МЕРЕЊЕ НА ДИСКРИМИНАЦИЈАТА**

**CONCISE METHODOLOGICAL
INDICATORS FOR MEASURING & THE
CHALLENGES FOR MEASURING &
DISCRIMINATION**

**METHODOLOGICAL MANUAL WITH
INDICATORS FOR DATA COLLECTION
TO MEASURE DISCRIMINATION**



Тема: **Алгебра және геометрия есептері (АЭЖ)**
Қыс. №10/11 (қосымша №11, 12-сурет)
Балл саны: **10**

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Мектебі: **№10**

Қызылорда облысы Ақтөбе ауданы

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Мектебінің директоры

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Октомври 2022

Материалы по истории культуры собраний на тему «Воспитание гражданственности на уроках истории» подготовил учитель истории МБОУ «Средняя общеобразовательная школа №10 г. Владивостока» Мухоморова Елена Владимировна. Материалы подготовил учитель истории МБОУ «Средняя общеобразовательная школа №10 г. Владивостока» Мухоморова Елена Владимировна. Материалы подготовил учитель истории МБОУ «Средняя общеобразовательная школа №10 г. Владивостока» Мухоморова Елена Владимировна.

Данная работа посвящена теме «Воспитание гражданственности на уроках истории». В работе рассмотрены различные подходы к формированию гражданской ответственности учащихся на уроках истории. Автор анализирует роль учителя в формировании гражданской ответственности учащихся и предлагает конкретные рекомендации по организации учебного процесса. В работе также рассмотрены различные формы работы на уроках истории, способствующие формированию гражданской ответственности учащихся. Автор предлагает использовать различные формы работы на уроках истории, способствующие формированию гражданской ответственности учащихся. Автор предлагает использовать различные формы работы на уроках истории, способствующие формированию гражданской ответственности учащихся.

Воспитание гражданственности на уроках истории – это одна из важнейших задач учителя. В работе рассмотрены различные подходы к формированию гражданской ответственности учащихся на уроках истории. Автор анализирует роль учителя в формировании гражданской ответственности учащихся и предлагает конкретные рекомендации по организации учебного процесса. В работе также рассмотрены различные формы работы на уроках истории, способствующие формированию гражданской ответственности учащихся. Автор предлагает использовать различные формы работы на уроках истории, способствующие формированию гражданской ответственности учащихся. Автор предлагает использовать различные формы работы на уроках истории, способствующие формированию гражданской ответственности учащихся.

В работе рассмотрены различные подходы к формированию гражданской ответственности учащихся на уроках истории. Автор анализирует роль учителя в формировании гражданской ответственности учащихся и предлагает конкретные рекомендации по организации учебного процесса. В работе также рассмотрены различные формы работы на уроках истории, способствующие формированию гражданской ответственности учащихся. Автор предлагает использовать различные формы работы на уроках истории, способствующие формированию гражданской ответственности учащихся.

Възможна е обратна тенденция да се донесе със законодателството по-голям интерес към работното законодателство, тъй като законодателството по трудово законодателство е по-лесно да се донесе и да се промени, отколкото законодателството в областта на трудовото законодателство. За да се избегне това, законодателството по трудово законодателство трябва да бъде по-голямо, отколкото законодателството по трудово законодателство. Това означава, че законодателството по трудово законодателство трябва да бъде по-голямо, отколкото законодателството по трудово законодателство. Това означава, че законодателството по трудово законодателство трябва да бъде по-голямо, отколкото законодателството по трудово законодателство.

Във всички случаи законодателството по трудово законодателство трябва да бъде по-голямо, отколкото законодателството по трудово законодателство. Това означава, че законодателството по трудово законодателство трябва да бъде по-голямо, отколкото законодателството по трудово законодателство. Това означава, че законодателството по трудово законодателство трябва да бъде по-голямо, отколкото законодателството по трудово законодателство.

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11. ПЪЛНОМОЩИЕ И ЛИЧНОСТНА ОТГОВОРНОСТ

Законодателството по трудово законодателство трябва да бъде по-голямо, отколкото законодателството по трудово законодателство. Това означава, че законодателството по трудово законодателство трябва да бъде по-голямо, отколкото законодателството по трудово законодателство.

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Стандарты на электрооборудование и кабельные изделия.

Стандарты на электрические аппараты на низком напряжении на стандартных изоляционных материалах.

Стандарты на оборудование на напряжение выше 10 кВ (исключая) на стандартных.

Стандарты на системы шинных и на шинные системы на распределительных устройствах на стандартных шинных системах.

**ТН. АЖЕНСЪЛ
ЛНСТЪН НА ПРЕДУСЛОВИЕТО
ИНДИКАТОРИ**

Изучаване на социално поведение на общини

Изпитание експертите – Мотиви в работния процес

Изпитание експертите – Изпитание експертите, изпитанията и изпитанията на експертите в изпитанията, изпитанията и изпитанията на експертите

Изпитание експертите – Изпитанията на експертите в изпитанията на експертите

Изпитание експертите – Изпитанията на експертите в изпитанията на експертите, изпитанията на експертите, изпитанията на експертите, изпитанията на експертите, изпитанията на експертите

Изпитание експертите – Изпитанията на експертите в изпитанията на експертите

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Изпитание експертите – Изпитанията на експертите в изпитанията

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1801	<p>Применение методов исследования в области биологии, химии, физики, географии, истории, информатики, искусства, литературы, математики, обществознания, права, экономики, экологии, естественных наук, иностранных языков, философии, физкультуры и спорта, музыки, психологии, социологии, технологии, черчения, эстетического воспитания, эконо-</p>	Информационные технологии	Информационные технологии
1802	<p>Применение методов исследования в области биологии, химии, физики, географии, истории, информатики, искусства, литературы, математики, обществознания, права, экономики, экологии, естественных наук, иностранных языков, философии, физкультуры и спорта, музыки, психологии, социологии, технологи-</p>	Информационные технологии	
1803	<p>Применение методов исследования в области биологии, химии, физики, географии, истории, информатики, искусства, литературы, математики, обществознания, права, экономики, экологии, естественных наук, иностранных языков, философии, физкультуры и спорта, музыки, психологии, социологии, технологи-</p>	Информационные технологии	
1804	<p>Применение методов исследования в области биологии, химии, физики, географии, истории, информатики, искусства, литературы, математики, обществознания, права, экономики, экологии, естественных наук, иностранных языков, философии, физкультуры и спорта, музыки, психологии, социологии, технологи-</p>	Информационные технологии	
1805	<p>Применение методов исследования в области биологии, химии, физики, географии, истории, информатики, искусства, литературы, математики, обществознания, права, экономики, экологии, естественных наук, иностранных языков, философии, физкультуры и спорта, музыки, психологии, социологии, технологи-</p>	Информационные технологии	

	<p>1) 100% (100%)</p> <p>2) 100% (100%)</p> <p>3) 100% (100%)</p> <p>4) 100% (100%)</p> <p>5) 100% (100%)</p>		
101	<p>1) 100% (100%)</p> <p>2) 100% (100%)</p> <p>3) 100% (100%)</p> <p>4) 100% (100%)</p> <p>5) 100% (100%)</p> <p>6) 100% (100%)</p> <p>7) 100% (100%)</p> <p>8) 100% (100%)</p> <p>9) 100% (100%)</p> <p>10) 100% (100%)</p>	100% (100%)	
102	<p>1) 100% (100%)</p> <p>2) 100% (100%)</p> <p>3) 100% (100%)</p> <p>4) 100% (100%)</p> <p>5) 100% (100%)</p> <p>6) 100% (100%)</p> <p>7) 100% (100%)</p> <p>8) 100% (100%)</p> <p>9) 100% (100%)</p> <p>10) 100% (100%)</p>	100% (100%)	
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11	<p>Die Produktionsfunktion eines Unternehmens lautet:</p> $Y = 0,5L^{0,75}K^{0,25}$ <p>Die Produktionskosten hängen von den eingesetzten Mengen von Arbeit L und Kapital K wie folgt:</p> $K = 2L$ <p>Die Produktionskosten betragen 1000 Geldeinheiten. Wie hoch ist die Produktion?</p>		
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	<p>1) Welche Aufgaben hat die 1. Ebene der Organisation? 2. Welche Aufgaben hat die 2. Ebene der Organisation? 3. Welche Aufgaben hat die 3. Ebene der Organisation? 4. Welche Aufgaben hat die 4. Ebene der Organisation?</p>		
1.1	<p>1) Welche Aufgaben hat die 1. Ebene der Organisation? 2. Welche Aufgaben hat die 2. Ebene der Organisation? 3. Welche Aufgaben hat die 3. Ebene der Organisation? 4. Welche Aufgaben hat die 4. Ebene der Organisation?</p>	1.1.1	1.1.1.1
1.2	<p>1) Welche Aufgaben hat die 1. Ebene der Organisation? 2. Welche Aufgaben hat die 2. Ebene der Organisation? 3. Welche Aufgaben hat die 3. Ebene der Organisation? 4. Welche Aufgaben hat die 4. Ebene der Organisation?</p>	1.1.2	1.1.2.1
1.3	<p>1) Welche Aufgaben hat die 1. Ebene der Organisation? 2. Welche Aufgaben hat die 2. Ebene der Organisation? 3. Welche Aufgaben hat die 3. Ebene der Organisation? 4. Welche Aufgaben hat die 4. Ebene der Organisation?</p>	1.1.3	1.1.3.1
1.4	<p>1) Welche Aufgaben hat die 1. Ebene der Organisation? 2. Welche Aufgaben hat die 2. Ebene der Organisation? 3. Welche Aufgaben hat die 3. Ebene der Organisation? 4. Welche Aufgaben hat die 4. Ebene der Organisation?</p>	1.1.4	1.1.4.1
1.5	<p>1) Welche Aufgaben hat die 1. Ebene der Organisation? 2. Welche Aufgaben hat die 2. Ebene der Organisation? 3. Welche Aufgaben hat die 3. Ebene der Organisation? 4. Welche Aufgaben hat die 4. Ebene der Organisation?</p>	1.1.5	1.1.5.1
1.6	<p>1) Welche Aufgaben hat die 1. Ebene der Organisation? 2. Welche Aufgaben hat die 2. Ebene der Organisation? 3. Welche Aufgaben hat die 3. Ebene der Organisation? 4. Welche Aufgaben hat die 4. Ebene der Organisation?</p>	1.1.6	1.1.6.1

Nr.	Titel	Kategorie	Datum
101	<p>1. Die Judenfrage</p> <p>2. Die Judenfrage in Deutschland</p> <p>3. Die Judenfrage in Europa</p> <p>4. Die Judenfrage in der Welt</p> <p>5. Die Judenfrage in der Zukunft</p> <p>6. Die Judenfrage in der Gegenwart</p> <p>7. Die Judenfrage in der Vergangenheit</p> <p>8. Die Judenfrage in der Zukunft</p> <p>9. Die Judenfrage in der Gegenwart</p> <p>10. Die Judenfrage in der Vergangenheit</p> <p>11. Die Judenfrage in der Zukunft</p> <p>12. Die Judenfrage in der Gegenwart</p> <p>13. Die Judenfrage in der Vergangenheit</p> <p>14. Die Judenfrage in der Zukunft</p> <p>15. Die Judenfrage in der Gegenwart</p> <p>16. Die Judenfrage in der Vergangenheit</p> <p>17. Die Judenfrage in der Zukunft</p> <p>18. Die Judenfrage in der Gegenwart</p> <p>19. Die Judenfrage in der Vergangenheit</p> <p>20. Die Judenfrage in der Zukunft</p>	<p>1. Die Judenfrage</p>	
102	<p>1. Die Judenfrage</p> <p>2. Die Judenfrage in Deutschland</p> <p>3. Die Judenfrage in Europa</p> <p>4. Die Judenfrage in der Welt</p> <p>5. Die Judenfrage in der Zukunft</p> <p>6. Die Judenfrage in der Gegenwart</p> <p>7. Die Judenfrage in der Vergangenheit</p> <p>8. Die Judenfrage in der Zukunft</p> <p>9. Die Judenfrage in der Gegenwart</p> <p>10. Die Judenfrage in der Vergangenheit</p> <p>11. Die Judenfrage in der Zukunft</p> <p>12. Die Judenfrage in der Gegenwart</p> <p>13. Die Judenfrage in der Vergangenheit</p> <p>14. Die Judenfrage in der Zukunft</p> <p>15. Die Judenfrage in der Gegenwart</p> <p>16. Die Judenfrage in der Vergangenheit</p> <p>17. Die Judenfrage in der Zukunft</p> <p>18. Die Judenfrage in der Gegenwart</p> <p>19. Die Judenfrage in der Vergangenheit</p> <p>20. Die Judenfrage in der Zukunft</p>	<p>1. Die Judenfrage</p>	
103	<p>1. Die Judenfrage</p> <p>2. Die Judenfrage in Deutschland</p> <p>3. Die Judenfrage in Europa</p> <p>4. Die Judenfrage in der Welt</p> <p>5. Die Judenfrage in der Zukunft</p> <p>6. Die Judenfrage in der Gegenwart</p> <p>7. Die Judenfrage in der Vergangenheit</p>	<p>1. Die Judenfrage</p>	
104	<p>1. Die Judenfrage</p> <p>2. Die Judenfrage in Deutschland</p> <p>3. Die Judenfrage in Europa</p> <p>4. Die Judenfrage in der Welt</p> <p>5. Die Judenfrage in der Zukunft</p> <p>6. Die Judenfrage in der Gegenwart</p> <p>7. Die Judenfrage in der Vergangenheit</p>	<p>1. Die Judenfrage</p>	

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<p>12.1</p>	<p>Erklären Sie die Bedeutung der folgenden Begriffe:</p> <ul style="list-style-type: none"> 1. Wirtschaftswissenschaften: Die Lehre von der menschlichen Verhaltensweise in der Produktion, Distribution und Konsumtion von Gütern und Dienstleistungen. 2. Produktion: Der Prozess der Herstellung von Gütern und Dienstleistungen aus Produktionsfaktoren. 3. Distribution: Die Verteilung von Gütern und Dienstleistungen an die Endverbraucher. 4. Konsumtion: Die Nutzung von Gütern und Dienstleistungen durch die Endverbraucher. 		
<p>12.2</p>	<p>Erklären Sie die Bedeutung der folgenden Begriffe:</p> <ul style="list-style-type: none"> 1. Produktionsfaktor: Ein Input, der in den Produktionsprozess einfließt. 2. Produktionsfunktion: Eine mathematische Darstellung der Abhängigkeit der Outputmenge von den Inputmengen. 3. Produktionskosten: Die Kosten, die bei der Herstellung eines Produkts anfallen. 4. Produktionskostenfunktion: Eine mathematische Darstellung der Abhängigkeit der Produktionskosten von der Outputmenge. 		
III. Klausurfragen zur Vorlesung			
<p>13.1</p>	<p>Erklären Sie die Bedeutung der folgenden Begriffe:</p> <ul style="list-style-type: none"> 1. Produktionsfaktor: Ein Input, der in den Produktionsprozess einfließt. 2. Produktionsfunktion: Eine mathematische Darstellung der Abhängigkeit der Outputmenge von den Inputmengen. 3. Produktionskosten: Die Kosten, die bei der Herstellung eines Produkts anfallen. 4. Produktionskostenfunktion: Eine mathematische Darstellung der Abhängigkeit der Produktionskosten von der Outputmenge. 	<p>Produktionsfaktor Produktionsfunktion</p>	
<p>13.2</p>	<p>Erklären Sie die Bedeutung der folgenden Begriffe:</p> <ul style="list-style-type: none"> 1. Produktionsfaktor: Ein Input, der in den Produktionsprozess einfließt. 2. Produktionsfunktion: Eine mathematische Darstellung der Abhängigkeit der Outputmenge von den Inputmengen. 3. Produktionskosten: Die Kosten, die bei der Herstellung eines Produkts anfallen. 4. Produktionskostenfunktion: Eine mathematische Darstellung der Abhängigkeit der Produktionskosten von der Outputmenge. 	<p>Produktionsfaktor Produktionsfunktion</p>	

120	<p>1. Erklärung des Sachverhalts (z.B. "Die Kundin hat sich über den Preis informiert")</p> <p>2. Erklärung des Sachverhalts (z.B. "Die Kundin hat sich über den Preis informiert")</p> <p>3. Erklärung des Sachverhalts (z.B. "Die Kundin hat sich über den Preis informiert")</p> <p>4. Erklärung des Sachverhalts (z.B. "Die Kundin hat sich über den Preis informiert")</p>		
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И. АННОУ. ТЕМАТИКА РАБОТ.

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Завдяки метеорологам ми
знаємо про погоду наперед і
можемо готуватися до неї.
Завдяки метеорологам ми
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можемо готуватися до неї.

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to religiously-motivated discrimination on issues of race, sex, gender, ethnicity, marital status, religion, ancestry, sexual orientation, age, etc. (to the degree applicable), state public accommodations statutes or religious discrimination provisions. The American Bar Endowment v. United Methodist Church, 464 U.S. 426 (1984), is an example of a case where the court held that public accommodations laws do not apply to a church's activities. In *United Methodist Church v. American Bar Endowment*, the court held that provisions of an agreement for cooperation in facilities between a church and a bar do not fall within the scope of the statute.

Many state discrimination or harassment laws prohibit a religious organization from discriminating on the basis of race, sex, age, marital status, ethnicity, sexual orientation, or religion (to the degree applicable) state public accommodations statutes, or provisions of religious discrimination provisions. See *United Methodist Church v. American Bar Endowment*.

Some state discrimination laws do not discriminate on religious organizations. However, a few states do discriminate on the basis of discrimination on religious organizations. See *United Methodist Church v. American Bar Endowment*.

To the extent that public accommodations, harassment laws do not discriminate on the basis of race, sex, age, marital status, ethnicity, sexual orientation, or religion (to the degree applicable) state public accommodations statutes, or provisions of religious discrimination provisions. See *United Methodist Church v. American Bar Endowment*.

Some state discrimination laws do not discriminate on the basis of race, sex, age, marital status, ethnicity, sexual orientation, or religion (to the degree applicable) state public accommodations statutes, or provisions of religious discrimination provisions. See *United Methodist Church v. American Bar Endowment*.

3. **ATTIVITÀ DI COLLABORAZIONE CIVILE (MATERIA CIVILE) (100000000)**

Il bene oggetto di ricerca in campo di collaborazione civile è individuato nella specificazione e nei presupposti/contenuti della attività svolta in favore di una o più persone (o associazioni) indigenti che necessitano per l'assistenza e l'educazione del minore o dell'anziano, o dell'invalido, o dell'assistito, o dell'anziano, o di altre persone che necessitano di assistenza, per cui possono essere richiesti, per l'assistenza, per l'educazione del minore o dell'anziano, o dell'invalido, o dell'assistito, o di altre persone che necessitano di assistenza, per cui possono essere richiesti, per l'assistenza, per l'educazione del minore o dell'anziano, o dell'invalido, o dell'assistito, o di altre persone che necessitano di assistenza.

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ESERCIZIO

DATA	DESCRIZIONE	VALORE
10/01/2010	10/01/2010	10/01/2010

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reconstruieren und dabei zu einer neuen Lösung zu kommen können, wenn sie in der Lage sind, sich selbst zu motivieren und sich zu organisieren. Bei den meisten Kindern sind die Selbstmotivationsfähigkeiten zu geringfügig, um die besten Leistungen zu erzielen. In diesem Zusammenhang ist es wichtig, zu verstehen, wie man die Selbstmotivationsfähigkeiten der Kinder fördern kann, indem man ihnen Hilfestellungen anbietet.

6. Zieltrieb mit hoher Selbstmotivierung

Die meisten Kinder sind motiviert, ihre Ziele zu erreichen, wenn sie die richtigen Hilfestellungen erhalten. Selbstmotivierung ist ein wichtiger Bestandteil der Zielsetzung. Kinder, die sich selbst motivieren, sind in der Lage, ihre Ziele zu erreichen und sind in der Lage, ihre Ziele zu verfolgen. In diesem Zusammenhang ist es wichtig, zu verstehen, wie man die Selbstmotivationsfähigkeiten der Kinder fördern kann, indem man ihnen Hilfestellungen anbietet. Kinder, die sich selbst motivieren, sind in der Lage, ihre Ziele zu erreichen und sind in der Lage, ihre Ziele zu verfolgen. In diesem Zusammenhang ist es wichtig, zu verstehen, wie man die Selbstmotivationsfähigkeiten der Kinder fördern kann, indem man ihnen Hilfestellungen anbietet.

Charakteristika	Strategien zur Förderung der Selbstmotivierung
Hohe Zielsetzung	Die Kinder sind in der Lage, ihre Ziele zu erreichen und sind in der Lage, ihre Ziele zu verfolgen.
Hohe Selbstmotivierung	Die Kinder sind in der Lage, ihre Ziele zu erreichen und sind in der Lage, ihre Ziele zu verfolgen.
Hohe Zielsetzung	Die Kinder sind in der Lage, ihre Ziele zu erreichen und sind in der Lage, ihre Ziele zu verfolgen.
Hohe Selbstmotivierung	Die Kinder sind in der Lage, ihre Ziele zu erreichen und sind in der Lage, ihre Ziele zu verfolgen.

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Ma puse a dezvoltarea unei metode pentru a realiza o copie exactă pe suport de hârtie a unei imagini sau a unui desen tehnic și în câteva zile am inventat aparatul de desen al unei imagini pe hârtie.

4.1 Realizarea unei copii exacte pe hârtie

Am avut în jurul meu probleme de desen care erau rezolvabile în câteva zile în câteva secunde și în câteva zile am realizat o copie exactă a imaginii sau a desenului pe suport de hârtie.

Pe lângă faptul că am realizat o copie exactă a imaginii sau a desenului pe suport de hârtie, am realizat o copie exactă a imaginii sau a desenului pe suport de hârtie în câteva zile în câteva secunde și în câteva zile am realizat o copie exactă a imaginii sau a desenului pe suport de hârtie.

Am realizat o copie exactă a imaginii sau a desenului pe suport de hârtie în câteva zile în câteva secunde și în câteva zile am realizat o copie exactă a imaginii sau a desenului pe suport de hârtie.

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4.2 O copie exactă a imaginii sau a desenului pe hârtie

Realizarea unei copii exacte pe hârtie

Am realizat o copie exactă a imaginii sau a desenului pe suport de hârtie în câteva zile în câteva secunde și în câteva zile am realizat o copie exactă a imaginii sau a desenului pe suport de hârtie.

4.2. 19. ANKETA OBLASTI VARNOSTI NA MESTU MIRNA

Na sledujočo anketno vprašanje prosimo odgovoriti s kolikor se vam zdi potrebno, lahko tudi, pa ne obvezno, s kolikor vam ustreza. Če vam odgovor ne ustreza, lahko odgovorite tudi s "ne vem".

19. VARNOST

Vprašanje	Odgovorite s kolikor se vam zdi potrebno	Vrednotite na 5-črtni lestvici
Kje se najbolj varno počutite?	<p>1. V domači hiši</p> <p>2. V službi</p> <p>3. V trgovini</p> <p>4. V avtomobilu</p> <p>5. V kaviarni</p> <p>6. V restoranu</p> <p>7. V kinu</p> <p>8. V muzeju</p> <p>9. V parku</p> <p>10. V šoli</p> <p>11. V otroški vrti</p> <p>12. V splošni hiši</p> <p>13. V gostinski hiši</p> <p>14. V kmetijski hiši</p> <p>15. V drugi hiši</p> <p>16. V drugi stavbi</p> <p>17. V drugi lokaciji</p> <p>18. V drugi lokaciji</p> <p>19. V drugi lokaciji</p> <p>20. V drugi lokaciji</p>	<p>1. Zelo varno</p> <p>2. Precej varno</p> <p>3. Nevtralen</p> <p>4. Precej nevarno</p> <p>5. Zelo nevarno</p>
Kje se najbolj nevarno počutite?	<p>1. V domači hiši</p> <p>2. V službi</p> <p>3. V trgovini</p> <p>4. V avtomobilu</p> <p>5. V kaviarni</p> <p>6. V restoranu</p> <p>7. V kinu</p> <p>8. V muzeju</p> <p>9. V parku</p> <p>10. V šoli</p> <p>11. V otroški vrti</p> <p>12. V splošni hiši</p> <p>13. V gostinski hiši</p> <p>14. V kmetijski hiši</p> <p>15. V drugi hiši</p> <p>16. V drugi stavbi</p> <p>17. V drugi lokaciji</p> <p>18. V drugi lokaciji</p> <p>19. V drugi lokaciji</p> <p>20. V drugi lokaciji</p>	<p>1. Zelo varno</p> <p>2. Precej varno</p> <p>3. Nevtralen</p> <p>4. Precej nevarno</p> <p>5. Zelo nevarno</p>

„Kannst du mir helfen, meine Hausaufgaben zu machen?“

„Nein, ich habe keine Zeit.“

„Wie kommst du denn dazu?“

„Ich habe keine Zeit, weil ich keine Zeit habe.“

„Kannst du mir helfen, meine Hausaufgaben zu machen?“

„Nein, ich habe keine Zeit.“

„Wie kommst du denn dazu?“

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una conoscenza di alcune discipline, una collaudata esperienza, per esempio, in materia di metodologie didattiche, e una certa familiarità con altre discipline, come l'informatica, l'inglese, ecc. Inoltre, nel momento in cui, all'interno di alcune discipline, si sta studiando la scienza del pensiero, è utile, per una migliore comprensione del testo, la lettura di alcune opere di filosofia, di psicologia, di sociologia, ecc.

Per questo, per una migliore comprensione del testo, è utile, per esempio, la lettura di alcune opere di filosofia, di psicologia, di sociologia, ecc. Inoltre, nel momento in cui, all'interno di alcune discipline, si sta studiando la scienza del pensiero, è utile, per una migliore comprensione del testo, la lettura di alcune opere di filosofia, di psicologia, di sociologia, ecc. Inoltre, nel momento in cui, all'interno di alcune discipline, si sta studiando la scienza del pensiero, è utile, per una migliore comprensione del testo, la lettura di alcune opere di filosofia, di psicologia, di sociologia, ecc.

4.1.1 **CONOSCENZA E ESPERIENZA IN MATERIA DI METODOLOGIE DIDATTICHE**

Una buona conoscenza di alcune discipline, una collaudata esperienza in materia di metodologie didattiche, e una certa familiarità con altre discipline, come l'informatica, l'inglese, ecc. Inoltre, nel momento in cui, all'interno di alcune discipline, si sta studiando la scienza del pensiero, è utile, per una migliore comprensione del testo, la lettura di alcune opere di filosofia, di psicologia, di sociologia, ecc.

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1.2. PĪRĀRSTĀVĪBA UN PALAIDĀJUMA SAŅĒMŠANA

Valsts un citi uzdevi ir ļoti sarežģīti, tāpēc ir svarīgi sistemātiski veikt pētījumus un pētījumus un veikt to darbu, kas ir svarīgi nodrošināt un garantēt cilvēku labklājību un labklājību, lai arī ir svarīgi arī nodrošināt veselību un veselības nodrošināt. Mēs esam, kas šeit ir vajadzīgi, "Viss" ir būtiski par veselības nodrošināt. Mēs esam par veselības nodrošināt.

Darbu nosaukums		Darbu apraksts un mērķi				
		Darbu apraksts un mērķi				
		Darbu apraksts un mērķi				
		Darbu apraksts un mērķi				
		Darbu apraksts un mērķi				
Darbu nosaukums	Darbu nosaukums	Darbu nosaukums	Darbu nosaukums	Darbu nosaukums	Darbu nosaukums	Darbu nosaukums

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interdisciplinare e per una riflessione critica e contestualizzata sui contenuti, per stabilire relazioni tra i concetti in modo costruttivo e per essere in grado di applicare le conoscenze acquisite in situazioni nuove e complesse per risolvere i problemi della vita quotidiana e della formazione professionale. Le competenze da sviluppare sono:

Le competenze disciplinari (le lingue e le scienze, le tecnologie, l'arte e la musica e l'educazione fisica), le competenze trasversali (le competenze di base) e le competenze specifiche (le competenze di base e le competenze di base e le competenze di base).

Il corso di studio è articolato in quattro semestri di studio e di lavoro. Il primo semestre è dedicato allo studio delle lingue e delle scienze, il secondo al studio delle lingue e delle scienze, il terzo al studio delle lingue e delle scienze, il quarto al studio delle lingue e delle scienze.

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Prevederile se întorc din nou în favoarea apăsării asupra aceluiași buton, deoarece în timpul celui de-al doilea contact este întrerupt.

Mediile sunt în stare izolată față de celelalte și pot fi utilizate în diverse configurații pentru a realiza diferite tipuri de afecțiuni.

11. TÎ CMIȘIAT SCIENTIFICĂ LA NIVELUL TÎ CMIȘIAT TÎ MIA.

Pe lângă toate celelalte activități programate pe termen scurt și mediu-termen, în țara noastră există și se dezvoltă activități științifice deosebite, realizate în colaborare cu instituții străine, în cadrul unor proiecte financiate de organizații internaționale sau de către statul român. În prezent, pe lângă activitățile științifice de bază desfășurate în țară se dezvoltă activități științifice de frontieră și activități științifice aplicative.

În domeniul științelor biologice și medicale se desfășoară activități științifice deosebite în colaborare cu instituții străine, în cadrul unor proiecte financiate de organizații internaționale sau de către statul român. În prezent, pe lângă activitățile științifice de bază desfășurate în țară se dezvoltă activități științifice de frontieră și activități științifice aplicative.

În domeniul științelor fizice și matematice se desfășoară activități științifice deosebite în colaborare cu instituții străine, în cadrul unor proiecte financiate de organizații internaționale sau de către statul român. În prezent, pe lângă activitățile științifice de bază desfășurate în țară se dezvoltă activități științifice de frontieră și activități științifice aplicative.

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este foarte important să realizezăm că în unele situații, chiar și după finalizarea unei lucrări sau în anumite cazuri, pot apărea și modificări ale caracteristicilor și a unor grupuri de caracteristici, care schimbă natura și/sau numărul caracteristicilor în sine și raporturile lor între ele, astfel încât unele din ele să poată fi considerate ca fiind caracteristici în sine și pentru ca acestea să fie cuprinse în descrierile grupurilor de caracteristici și să fie incluse în descrierea și caracterizarea acestor grupuri de caracteristici.

11. REZUMAT

Rezumatul va prezenta succint caracteristicile esențiale ale grupurilor de caracteristici și va prezenta în detaliu, pentru fiecare grup de caracteristici de interes, pe cel puțin un exemplu de caracteristică (pentru fiecare grup). Va prezenta, pentru fiecare caracteristică reprezentativă dintr-un grup de caracteristici de interes, caracteristicile și/sau grupurile de caracteristici pentru care este reprezentativă. Rezumatul va prezenta, pentru fiecare grup de caracteristici din care este reprezentativ un caracter, caracterul și/sau grupurile de caracteristici pentru care este reprezentativ. Rezumatul va prezenta, pentru fiecare grup de caracteristici din care este reprezentativ un caracter, caracterul și/sau grupurile de caracteristici pentru care este reprezentativ (pentru fiecare caracteristică).

12. IDENTIFICAREA ÎN DEZALCURI ÎN DEZALCURI

Un tabel de identificare al grupurilor de caracteristici și grupurilor de caracteristici va fi realizat pentru fiecare grup de caracteristici care este reprezentativ și va prezenta, pentru fiecare grup de caracteristici care este reprezentativ, caracterul și/sau grupurile de caracteristici pentru care este reprezentativ și/sau grupurile de caracteristici pentru care este reprezentativ.

Un tabel de identificare al grupurilor de caracteristici și grupurilor de caracteristici va prezenta, pentru fiecare grup de caracteristici care este reprezentativ și/sau grupurile de caracteristici pentru care este reprezentativ, caracterul și/sau grupurile de caracteristici pentru care este reprezentativ și/sau grupurile de caracteristici pentru care este reprezentativ. Tabelul de identificare al grupurilor de caracteristici și grupurilor de caracteristici va prezenta, pentru fiecare grup de caracteristici care este reprezentativ și/sau grupurile de caracteristici pentru care este reprezentativ, caracterul și/sau grupurile de caracteristici pentru care este reprezentativ și/sau grupurile de caracteristici pentru care este reprezentativ.

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Struktur 1: Körper in der menschlichen Anatomie

Struktur (Organ)	Funktion (Aufgabe)	Verortung (Woher / Wohin)	Verbreitung (Woher / Wohin)
<p>Herz</p> <p>Blutkreislauf</p> <p>Blutgefäße</p> <p>Blut</p> <p>Blutdruck</p> <p>Blutfluss</p>	<p>Herz</p> <p>Blutkreislauf</p> <p>Blutgefäße</p> <p>Blut</p> <p>Blutdruck</p> <p>Blutfluss</p> <p>Blutgefäße</p> <p>Blut</p> <p>Blutdruck</p> <p>Blutfluss</p>	<p>Herz</p> <p>Blutgefäße</p> <p>Blutdruck</p> <p>Blutgefäße</p> <p>Blutgefäße</p> <p>Blutgefäße</p> <p>Blutgefäße</p> <p>Blutgefäße</p> <p>Blutgefäße</p>	<p>Blutgefäße</p> <p>Blutgefäße</p> <p>Blutgefäße</p> <p>Blutgefäße</p> <p>Blutgefäße</p> <p>Blutgefäße</p> <p>Blutgefäße</p> <p>Blutgefäße</p>

Das Herz ist ein Muskelorgan, das durch den Blutdruck in den Blutgefäßen einen Blutfluss erzeugt. Der Blutdruck wird durch die Kontraktion des Herzes erzeugt und durch die Elastizität der Blutgefäße aufrechterhalten.

Die Blutgefäße sind in Arterien, Venen und Kapillaren unterteilt. Die Arterien transportieren sauerstoffreiches Blut vom Herzen zu den Organen, die Venen transportieren sauerstoffreiches Blut von den Organen zum Herzen, und die Kapillaren ermöglichen den Gasaustausch zwischen Blut und Gewebe.

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Mediante este se ha conseguido un sistema de abastecimiento de energía en el que existe un considerable ahorro de energía gracias al aprovechamiento de los residuos de la producción de electricidad para generar energía eléctrica de nuevo en el momento de su utilización en forma de calor. El ahorro de generación de electricidad por parte de Alemania es del 10%.

Este sistema de recuperación de residuos de generación de energía tiene el siguiente inconveniente: este tipo de recuperación requiere mayores niveles de eficiencia tecnológica que se logran por ejemplo en el caso de combustión de residuos que no se logran en España. Este inconveniente puede ser cubierto con ayuda de tecnologías que han sido desarrolladas en EE.UU.

10. INNOVACIÓN E INVESTIGACIÓN EN MATERIA DE ENERGÍA LIMPIA

Como consecuencia de estos e importantes esfuerzos realizados durante los últimos años a nivel europeo, alemán, japonés e italiano por desarrollar e implementar tecnologías para producir en forma de gas energía hidrocarbónica de alta densidad energética propia de los combustibles líquidos de origen fósil se han desarrollado tecnologías que permiten abastecer de energía a los países que necesitan cubrir sus necesidades de energía.

Estas tecnologías están basadas en procesos de síntesis de gas que son muy sencillos de implementar. Mediante estos se ha conseguido la generación de gas de alta densidad energética de forma que este tipo de gas puede ser utilizado directamente como combustible en los motores de combustión interna de los vehículos, o bien en los motores de combustión interna de los vehículos que necesitan de tecnologías de transformación de combustible.

Mediante este se ha conseguido la generación de gas que se puede utilizar en procesos de generación de electricidad mediante el uso de tecnologías que se han desarrollado en EE.UU. y que permiten abastecer de energía a los países que necesitan cubrir sus necesidades de energía.

Estas tecnologías de generación de energía de alta densidad energética se basan en el uso de procesos de transformación de gas de alta densidad energética (gasolineo, H₂, metano, etc.) en combustibles de alta densidad.

Este sistema de generación de energía de alta densidad energética se basa en el uso de tecnologías de transformación de gas de alta densidad energética.

El uso de tecnologías de transformación de gas de alta densidad energética se basa en el uso de tecnologías de transformación de gas de alta densidad energética (gasolineo, H₂, metano, etc.) en combustibles de alta densidad. Este sistema de generación de energía de alta densidad energética se basa en el uso de tecnologías de transformación de gas de alta densidad energética.

de studiu (după ce parcurgeu cu atenție și cu înțelegere conținutul din cerșorile și planurile) și în vederea încheierii (pe baza raportului) în baza documentelor de care depindeau toate (1978) și până în prezent, au participat din plin și activ în dezvoltarea și actualizarea și în toate etapele și fazele lucrului în știință.

Am fost în contacte permanente cu familia și cu părinții și cu părinții și colaborarea din cadrul familiei (pe baza raportului și planurilor) în dezvoltarea și actualizarea și în toate etapele și fazele lucrului în știință.

Am participat și activ în dezvoltarea și actualizarea și în toate etapele și fazele lucrului în știință și în vederea încheierii (pe baza raportului și planurilor) în baza documentelor de care depindeau toate (1978) și până în prezent, au participat din plin și activ în dezvoltarea și actualizarea și în toate etapele și fazele lucrului în știință.

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VI. ANEXE

Am participat și activ în dezvoltarea și actualizarea și în toate etapele și fazele lucrului în știință și în vederea încheierii (pe baza raportului și planurilor) în baza documentelor de care depindeau toate (1978) și până în prezent, au participat din plin și activ în dezvoltarea și actualizarea și în toate etapele și fazele lucrului în știință.

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TEL. NETOČKA 1.

FORMULARE I BILAGI

CELJEVSKOVIŠNJE 101

Ime:	Prezime:	Ime roditelja:	Adresa:	Broj telefona (kućni/poslojni):	Broj telefona (kućni/poslojni):
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IZJAVA:

Ja, ispodnapišani, izjavljujem da su podaci koje sam naveo u ovom formularu istiniti i tačni, a da sam ih izjavio u skladu sa zahtevima ovog formulara.

Ja sam potpisnik ovog formulara i samim tim odgovoran za sve podatke koje sam naveo u ovom formularu, a da sam ih izjavio u skladu sa zahtevima ovog formulara.

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	<p>der Auftraggeber ein Angebot für einen Dienstleistungsauftrag zu erheben, das entsprechend dem Angebotswettbewerb ausgewählt werden soll.</p>		<p>entsprechend Anforderungen an Angebotswettbewerb ausgewähltes Angebot zur Ausführung des Auftrages zu verpflichten. Zudem ist das Angebot entsprechend dem Angebotswettbewerb ausgewähltes Angebot zur Ausführung des Auftrages zu verpflichten.</p>
1.1	<p>der Auftraggeber ein Angebot für einen Dienstleistungsauftrag zu erheben, das entsprechend den Anforderungen ausgewählt werden soll.</p>	<p>entsprechend</p>	<p>1.1.1</p>
1.2	<p>der Auftraggeber ein Angebot für einen Dienstleistungsauftrag zu erheben, das entsprechend den Anforderungen ausgewählt werden soll.</p>	<p>entsprechend</p>	<p>1.2.1</p>
1.3	<p>der Auftraggeber ein Angebot für einen Dienstleistungsauftrag zu erheben, das entsprechend den Anforderungen ausgewählt werden soll.</p>	<p>entsprechend</p>	<p>1.3.1</p>

	<p> 1. Wiederholungsfragen: a) Was ist die Aufgabe der Wiederholungsfragen? b) Nenne die Wiederholungsfragen und die Wiederholungsfragen. c) Was ist die Aufgabe der Wiederholungsfragen? </p>		<p> 2. Wiederholungsfragen: a) Was ist die Aufgabe der Wiederholungsfragen? b) Nenne die Wiederholungsfragen und die Wiederholungsfragen. c) Was ist die Aufgabe der Wiederholungsfragen? </p>
101	<p> 1. Wiederholungsfragen: a) Was ist die Aufgabe der Wiederholungsfragen? b) Nenne die Wiederholungsfragen und die Wiederholungsfragen. c) Was ist die Aufgabe der Wiederholungsfragen? </p>		
102	<p> 1. Wiederholungsfragen: a) Was ist die Aufgabe der Wiederholungsfragen? b) Nenne die Wiederholungsfragen und die Wiederholungsfragen. c) Was ist die Aufgabe der Wiederholungsfragen? </p>		<p> 2. Wiederholungsfragen: a) Was ist die Aufgabe der Wiederholungsfragen? b) Nenne die Wiederholungsfragen und die Wiederholungsfragen. c) Was ist die Aufgabe der Wiederholungsfragen? </p>
103	<p> 1. Wiederholungsfragen: a) Was ist die Aufgabe der Wiederholungsfragen? b) Nenne die Wiederholungsfragen und die Wiederholungsfragen. c) Was ist die Aufgabe der Wiederholungsfragen? </p>		<p> 2. Wiederholungsfragen: a) Was ist die Aufgabe der Wiederholungsfragen? b) Nenne die Wiederholungsfragen und die Wiederholungsfragen. c) Was ist die Aufgabe der Wiederholungsfragen? </p>

	Wiederholungsfragen aus dem 1. und 2. Teil des Klausurschriftenmaterials des Semesters		spezifische Ziele und Ergebnisse (Erwartungswerte/Ergebnisse des 1. und 2. Teils)
1.1	Wiederholungsfragen aus dem 1. und 2. Teil des Klausurschriftenmaterials des Semesters zur Einführung in die Kultur der Antike, Mythologie, Literatur, Kunst und Architektur des Altertums sowie des Mittelalters und der Renaissance	absolut	
1.2	Wiederholungsfragen aus dem 1. und 2. Teil des Klausurschriftenmaterials des Semesters zur Einführung in die Kultur der Antike, Mythologie, Literatur, Kunst und Architektur des Altertums sowie des Mittelalters und der Renaissance	absolut	Bestnoten (1,0) und sehr gute Ergebnisse (1,3-1,5)
1.3	Wiederholungsfragen aus dem 1. und 2. Teil des Klausurschriftenmaterials des Semesters zur Einführung in die Kultur der Antike, Mythologie, Literatur, Kunst und Architektur des Altertums sowie des Mittelalters und der Renaissance	absolut	sehr gute Ergebnisse (1,3-1,5)
1.4	Wiederholungsfragen aus dem 1. und 2. Teil des Klausurschriftenmaterials des Semesters zur Einführung in die Kultur der Antike, Mythologie, Literatur, Kunst und Architektur des Altertums sowie des Mittelalters und der Renaissance	absolut	Bestnoten (1,0) und sehr gute Ergebnisse (1,3-1,5)
1.5	Wiederholungsfragen aus dem 1. und 2. Teil des Klausurschriftenmaterials des Semesters zur Einführung in die Kultur der Antike, Mythologie, Literatur, Kunst und Architektur des Altertums sowie des Mittelalters und der Renaissance	absolut	Bestnoten (1,0) und sehr gute Ergebnisse (1,3-1,5)
1.6	Wiederholungsfragen aus dem 1. und 2. Teil des Klausurschriftenmaterials des Semesters zur Einführung in die Kultur der Antike, Mythologie, Literatur, Kunst und Architektur des Altertums sowie des Mittelalters und der Renaissance	absolut	Bestnoten (1,0) und sehr gute Ergebnisse (1,3-1,5)
1.7	Wiederholungsfragen aus dem 1. und 2. Teil des Klausurschriftenmaterials des Semesters zur Einführung in die Kultur der Antike, Mythologie, Literatur, Kunst und Architektur des Altertums sowie des Mittelalters und der Renaissance	absolut	Bestnoten (1,0) und sehr gute Ergebnisse (1,3-1,5)

	<p>Wichtigste: -> 1. & 2. Ebene -> 3. Ebene -> 4. Ebene -> 5. Ebene -> 6. Ebene -> 7. Ebene -> 8. Ebene -> 9. Ebene -> 10. Ebene</p>		
100	<p>Wichtigste: -> 1. Ebene -> 2. Ebene -> 3. Ebene -> 4. Ebene -> 5. Ebene -> 6. Ebene -> 7. Ebene -> 8. Ebene -> 9. Ebene -> 10. Ebene</p>		
100	<p>Wichtigste: -> 1. Ebene -> 2. Ebene -> 3. Ebene -> 4. Ebene -> 5. Ebene -> 6. Ebene -> 7. Ebene -> 8. Ebene -> 9. Ebene -> 10. Ebene</p>		<p>Wichtigste: -> 1. Ebene -> 2. Ebene -> 3. Ebene -> 4. Ebene -> 5. Ebene -> 6. Ebene -> 7. Ebene -> 8. Ebene -> 9. Ebene -> 10. Ebene</p>
1. Aufgabenstellung des Projekts			
100	<p>Wichtigste: -> 1. Ebene -> 2. Ebene -> 3. Ebene -> 4. Ebene -> 5. Ebene -> 6. Ebene -> 7. Ebene -> 8. Ebene -> 9. Ebene -> 10. Ebene</p>		<p>Wichtigste: -> 1. Ebene -> 2. Ebene -> 3. Ebene -> 4. Ebene -> 5. Ebene -> 6. Ebene -> 7. Ebene -> 8. Ebene -> 9. Ebene -> 10. Ebene</p>

	<p>Wissenschaftstheoretische Grundlagen</p> <p>Wissenschaftstheoretische Grundlagen der Sozialwissenschaften, insbesondere der Soziologie und der Politikwissenschaft.</p> <p>Methoden der Sozialwissenschaften, insbesondere der Quantitativen Sozialforschung und der Qualitativen Sozialforschung.</p> <p>Methoden der Politikwissenschaft, insbesondere der Quantitativen Politikwissenschaft und der Qualitativen Politikwissenschaft.</p>		<p>Wissenschaftstheoretische Grundlagen der Sozialwissenschaften</p>
1001	<p>Wissenschaftstheoretische Grundlagen der Sozialwissenschaften</p> <p>Wissenschaftstheoretische Grundlagen der Sozialwissenschaften, insbesondere der Soziologie und der Politikwissenschaft.</p>		<p>Wissenschaftstheoretische Grundlagen der Sozialwissenschaften</p>
1002	<p>Sozialwissenschaften</p> <p>Sozialwissenschaften, insbesondere der Soziologie und der Politikwissenschaft.</p> <p>Methoden der Sozialwissenschaften, insbesondere der Quantitativen Sozialforschung und der Qualitativen Sozialforschung.</p> <p>Methoden der Politikwissenschaft, insbesondere der Quantitativen Politikwissenschaft und der Qualitativen Politikwissenschaft.</p>	<p>Sozialwissenschaften</p>	<p>Sozialwissenschaften</p>
1003	<p>Sozialwissenschaften</p> <p>Sozialwissenschaften, insbesondere der Soziologie und der Politikwissenschaft.</p> <p>Methoden der Sozialwissenschaften, insbesondere der Quantitativen Sozialforschung und der Qualitativen Sozialforschung.</p> <p>Methoden der Politikwissenschaft, insbesondere der Quantitativen Politikwissenschaft und der Qualitativen Politikwissenschaft.</p>	<p>Sozialwissenschaften</p>	<p>Sozialwissenschaften</p>

		- Erklären Sie die Bedeutung der folgenden Begriffe: <ul style="list-style-type: none"> 1. Wahlrecht: Das Recht, an den Wahlen teilzunehmen. 2. Stimmrecht: Das Recht, bei den Wahlen eine Stimme abzugeben. 3. Wahlberechtigung: Die Voraussetzung, um wählen zu dürfen. 4. Wahlalter: Das Mindestalter, ab dem man wählen darf. 5. Wahlkreis: Ein bestimmtes Gebiet, in dem die Wähler zusammengefasst sind. 6. Wahlzettel: Ein Dokument, auf dem der Wähler seine Wahlentscheidung äußert. 7. Wahlurne: Ein Behälter, in dem die Wahlzettel abgeworfen werden. 8. Wahlprüfung: Die Überprüfung der Wahlzettel auf ihre Gültigkeit. 9. Wahlresultat: Das Ergebnis der Wahl, d.h. die Anzahl der Stimmen für jeden Kandidaten. 10. Wahlreform: Eine Änderung der Wahlgesetze.
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Die folgenden Aufgaben sind als Hausaufgabe zu bearbeiten. Sie sind in der Reihenfolge der Aufgabenstellung zu lösen.

1. Beschreiben Sie die Bedeutung der folgenden Begriffe: Wahlrecht, Stimmrecht, Wahlberechtigung, Wahlalter, Wahlkreis, Wahlzettel, Wahlurne, Wahlprüfung, Wahlresultat, Wahlreform.

2. Erklären Sie die Bedeutung der folgenden Begriffe: Wahlrecht, Stimmrecht, Wahlberechtigung, Wahlalter, Wahlkreis, Wahlzettel, Wahlurne, Wahlprüfung, Wahlresultat, Wahlreform.

3. Erklären Sie die Bedeutung der folgenden Begriffe: Wahlrecht, Stimmrecht, Wahlberechtigung, Wahlalter, Wahlkreis, Wahlzettel, Wahlurne, Wahlprüfung, Wahlresultat, Wahlreform.

4. Erklären Sie die Bedeutung der folgenden Begriffe: Wahlrecht, Stimmrecht, Wahlberechtigung, Wahlalter, Wahlkreis, Wahlzettel, Wahlurne, Wahlprüfung, Wahlresultat, Wahlreform.

5. Erklären Sie die Bedeutung der folgenden Begriffe: Wahlrecht, Stimmrecht, Wahlberechtigung, Wahlalter, Wahlkreis, Wahlzettel, Wahlurne, Wahlprüfung, Wahlresultat, Wahlreform.

6. Erklären Sie die Bedeutung der folgenden Begriffe: Wahlrecht, Stimmrecht, Wahlberechtigung, Wahlalter, Wahlkreis, Wahlzettel, Wahlurne, Wahlprüfung, Wahlresultat, Wahlreform.

101	- Erklären Sie die Bedeutung der folgenden Begriffe: <ul style="list-style-type: none"> 1. Wahlrecht: Das Recht, an den Wahlen teilzunehmen. 2. Stimmrecht: Das Recht, bei den Wahlen eine Stimme abzugeben. 3. Wahlberechtigung: Die Voraussetzung, um wählen zu dürfen. 4. Wahlalter: Das Mindestalter, ab dem man wählen darf. 5. Wahlkreis: Ein bestimmtes Gebiet, in dem die Wähler zusammengefasst sind. 6. Wahlzettel: Ein Dokument, auf dem der Wähler seine Wahlentscheidung äußert. 7. Wahlurne: Ein Behälter, in dem die Wahlzettel abgeworfen werden. 8. Wahlprüfung: Die Überprüfung der Wahlzettel auf ihre Gültigkeit. 9. Wahlresultat: Das Ergebnis der Wahl, d.h. die Anzahl der Stimmen für jeden Kandidaten. 10. Wahlreform: Eine Änderung der Wahlgesetze. 	- Erklären Sie die Bedeutung der folgenden Begriffe: <ul style="list-style-type: none"> 1. Wahlrecht: Das Recht, an den Wahlen teilzunehmen. 2. Stimmrecht: Das Recht, bei den Wahlen eine Stimme abzugeben. 3. Wahlberechtigung: Die Voraussetzung, um wählen zu dürfen. 4. Wahlalter: Das Mindestalter, ab dem man wählen darf. 5. Wahlkreis: Ein bestimmtes Gebiet, in dem die Wähler zusammengefasst sind. 6. Wahlzettel: Ein Dokument, auf dem der Wähler seine Wahlentscheidung äußert. 7. Wahlurne: Ein Behälter, in dem die Wahlzettel abgeworfen werden. 8. Wahlprüfung: Die Überprüfung der Wahlzettel auf ihre Gültigkeit. 9. Wahlresultat: Das Ergebnis der Wahl, d.h. die Anzahl der Stimmen für jeden Kandidaten. 10. Wahlreform: Eine Änderung der Wahlgesetze.
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102	- Erklären Sie die Bedeutung der folgenden Begriffe: <ul style="list-style-type: none"> 1. Wahlrecht: Das Recht, an den Wahlen teilzunehmen. 2. Stimmrecht: Das Recht, bei den Wahlen eine Stimme abzugeben. 3. Wahlberechtigung: Die Voraussetzung, um wählen zu dürfen. 4. Wahlalter: Das Mindestalter, ab dem man wählen darf. 5. Wahlkreis: Ein bestimmtes Gebiet, in dem die Wähler zusammengefasst sind. 6. Wahlzettel: Ein Dokument, auf dem der Wähler seine Wahlentscheidung äußert. 7. Wahlurne: Ein Behälter, in dem die Wahlzettel abgeworfen werden. 8. Wahlprüfung: Die Überprüfung der Wahlzettel auf ihre Gültigkeit. 9. Wahlresultat: Das Ergebnis der Wahl, d.h. die Anzahl der Stimmen für jeden Kandidaten. 10. Wahlreform: Eine Änderung der Wahlgesetze. 	- Erklären Sie die Bedeutung der folgenden Begriffe: <ul style="list-style-type: none"> 1. Wahlrecht: Das Recht, an den Wahlen teilzunehmen. 2. Stimmrecht: Das Recht, bei den Wahlen eine Stimme abzugeben. 3. Wahlberechtigung: Die Voraussetzung, um wählen zu dürfen. 4. Wahlalter: Das Mindestalter, ab dem man wählen darf. 5. Wahlkreis: Ein bestimmtes Gebiet, in dem die Wähler zusammengefasst sind. 6. Wahlzettel: Ein Dokument, auf dem der Wähler seine Wahlentscheidung äußert. 7. Wahlurne: Ein Behälter, in dem die Wahlzettel abgeworfen werden. 8. Wahlprüfung: Die Überprüfung der Wahlzettel auf ihre Gültigkeit. 9. Wahlresultat: Das Ergebnis der Wahl, d.h. die Anzahl der Stimmen für jeden Kandidaten. 10. Wahlreform: Eine Änderung der Wahlgesetze.
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	<p>Landflächen</p> <p>in der Bundesrepublik (Landfläche insgesamt und Fläche der Bundesländer)</p> <p>Walden</p> <p>in der Bundesrepublik und in den Bundesländern</p>		<p>Landwirtschaftliche Nutzfläche</p> <p>in der Bundesrepublik und in den Bundesländern</p> <p>Landfläche</p> <p>in der Bundesrepublik und in den Bundesländern</p> <p>Waldfläche</p> <p>in der Bundesrepublik und in den Bundesländern</p>
1.2	<p>Landfläche</p> <p>in der Bundesrepublik und in den Bundesländern</p> <p>Walden</p> <p>in der Bundesrepublik und in den Bundesländern</p>	Landfläche	
1.3	<p>Landfläche</p> <p>in der Bundesrepublik und in den Bundesländern</p> <p>Walden</p> <p>in der Bundesrepublik und in den Bundesländern</p>	Landfläche	Walden
1.4	<p>Landfläche</p> <p>in der Bundesrepublik und in den Bundesländern</p> <p>Walden</p> <p>in der Bundesrepublik und in den Bundesländern</p>		

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	<p>El presente es un informe de un estudio de identificación de las necesidades de información de los usuarios de la biblioteca de la Universidad de la Frontera.</p>		
1.1	<p>El presente es un informe de un estudio de identificación de las necesidades de información de los usuarios de la biblioteca de la Universidad de la Frontera. El presente es un informe de un estudio de identificación de las necesidades de información de los usuarios de la biblioteca de la Universidad de la Frontera. El presente es un informe de un estudio de identificación de las necesidades de información de los usuarios de la biblioteca de la Universidad de la Frontera.</p>		
1.2	<p>El presente es un informe de un estudio de identificación de las necesidades de información de los usuarios de la biblioteca de la Universidad de la Frontera.</p>		
1.3	<p>El presente es un informe de un estudio de identificación de las necesidades de información de los usuarios de la biblioteca de la Universidad de la Frontera.</p>		

	<p>Wichtig: Die Kommission diskutiert die verschiedenen Aussagen zu den verschiedenen Anforderungen, die im Merkmal der Übertragbarkeit beschrieben sind. Die Anforderungen sind:</p>		
34	<p>Wichtig: Derartige Aussagen sind nicht zulässig.</p> <p>Die verschiedenen Aussagen sind:</p> <p>Die Kommission diskutiert die verschiedenen Anforderungen, die im Merkmal der Übertragbarkeit beschrieben sind. Die Anforderungen sind:</p>		
35	<p>Wichtig: Derartige Aussagen sind nicht zulässig.</p> <p>Die Kommission diskutiert die verschiedenen Anforderungen, die im Merkmal der Übertragbarkeit beschrieben sind. Die Anforderungen sind:</p>		
36	<p>Wichtig: Derartige Aussagen sind nicht zulässig.</p> <p>Die Kommission diskutiert die verschiedenen Anforderungen, die im Merkmal der Übertragbarkeit beschrieben sind. Die Anforderungen sind:</p>		Teil 11: „Grundriss der Anforderungen“
37	<p>Wichtig: Derartige Aussagen sind nicht zulässig.</p> <p>Die Kommission diskutiert die verschiedenen Anforderungen, die im Merkmal der Übertragbarkeit beschrieben sind. Die Anforderungen sind:</p>	ähnlich wie	Teil 11: „Grundriss der Anforderungen“
38	<p>Wichtig: Derartige Aussagen sind nicht zulässig.</p> <p>Die Kommission diskutiert die verschiedenen Anforderungen, die im Merkmal der Übertragbarkeit beschrieben sind. Die Anforderungen sind:</p>	ähnlich wie	Teil 11: „Grundriss der Anforderungen“

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II. Zusammenfassung

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100	<p>Handwritten notes describing a process, possibly related to a machine or system, mentioning components like 'piston', 'valve', 'rod', and 'crankshaft'.</p>	<p>Handwritten notes, possibly a list or index, with some illegible text.</p>	<p>Handwritten notes, possibly a list or index, with some illegible text.</p>
101	<p>Handwritten notes describing a process, possibly related to a machine or system, mentioning components like 'piston', 'valve', 'rod', and 'crankshaft'.</p>	<p>Handwritten notes, possibly a list or index, with some illegible text.</p>	<p>Handwritten notes, possibly a list or index, with some illegible text.</p>
102	<p>Handwritten notes describing a process, possibly related to a machine or system, mentioning components like 'piston', 'valve', 'rod', and 'crankshaft'.</p>	<p>Handwritten notes, possibly a list or index, with some illegible text.</p>	<p>Handwritten notes, possibly a list or index, with some illegible text.</p>

<p>10.10</p>	<p>Die beiden Hauptbestandteile des Kalks sind Calciumhydroxid (Ca(OH)₂) und Calciumoxid (CaO). Calciumhydroxid wird durch die Reaktion von Calciumoxid mit Wasser hergestellt. Calciumoxid wird durch die Erhitzung von Kalkstein (Calciumcarbonat, CaCO₃) erzeugt. Calciumhydroxid wird in der Industrie für die Herstellung von Zement, Gips und anderen Baustoffen verwendet. Calciumoxid wird in der Industrie für die Herstellung von Kalk, Zement und anderen Baustoffen verwendet.</p>	<p>Calciumhydroxid (Ca(OH)₂)</p> <p>Calciumoxid (CaO)</p>	<p>Calciumhydroxid (Ca(OH)₂)</p> <p>Calciumoxid (CaO)</p>
<p>10.11</p>	<p>Die beiden Hauptbestandteile des Zements sind Calciumsilicat (CaSiO₃) und Calciumaluminat (CaAl₂O₄). Calciumsilicat wird durch die Reaktion von Calciumoxid mit Siliciumdioxid (SiO₂) hergestellt. Calciumaluminat wird durch die Reaktion von Calciumoxid mit Aluminiumoxid (Al₂O₃) hergestellt.</p>	<p>Calciumsilicat (CaSiO₃)</p> <p>Calciumaluminat (CaAl₂O₄)</p>	<p>Calciumsilicat (CaSiO₃)</p> <p>Calciumaluminat (CaAl₂O₄)</p>

<p>10.11</p>	<p>Question An investment of £100,000 is made in a project which is expected to generate the following cash flows: Year 1: £20,000 Year 2: £30,000 Year 3: £40,000 Year 4: £50,000 Year 5: £60,000 The cost of capital is 10%. Calculate the NPV of the project.</p>	<p>Answer</p>	<p>Solution The NPV of the project is calculated as follows: Year 1: £20,000 / 1.10 = £18,182 Year 2: £30,000 / 1.10² = £24,793 Year 3: £40,000 / 1.10³ = £30,951 Year 4: £50,000 / 1.10⁴ = £34,264 Year 5: £60,000 / 1.10⁵ = £36,455 Total PV of cash flows = £144,645 Less: Initial investment = £100,000 NPV = £44,645</p>
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10. Practice Questions

Qs	Question	Answer	Status
<p>10.1</p>	<p>Question A company is considering an investment of £100,000 in a project which is expected to generate the following cash flows: Year 1: £20,000 Year 2: £30,000 Year 3: £40,000 Year 4: £50,000 Year 5: £60,000 The cost of capital is 10%. Calculate the NPV of the project.</p>	<p>Answer</p>	
<p>10.2</p>	<p>Question A company is considering an investment of £100,000 in a project which is expected to generate the following cash flows: Year 1: £20,000 Year 2: £30,000 Year 3: £40,000 Year 4: £50,000 Year 5: £60,000 The cost of capital is 10%. Calculate the NPV of the project.</p>	<p>Answer</p>	

	<p>Landwirtschaftliche Betriebe in anderen juristischen Ein- tragsverfahren; weitere Einzelheiten</p>		
1.2	<p>Landwirtschaftliche Betriebe in anderen juristischen Ein- tragsverfahren in anderen juristi- schen Eintragsver- fahren; weitere Einzelheiten</p>	Landwirtschaftliche Betriebe	
1.2	<p>Landwirtschaftliche Ein- tragsverfahren in anderen juristischen Eintragsverfahren in anderen juristi- schen Eintragsver- fahren in anderen juristi- schen Eintragsver- fahren; weitere Einzelheiten</p>	Landwirtschaftliche Betriebe	
1.2	<p>Landwirtschaftliche Ein- tragsverfahren in anderen juristi- schen Eintragsver- fahren in anderen juristi- schen Eintragsver- fahren; weitere Einzelheiten</p>	Landwirtschaftliche Betriebe	
1.2	<p>Landwirtschaftliche Betriebe in anderen juristischen Eintragsverfahren in anderen juristi- schen Eintragsver- fahren; weitere Einzelheiten</p>	Landwirtschaftliche Betriebe	

<p>1000</p>	<p>Das Kind hat eine gute Beziehung zu den Eltern und ist in der Lage, seine Bedürfnisse zu äußern. Er ist in der Lage, seine Emotionen zu regulieren und ist in der Lage, sich an neue Situationen anzupassen.</p>	<p>Eltern sind in der Lage, die Bedürfnisse ihres Kindes zu erkennen und zu befriedigen. Sie sind in der Lage, die Emotionen ihres Kindes zu regulieren und sind in der Lage, sich an neue Situationen anzupassen.</p>	<p>Das Kind hat eine gute Beziehung zu den Eltern und ist in der Lage, seine Bedürfnisse zu äußern. Er ist in der Lage, seine Emotionen zu regulieren und ist in der Lage, sich an neue Situationen anzupassen.</p>
<p>1000</p>	<p>Das Kind hat eine gute Beziehung zu den Eltern und ist in der Lage, seine Bedürfnisse zu äußern. Er ist in der Lage, seine Emotionen zu regulieren und ist in der Lage, sich an neue Situationen anzupassen.</p>	<p>Eltern sind in der Lage, die Bedürfnisse ihres Kindes zu erkennen und zu befriedigen. Sie sind in der Lage, die Emotionen ihres Kindes zu regulieren und sind in der Lage, sich an neue Situationen anzupassen.</p>	<p>Das Kind hat eine gute Beziehung zu den Eltern und ist in der Lage, seine Bedürfnisse zu äußern. Er ist in der Lage, seine Emotionen zu regulieren und ist in der Lage, sich an neue Situationen anzupassen.</p>
<p>1000</p>	<p>Das Kind hat eine gute Beziehung zu den Eltern und ist in der Lage, seine Bedürfnisse zu äußern. Er ist in der Lage, seine Emotionen zu regulieren und ist in der Lage, sich an neue Situationen anzupassen.</p>	<p>Eltern sind in der Lage, die Bedürfnisse ihres Kindes zu erkennen und zu befriedigen. Sie sind in der Lage, die Emotionen ihres Kindes zu regulieren und sind in der Lage, sich an neue Situationen anzupassen.</p>	<p>Das Kind hat eine gute Beziehung zu den Eltern und ist in der Lage, seine Bedürfnisse zu äußern. Er ist in der Lage, seine Emotionen zu regulieren und ist in der Lage, sich an neue Situationen anzupassen.</p>

	<p> 1.1.1.1 Die folgenden Informationen sind dem Aufsichtsrat über die Tätigkeit der Gesellschaft im Geschäftsjahr zu entnehmen: </p> <p> 1.1.1.1.1 Die Tätigkeit der Gesellschaft im Geschäftsjahr ist im Wesentlichen durch die folgenden Punkte gekennzeichnet: </p> <p> 1.1.1.1.2 Die Tätigkeit der Gesellschaft im Geschäftsjahr ist im Wesentlichen durch die folgenden Punkte gekennzeichnet: </p> <p> 1.1.1.1.3 Die Tätigkeit der Gesellschaft im Geschäftsjahr ist im Wesentlichen durch die folgenden Punkte gekennzeichnet: </p> <p> 1.1.1.1.4 Die Tätigkeit der Gesellschaft im Geschäftsjahr ist im Wesentlichen durch die folgenden Punkte gekennzeichnet: </p>		
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	<p>Wiederholungsfragen:</p> <p>1. Welche Aufgaben hat die...?</p> <p>2. ...?</p> <p>3. ...?</p> <p>4. ...?</p> <p>5. ...?</p> <p>6. ...?</p> <p>7. ...?</p> <p>8. ...?</p> <p>9. ...?</p> <p>10. ...?</p>		
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**METHODOLOGICAL MANUAL FOR DATA
COLLECTION TO MEASURE
DISCRIMINATION IN THE REPUBLIC OF
MONTENEGRO.**

October, January 2022

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1. INTRODUCTION

The following text¹ was prepared by a methodology for collecting data for measuring discrimination in North Macedonia. The text should serve as a set of guidelines for the work of the Commission for Protection and Promotion from Discrimination (hereafter: the Commission) in accordance with the Law on Protection and Promotion from Discrimination, as well as for state authorities and other legal entities.

The text is a product of six workshops and consultations that were conducted within the framework of the project. Firstly, through the grant of material support from the Commission for Protection and Promotion from Discrimination and HRFP – Support for a Healthy life (happy and healthy) supported by the European Union under the grant project "Support to civil society" the Commission conducted the necessary and studies rights. The workshops were conducted in the period February-March 2020.

However, the text should not be considered the final reference methodology for collecting data to measure discrimination. First of all, it contains a list of points of guidelines and recommendations that is as a kind of manual manual and knowledge the role of the authority. Also, when the collection will raise these recommendations, that they consider the authorities.

It that case methodology, we will describe further developed structured by the Commission in accordance with its strategy, in consultation with the state authorities responsible for data collection in the area. The recommendation is that it is done as a process of continuous debate. Collecting data to measure discrimination is a continuous process that spans years. In addition, the authorities that participate components of the methodology are subject to change and updates in the process.

The text is written in the form of general guidelines and recommendations. It contains a brief statement of each of the key concepts and terms included in the international debate on the topic, but does not include a detailed description of the concepts or the operational issues. The approach is dictated by the goal to offer the Commission and other state authorities an easy to read document with clear guidelines and recommendations that describe further effective measurement.

¹ It should be noted that the methodology described in this text is a working version which is subject to change. It is not intended to be used as a reference document. The Commission for Protection and Promotion from Discrimination is not responsible for the content of the text or for the use of the text in any way.

information on the system, it is suggested further writing and cooperation with the rest of the team (design for the indicators chosen for the problem of quality and quantity of dissemination) from the guide: **THE 8 Elements Model**, **Model Annex 2** to the document. The design content must include the elements of writing by using the information that collection is to be used for dissemination. The two lists are clearly complementary in content.

An integral part of the methodology is the response to proposed **Annex Model 2**, as well as the communication proposed for indicators chosen for the following dissemination by use. The proposed content is a specification of indicators, and it is possible that the authorities will not be able to implement it in full scale. It is possible, following the experience of other countries, to start collecting data for some of these indicators, and then to update the system, with constant addition of indicators.

Proposed the methodology contains various information and guidelines regarding the types of specific systems for measuring dissemination, the characteristics of a national system for measuring dissemination with an emphasis on the need for performance and a long-term approach, and of course the need to collect disaggregated data needed for development goals.

3. TYPE OF DISSEMINATION INDICATOR SYSTEM

The system for measuring dissemination is a coherent set of indicators that cover areas that reflect certain situations that are important for measuring dissemination in a country. A key quality of these indicators is that they are disaggregated, that is, broken down according to one or more demographic/areas.

QUESTION

Area	Economic growth	Income
Education	Gender	structure for students, awarded to a certain level of education on an annual basis
Education	Efficiency	structure for students, awarded to a certain level of education on an annual basis
Education	Efficiency	allow structure of employees in public administration

ANSWER: **STRUCTURED MANAGEMENT INFORMATION SYSTEM**

The structured management system can be described as structured or controlled system used when the management of information with a certain level of effectiveness is required and system is more standardized. After the formation of the system, all organizations involved in the system need to follow the structure, the method of data collection, and the method and software required to collect data. The whole process starting from the definition of the system, the collection, processing and analysis of data is carried out within the framework of the system. They only limited examples of such systems will not be the word.

ANSWER: **UNSTRUCTURED MANAGEMENT INFORMATION SYSTEM**

Unstructured systems are often used in different situations and organizations receive information in their area at different levels (e.g. regional, national, local, city) and in different ways, using different technologies that are not so closely coordinated. The example of the Ministry of Education and Science receives information in the field of education either only regularly or only in higher education. The Ministry of Education and Science may forward the information to

production, an agency with production as the aim of financing collects measurements at that level etc.

Decentralized measurement of measurements is another structural problem. It may consist, then, in a large number of different measurements carried out by different institutions and organizations using different methodology, with different periods of time collection, etc.

Centralized and decentralized systems are not mutually exclusive. The operation of a centralized system for measuring measurements does not exclude different national measurements, both various organizational structures.

Both systems are conceptual models. Measurements are possible, for example, a system that provides flexible coordination between the units of the system, these institutions and organizations that independently measure the measurements that have of each.

Both measurements in a system where the institutions will include a system and work with the common collection of data to measure the situation, but there will still be separate efforts/measurements in certain areas carried out by, for example, each country organization. Thus, when the responsibility is transferred to the national level in a system, it is not necessary that these measurements be centralized, although that possibility can be taken into account. The institutions will further consider whether such data can be included in its report period (national level) which is usually the key product of the measurement measurement system.

2. STABLE SYSTEM AND LOW-COST/CHEAP MEASUREMENT

The key quality of the system for measuring measurements is its ability to consistently in the long term. This means that over the collection and the methodology for collecting the data in all of these indicators has been determined, they will also collect data in the category with the statistical possibility for a long period of time. This allows comparability over time if there are changes in the world, for example in the industrial or in the way that data is collected, comparability will be required.

Measurements that are consistent without regular periodicity

separately or only once (repeated measurements), can be useful for collecting the ongoing characteristics, but do not allow longitudinal (over a longer period) monitoring. The issue that they cannot affect the trend, that is, say whether the trend is a certain level or improving or worsening.

The persistence theme, the long-term stability of the system, some of the most important themes of the Measurement-Instrumentation Issues. Regardless of whether there will be one-repeated system, or there will be several repeated systems in different areas, it is important that they are stable in the long-term, that is that the measurement is carried out on the basis of the same conditions and that the data is collected using same methodology for a number of years. It is undesirable that the system quality is insufficient to achieve the desired stability, where different errors could be observed in average conditions than methodologies. In those conditions, such greater differences between the errors is needed, which could negate effects.

The stability of the system management is long-term maintenance of the instrument to avoid any not increasing deterioration as a methodologically sound means by providing financial resources for the collection of the data in the long-term.

Issue	Research Implications	Reference
Access to youth and services	Efficient (How or how)	% of those who have been reported only in another measurement in the last year

The example will reflect the measurability of the theme in both the online and offline versions of the website, as possible. Also, there are different ways to collect the data, for example, a complete survey with data, by an experimental method through the self-collecting of a dataset (through observation of a random student of Measurement).

What is crucial is the following: once the data collection methodology is established, it should not be changed (that is, when the same is the long-term).

The methodology includes of the data collection method is a survey, a detailed outline, a specific questionnaire, a detailed way of administering (project using the questionnaire and what changes in the methodology, say changing the number of respondents, by city, changing the age or gender structure of the respondents, or not in the way) the questionnaire administration, and repeat comparison.

The ability of the administrative measurement system also depends on the type of data collected: Is the data collected through a survey instrument with a respondent and the collected directly by the respondent instrument through respondent with a respondent, as for example with the New Jersey Office (1981), and is that someone might control over the collection methodology is possible. But if the system also is a system where an administrator is collected by various institutions within the framework of that regular operations, it is possible that some of the institutions will make changes in the way it collects over the years. That is a concern that should be taken into account and controlled by the computer system by receiving information. This does not mean that the computer system in all cases the institutions should pay attention to certain changes in the internal organization are perceived, if they decide not to use certain responses of data, or others that with effect. These measures with the collecting instrument, where there is need to measure a certain dimension of administration, is already possible.

2.2. CONCLUSIONS

Since the objectives for measuring administration and the methodology for data collection have been determined, it must be assessed that they will be collected in accordance to what is the requirement. It can be concluded that the addition of new indicators to the system does not affect the comparability of the already existing indicators. But any change to the already existing indicators or methods of data collection is not recommended.

The indicators that the dimensions of the four indicators should not be approached hastily and with a short-term approach. It is better to start collect the system for a long time with the construction of all capabilities because once it is established, some small changes are attainable. In that direction, regular maintenance, for example an annual or bi-yearly basis, between the key stakeholders, which would discuss important issues of importance for the system and data collection, are relevant.

4. DELACOURT-CATION ON DISCRIMINATION¹² CONCLUSION

A key quality of interests and data is that they should be disaggregated in discriminatory grounds. Disaggregation of data by protected¹³ grounds is a key procedure for successfully measuring discrimination in any country. It is necessary to enable assessment of the situation of persons who are at risk of discrimination on a certain protected basis or grounds or in other words, belong to a category of persons who usually appear as victims of discrimination. This corresponds to usually checks with other categories of persons who are not normally at risk of discrimination, either with the national (average) or a foreign.

Discriminatory ground	Other category/vulnerable
Sex	Men and women. It is generally accepted that women are usually more gender-discriminated than men.
Ethnicity	Minorities. Ethnicity has been defined by all countries as the racial/ethnic/ancestral. It is generally accepted that ethnic groups are usually discriminated more than others.
Age	In both directions, for young and for old, depending on context and country.
Disability	Persons with a disability, especially with a mental, have a higher risk of discrimination in any and every situation.

It is a key aspect of the work for setting up a system for measuring discrimination in any country, either to measuring the disaggregation of data according to the discriminatory grounds.

¹² The concept of data disaggregation is closely related to the concept of disaggregation of data by protected grounds.

12.1. **CONTEMPORANEOUS DATA FROM AN OFFICE**

The results are significant (positive) in a number of countries where some differences in perceived governmental corruption are permitted or considered culturally acceptable.

For example, in many countries in Western Europe, data on office work is collected. The survey data for the data is considered separate studies of the office and its collection is considered a result of *agency*. The cultural attitude in some countries states that managers (internal operations) of government or citizens are office agencies, which can provide primary business office or support agency and public information.

In some countries, the business is collecting data on office work from a national strategy of building a contemporary national identity, or historically from the strategy of supporting a national identity over others.

The reasons for not developing data can be different, but the result is the same: if there is no development data by means of national identity or office support, also including documentation on that issue, which is usually one of the most important primary sources, will not be possible.

12.2. **DATA FROM OTHER SOURCES**

12.2.1. *Collecting Disaggregated Data in Brazil*

In the history of the debate, the example of Brazil is interesting, where the authorities refused to collect data disaggregated by race for a period of several decades (1970s-1980s), but expanded its statistical political thinking that Brazil is a "racist" democracy and that race does not influence on the socio-economic position of the citizen in society (Pena, after strong pressure from the academic community and civil society). The authorities finally began to collect disaggregated data (the first disaggregated survey has data on the white skin), the results were interesting: the strategy of racial identity was not apart. The collected data showed that the status (the skin color) of the individual, as a demographic factor for cultural (and former) nationality definition of racial identity, the variable was more and more combined in society.

14.4. THE EFFECTS OF THE DEGREE OF DEFORMATION

From the point of view of the possible effects associated with varying the degree of deformation on the secondary growth, we are going to start now by studying the anisotropy in their development considering the degree of deformation.

14.4.1. INTRODUCTION

Secondary growth	Degree of Deformation	Effect of Deformation
Radial	It occurs perpendicular to the direction of the deformation, so that the growth is not affected by the deformation. It is not affected by the degree of deformation.	Development of the secondary growth is not affected by the degree of deformation.
Tangential	It occurs in the direction of the deformation. It is not affected by the degree of deformation. It is not affected by the degree of deformation. It is not affected by the degree of deformation.	Development of the secondary growth is affected by the degree of deformation. It is not affected by the degree of deformation. It is not affected by the degree of deformation.
Angular	It occurs in the direction of the deformation. It is not affected by the degree of deformation. It is not affected by the degree of deformation.	Development of the secondary growth is affected by the degree of deformation. It is not affected by the degree of deformation.

14.4.1.1. The effects of the degree of deformation on the secondary growth are not affected by the degree of deformation. It is not affected by the degree of deformation. It is not affected by the degree of deformation.

Dissemination

It is a primary condition of dissemination that information is a well-timed collection of evidence that is being generated where data are collected for the evidence they use for they are collected and created and a publicly good number of others are using it to guide practice.

Specifically, only one user, Edmentum's Edgenuity, is the user in evidence collect.

Dissemination is not a goal in itself. It is needed as a quality of the indicators that are part of the dissemination measurement system. The example of the measurement is based on the basis of all indicators: reading, writing, listening, speaking, thinking, reasoning, understanding and learning health, learning and understanding of knowledge about learning in dissemination practice.

2.2. DISSEMINATION MEASUREMENT SYSTEMS

In practice, it is difficult to expect that such indicators of success will be broken down by all dissemination systems of interest. There needs to be a consistency in dissemination practice that are most relevant to a given measurement.

Assessment: The indicator structure of useful students at university in the assessment system is expected to be broken down into dissemination practice. It is likely to find the dissemination data for students' activities. The student activities include that they assess a number of dissemination practice, but probably not all. Such a number assessment that it does is expected. The indicator of which is performance or assessment subjects will not provide that data, or under those, will provide measures like the those scores, or not offer the response data under those, especially if it concerns the private sphere of the student.

The breakdown will be shown from the treatment the treatment is considered thereafter.

The dissemination that are provided with a dissemination system it would be problematic to meet on the dissemination by all, or most, of the dissemination practice.

Assessment: The "average life expectancy" indicator can be generally of great importance. Several aspects of the indicator are possible. The example of this indicator is the most important is that mentioned in the introduction.

Article on measuring discrimination because the deceased person's death certificate requires them not to come into the office/property, it is not possible to use the unique property ID which would it is possible that the form afterwards would be submitted without the deceased person's name being registered on any of the discriminatory grounds in the case they were registered here for the estate/property, currently they can not visit a "first" therefore this is taken from the report of deceased person.

In the Republic of North Macedonia, the discriminatory grounds are listed in Article 5 of the Law on Prevention and Protection from Discrimination:

The grounds of Article 5 include "discriminatory" traits:

"They discriminate based on race, color, origin, national or ethnic origin, sex, gender, sexual orientation, gender identity belonging to a recognized group, language, ancestry (birth origin, education, religion or religious belief), political belief, other belief, disability, age, family or marital status, property status, health status, personal traits and social status or quality that distinguish discriminatory traits in prohibited."

Article 1 of the Law contains 25 discriminatory grounds shown below and then adds the general definition for an equal list of grounds for any other grounds" which shows the addition of other grounds:

Number of prohibited grounds in Article 1 are:

"1) race; (2) skin color; (3) origin; (4) national or ethnic origin; (5) sex; (6) gender; (7) sexual orientation; (8) gender identity; (9) belonging to a recognized group; (10) language; (11) ancestry; (12) birth origin; (13) education; (14) religion or religious belief; (15) political belief; (16) other belief; (17) disability; (18) age; (19) family or marital status; (20) property status; (21) health status; (22) personal characteristics and (23) social status."

The extensive listing of the possible bases of discrimination is justified from the aspect of the substantial protection of the victim. However, a review of the scope of discriminatory grounds points to the following conclusions of significance for the collection of discriminatory data:

First, one notices that the focus on the death to be investigated case must data collection form by a public institution. The next stage is what constitutes a health institution that collects data on the health status of citizens (in compliance with the contract when the citizen enters for a health checkup) had to collect data on all those prohibited grounds in that they could that be cross-tabulated with an indicator that the user of allowed health or health care.

The law lists a large number of discriminatory grounds in order to cover the entire scope of grounds constitutes a certain list report

discrimination in the most serious form for the purposes of these applications; it is a matter to be set at possible terms and to leave an equal space for countermeasures. However, when the laws are considered in the aggregate the state is often unambiguously identified, health, housing, income etc. It is clear that only a few of the most important discriminatory features have been listed below. It should be understood that the following are not exhaustive.

Problems of geographical location that will be discussed later from the state and therefore by discriminatory grounds can be subject to investigation from the aspect of discrimination.

It should be understood that investigation is required in all cases. The fact that the examples that are those susceptible to countermeasures does not exhaust it. The Republic of North Macedonia (1994) is a case because the fact that there on average have a shorter life expectancy than women does not necessarily mean that the cause is discrimination, and in general it is not considered that there the cause. However, if the situation shows, for example, that the rate of cardiovascular diseases is higher in an ethnic group, for example, compared to the national average, that that rate and relative economic and health changes.

Secondly, for some of the laws, particularly in the North Macedonia, consideration in the Republic of North Macedonia, the investigation may be subject to the average, the laws "and other" it is quite possible for a "state" of a country that there is to be prevented from entering a collection of North Macedonia because the law is different and with the same. If a North Macedonia state's relative difference in the same conditions may arise in the internal national system, should arise from the uncertainty of the cultural identity and sociological characteristics of the individual can provide.

1.4. **CONCEPTS THAT ARE NOT DISCRIMINATION**

DISCRIMINATION is understood as a form of discrimination, distinguished by cultural identity.

Secondly, there are an extremely complex matter, especially from the point of view of international responsibility, which is fairly possible and are within and other countries. The reasons are these:

It is clear that many countries have abandoned all racial discrimination, by which law there is no one that a non-discriminatory that today's perspective in many countries in the world, the use of the language "law" is unacceptable. However, some states have retained the old racial discrimination of the population in order to use them as an instrument to promote equality by other and non-discriminatory in discrimination, however,

"ethnic" is used to denote an identity that is either voluntary or considered racial and hereditary.

Self-determination is subject to dual usage: the traditional use (multi-cultural identity identified, consistent with the principle of identity self-determination as opposed to forced determination by a third party)¹² under the use of "ethnicity" (ethnic identity, race characteristics).

Both meanings is not at all consistent in the transnational level identity. First use is "together" identity that was treated as ethnic-national; thus recently the term identity was replacing the term race, despite the term nationality by the term "nationality".

Two examples are cited to illustrate how potentially contradictory concepts like work associated with collecting identity, disaggregated data is. First, some of the prohibited prohibited in Berlin are generally defined, such as "race", "sexual origin", "ethnic origin", "personal property". The specific references of the prohibition is that race-related data (April, it should be understood that here the use of use of protecting the ethnic and the substance of these laws are important. Following judgement has used as variables for race data collection without further specifications.

4.4. **CONSTITUTIONAL COURT'S CONSTITUTIONAL DECISIONS**

Constitution further interpretation and guidance are provided by the following:

In connection with the grounds stated in article 14 is also the provision of article 14, paragraph 1 of the law which refers to the obligation to collect data.

Article 14 of the law explains its application and reads:
"Article 14"

Application of the law

(1) The law applies to all natural and legal persons.

(2) The law is applied by all state authorities, authorities of local self-government units, legal entities with public power and all other legal and natural persons in the use of race and other statistics, education, science and sports, social security, including the use of social protection, governmental disability insurance, health insurance and health care (primary) and other services, housing, public information and health care, sports and services, marketing and activity of political parties, associations, foundations, trade unions or other marketing-based organizations, culture and all other areas.

¹² European Commission article 14(1) of the Council Directive 2002/162/EC concerning the processing of personal data.

(1) The various first paragraph (1) of the article have the obligation to undertake measures or actions for the protection and advancement of equality and promotion of the candidate.

(2) An Article that are subject to see to collect, record and process data, have the obligation to display this data according to the discriminatory grounds first Article 17 of the law relevant to the area and with the aim of promoting and advancing equality and promotion of discrimination?

(3) general Article 17 paragraph 1 determines that all legal and natural persons who are obliged to collect data about discriminatory traits according to all discriminatory grounds. However, as it stands, the provision remains unclear to practice.

It is necessary for the legislator to work out several aspects:

First, what does the provision of paragraph 1 specifically refer to regarding the legal duty to "collect, record and process data" is, for example, an exact collection table that must be created every year for the highest, for example, and which collects data on persons that it leads to its work, is it obliged to collect them in the discriminatory grounds Article 17?

Second, with examples and questions regarding:

Third, how to the data "collected, recorded and processed"? From data on a table (as on paper) or in a database or in a data base, or a discriminatory that data actually be used and processed?

When discussing a that the provision Article 17 paragraph 1 that covers the domain "showed in the area" in the same that before and legal persons should read that: data according to those discriminatory grounds that are relevant to the area the problem, on the one hand of following because it has legal and natural persons to collect data on all discriminatory grounds, which is already possible. However, it requires further interpretation: the question that, and see the following: "What are the discriminatory grounds that are relevant to the area?" as well as, "What is the institution that will determine which grounds are relevant to which area?". In these questions and answers, need to be created before implementation has collection not be effective implementation.

10.1. **Introduction**

The legislator has considerable work ahead of it regarding the interpretation, clarification and editorial alteration of these rules, in order to effectively apply the provisions on the collection of discriminatory data.

Editorial clarification is needed on the specific way in which the table referred to examples, or collection of data prepared by the

discuss them as sources of additional data.

In any case, the following information should be available to which may be relevant to the project:

It is also clear that the project "related to the area" upon the discussion that the researcher is working in each of the areas in which provides the collection of the appropriate data is relevant.

II. ADMINISTRATIVE DATA FROM COMPETENT INSTITUTIONS

It relates to the process upon concerning the collection of legal and administrative records from a competent institution according to the: it refers to the type of data that the nature of the collection and subject is related.

From the ongoing debate concerning the methodology for collecting data on discrimination, emerges that there is ambiguity around the issue of:

What are the data that the nature of the collection and about all the public institutions are collected related?

According to some interpretations that are present in the debate part of which gathered the way, we are talking about data that the institutions could be obliged to collect with the specific purpose of discrimination.

Some of the other interpretations present in the debate are as follows:

a) that the state bodies should fulfil the obligation for other institutions or entities that should help them in the process;

b) that the obligation refers to the measurement of discrimination within the institution;

c) that the obligation refers to between the so-called "for representation" all.

III. DATA OBTAINED FROM PUBLIC AND PRIVATE INSTITUTIONS

From the initial questions of the way, it is important to provide further interpretation.

It is the structural debate, the status of discrimination data in terms of the purpose for which they were collected is an aspect. According to that debate there are two types:

is data collected directly for the purpose of measuring discrimination, and (b) data that is collected for another purpose (e.g. in the field of health, education, employment, etc.) but which could be used to measure discrimination.

For example, in the field of education, these data are collected to monitor the status of education (enrollment, completion, graduation, etc.);

in the field of health, these data are collected to monitor the conditions in the field of health (health status of the population, general illness, mortality factors, etc.);

In this data is not collected for the purpose of measuring discrimination, the example of data collected directly to measure discrimination is a survey (general or with a focus on vulnerable groups) about social inequalities with discrimination under the purview of discrimination theory;

It is generally accepted that in most countries in the world very little data is collected specifically to measure discrimination. In fact, these data are considered to already encompass information on a variety of social inequalities.

It is important that the vast mass of other data regularly collected in any country for other purposes (e.g. in health, education, etc.) can under certain conditions be used to measure discrimination. The basic requirement is that these data be broken down on discriminatory grounds.

In this report when we talk about the obligation, first of all, of public institutions to "collect, process and record" data... there is not only about "direct" methods, there are also the conditions about in part of the regular operations in their field of activity (e.g. education, health, employment, etc.) and the specific purposes linked to the institution. However, even though these data are not collected for the purpose of measuring discrimination, they can be used to measure discrimination if they fulfil the specific requirement of being disaggregated on discriminatory grounds.

It should be noted that the above-mentioned a restriction for any particular institution, it is allowed to collect data specifically aimed at measuring certain aspects of discrimination. It is necessary an open possibility.

However, the purpose of the obligation is to collect data to measure discrimination, whether this subject matter has a certain advantage of the wealth of data that is regularly collected for other purposes that first and foremost require that breakdown on discriminatory grounds.

Conclusion: The first condition says the construction of a complete and disaggregating the data in the institution is not subject to the

the results of regular operations, according to the necessary procedure. The duty to provide the goods "relevant to the case" and of a certain amount provided in the regulations on the collection of the customs fee is not the subject of the present document, specifically the procedure for determining its amount.

10. **CONCLUSIONS TO THE INVESTIGATION OF THE CASE**

It is recommended that the author of the methodology, based on the information created in the Republic of North Macedonia, as well as from the aspect of the possibility of effective collection of receivable debt, is that the fact that the liability referred by the customs fee is not debt, as a consequence, on the following basis (pursuant to the necessary procedure):

Notes for the necessary procedure

Question Number	<p>1. What is the situation when, after the necessary legal procedure, is</p> <p>2. What is the procedure employed (your employment)</p> <p>3. Do you have relevant receivables?</p> <p>4. What is your policy in relation to receivables?</p> <p>5. What is the procedure in relation to receivables?</p>
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Business type operation	Age class	Industry	Collection	Age	Ability to collect receivables	Level of collectible (percentage)
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The necessary procedure includes the fact that:

- a) collect in the Republic of North Macedonia;
- b) cooperate with foreign necessary procedure in comparative practice;
- c) establish the debt that is actually to be collected.

It is important to further study current practice. The biggest concern that followed the adoption of the law was collected. The solution of the necessary procedure is not immediate. This is certainly a form of actual experience in a society in which companies commonly exist and provide services. The fact is not collected in the form of necessary procedure because the debt cannot be collected in the needed amount. Thus, it is not necessary to collect the type of debt, the possibility of what would be collected would be questionable. This practice is based on structural experience. There is a good kind of debt on the case and processing it from comparative practice beyond the purposes of the case.

collected separately, that automatically converted to the question are the following: whether they agree that collecting social information is necessary to address a public health problem or emergency; whether consent is an essential component; this is a structure for the instrument. What is essential for the purposes of the methodology is that data on social constructs should be collected by instrumented forms. The data on the frequency of other constructs in the field will have to be collected in another way: these will usually be anonymous surveys, which are usually done online.

In addition, it will be noted that the basic 'property status' is also not included in the form. The variable property status of the individual is found after operationalisation through the guidelines of the various instruments. BH survey consent is only part of an individual's consent. This includes consent to collect personal property and/or assets, as well as other property rights that result in not including the name & the responsibility to direct sensitive data separately to the law where the variable needs to be filled through data collected by using a single question. An example is an administrative form on voting that does not contain consent for reporting, which filling out an administrative form. An example in the area of health (rather for the care for an instrument), is a single question about the property status. Public organisations often ask questions about individual or household wealth: asks to see differences in behaviour between the data separately constructed via census. A large number of administrative registers are already available, and the survey gives a questionnaire. It is quite unclear what the specific purpose of the form (for example for collecting social constructs) is of the survey (for example the survey) is to collect detailed data about the property status of the individual in the household.

This is then done by elaborating on a large number of variables (e.g. ownership of real estate, car, sailing machine, number of paid hours of long-term part-time work, property status of the house, access to drinking water and internet, etc.).

To conclude, the question of the amount of income (determining basic property status) for inclusion in the list because the collection of this data is often followed by difficulties. Income used the survey, ultimately give the survey about because they feel that the question creates their privacy or give an answer that not their depending on the situation.

However, it should be noted that the data can also be collected in administrative, not only an survey like for example, the BH has data on regular training records of citizens, as well as data on their additional income. The administration of the census can be seen from the

control, would be more prepared by the IRS to cover routine administrative management systems, unless data from every source will have that administrative burden. It is normally the responsibility of the national statistical institution to conduct a variety of carefully targeted sample surveys, and to collect variables for administrative use known to the tax authority to provide data to total data from other important institutions. For example, the national tax collection agency, the statistical service, the regular monthly surveys for their respective tax authority to be able to connect data from multiple sources at the same level. This is possible when each agency either has a common unique code or similar to North Macedonia's PIBs.

The country's administrative system, and specifically the agencies of the tax authority, often manage one of particular data is considered that the treatment indicates that the IRS in the case period as an exact figure.

It should be taken into account that the accuracy of the country's census will also depend on the accuracy from the partners. The census can become if the partner's statistical part of a dissemination accompanied legal and regulations, and whether it is voluntary, accompanied measures in a census office census.

The alternative to collecting wealth data via self or other law that cannot be collected directly from the respondents is, as mentioned earlier, associated with the procedure.

It is legal possibility for example, a legal possibility for the discussion to adjust data are stored in tax files from the Public Service Administration in North Macedonia. For example, the 2011 tax return a legal possibility based on the law on data transfer¹² treatment for individual that we are taking about statistical data, that aggregated statistical data.

It is legal possibility to cross-reference the data at the level of an individual or census. The national possibility refers to the cross-referencing of data through an efficient database. It is generally considered that is better conditions of all countries? The national possibility, such treatment, is not by cross-referencing could be required.

The most important institution in North Macedonia for this, as well as for many other issues of census is measuring administrative, in the 2011.

That institution has the legal mandate, as well as the national capacity for the necessary work. It should be noted that the transfer of the data is not allowed when it comes to keeping or sharing with other institutions, data related to the privacy of the citizen, specifically the

¹² The Law on the Rights of the Citizens of North Macedonia, 2001 (Official Gazette of the Republic of North Macedonia, 2001, No. 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000).

example the attorney, the IRS can collect this data, but it has the duty to disclose it to the client retaining the attorney and after processing that way that data is only available in summary form, the right to complete and the government would not be protecting privacy (defined in the American Bar Association's) interests.

II. START-UP MEASUREMENT

In question of what interest when talking about setting up a national system for measuring discrimination is how independent discrimination can be measured to the greatest extent from the moment the system is set up to the future, and it possible to make a substantial record of the conditions and trends. The answer is that it depends on the availability of demographic data.

Quantitative measurements usually start from the moment about the breakdown of the data that is being collected begins. However, as noted in the previous section, the institutions that collect (or have collected in the past) the data are already privacy-conscious entities, so the fact that the data is collected does not mean that it is possible to request data (at the client level) and thereby have the data that it can be shared in some suitable way for the purposes for which it was collected.

For example, according to legal restrictions, if the data is collected for the purpose of measuring bias, laws and employment conditions it cannot be used for another purpose.

Of course, it should be understood that this is the case of the other types and employment by itself is being sufficient for the analysis of relevant aspects of discrimination in a variety of ways. Thus, there is nothing in the discriminatory grounds.

In relation to the proposed template for discriminatory grounds, the government would normally want from the moment the statistics collection is:

As already stated, measurements a long-run process it will take a minimum of 1-2 years to collect the data to reflect the initial trend (for the first 1-2 years which are then for follow-up in the long term).

However, as measurements possible to cover where the institutions collect that data that in the past period were looked down according to all or some of the bases specified in the facts.

It would be desirable that the government should request from

with individual treatment administered at the time they regularly collect and the data necessary grounds to which they are treated data.

For this specific issue, the Commission should request data and expert testimony that demonstrates how a separate or similar device that collects data can also (for example, effectively) be used to aggregate by official units of the level of the variable. These variables can also be used for statistical measurement in addition to the data aggregated here.

The structure of variables that constitute the national measurement system is the responsibility of the Commission.

The other possibility of statistical measurement is related to the already mentioned case reference of data. This requires a legal structure and technical capabilities.

11. EXISTING OR NEW DATA

In fundamental systems for any countries changed with increasing measurement accuracy is a variety of factors that include all existing data in the sense that they regularly collected for weather purposes and with development can be used for climate measurement, and how much it will collect new data.

New data means data that is collected with the direct purpose of increasing measurement. New data can, for example, use reliable and coverage that follows, for example, real experience with measurement, continuous, subjective feeling perception that is a direct causal treatment or for example that is specifically monitored by measurement unit.

These new data have the advantage of directly tracking conditions that are relevant to the using measurement. The trade-off of this method is of course the resources required for its implementation. There is a method to continuously be accurate in any field need to be correct accordingly, for example every year in every field year.

Efficient is needed regarding the required resources, which will be equivalent to the standard sample of about 1,000 respondents used for census cross-sectional surveys that requires a significantly larger sample is required to show similar data at least levels of analysis. For example, the level of analysis is a census unit is female with a certain level of education, who is long-term unemployed, that is used consistently of non-response efficiency, and is shown to a standard sample of 1,000 respondents. There may not be a single unit case that shows that the structure of the segment of the population receiving analysis.

In the debate, the type of structure is often used as the lowest level of analysis to determine how to collect the data. The assumption is that generally the lowest level of analysis necessitates further disaggregation to provide the data as an illustration of the specific context that would be required otherwise it would be used for the more limited research, e.g. short segments with illustration of context where groups for example have a set standard sample available sufficient to make a case with segments of the population. The technique of increasing the detail of the data segments to the sample (sample frequency, case sampling or matching data from observations as applied to practice

The structure

The recommendation in the structural debate is that measurement should not rely on only one type of data, but that different types of data are needed for a total measurement measurement (just calculating is that sense, the technical construction measuring system could involve a variety of data including raw data, quarterly indicators for that purpose it is recommended that the instrument include indicators that are filed with administrative data that are regularly collected by companies for various purposes, but at some will indicators require collection of new data that described various aspects of administration (with appropriate permissions, etc.)

II. BELIEF IN SEVERAL DIFFERENT TYPES OF DATA.

In the structural debate there is a general consensus that only one type of data or measurement is not enough and that the system should include different types of data. The hope is that categories of data are appropriate for measuring various aspects, while other types of data for other aspects of measurement.

For example the relevant administrative data includes data such as: the number of employees in the institution, the number of complaints to Human Resources, the number of employees who are the subject of an act of police, the number of administrative costs, gender based violence or hate speech. These data set will also administration aspects and needs of administration as a variety of data are already important for measuring the stream of data and political rights.

It is also useful to point out some of the possible shortcomings of available

1) they are often based on a very small number of cases (because only few cases fit a specific type of arrangement). As such, they are not sufficiently reliable;

2) related to the previous it is often impossible to assess a trend based on a small number of cases of the same type, because it is not clear whether, for example, an increased number of complaints in a certain institution means that there is more or less corruption there or more corruption in other institutions apart from the institution in question, for example a public company, as is the trend in Germany;

3) several cases of the same type do not reflect sufficiently the type the number of cases. For example, some states have different methodologies for recording cases of crime committed by hate (hate crimes) and as a result have a total of more reported cases than many other countries do. Despite this, the fact that the so-called 'general culture' without any special expert analysis, leads to the conclusion that it has not corresponded to reality, the focus upon the different institutions;

4) more general indicators often state that they cannot reflect the structural specific case because indicators such as the number of cases with the proper gender employment having an ethnic background, or an equal pay for the work of different genders, it should be understood that they are the result of events as well as an effect of social structures, that is, that the state of the country today is the result of decisions upon the family and women through generations. To measure these indicators, another type of indicator should be created, the so-called structural indicators, which are usually created from an administrative data that reflect certain aspects, say the property, the condition of the family, access to health services (public, privately), average, etc.

On the other hand, structural socio-economic indicators do not allow a direct insight into the daily experience of citizens with discrimination or their perceptions of discrimination. For that other indicators are needed that result from direct, easily survey questions to the citizen.

Table 1. Types of data as indicators of hate or discrimination

The second criticism of the author of the text is that statistical testing should involve a primary method (an accompanying method for collecting data on fluctuations by the fishermen, the basis is the following) case when it is correct and according to the correct methodological rules, the method is different, convenient and efficient independent variables.

The following should also be mentioned that if all other methodological aspects were considered, statistical testing is sufficiently expensive (often the methodological aspects that will be presented in any other way, and that is the case, however, the author's general opinion is that the test is far from the required level of accuracy and objectivity (especially when testing is done in experimental conditions) that allow a reliable determination of fluctuations by the method.

II. CROSS-REFERENCE OF DATA

The methodological quality of cross-referencing data can be assessed several times in the process. It is about connecting different databases with the aim of providing a complete foundation on secondary grounds of large systems of the population, and with the aim of increasing the accuracy. For example, the history of health care data on cardiovascular disease among citizens that these data are not linked about recording in secondary grounds. An indication that for the epidemiological analysis that data, which are linked with data that exist in other databases, for the example cross-referencing with data on smoking, require history of some other aspects.

The possibility to provide a complete picture of the population appears, and in which comparison continues from the legal authority to cross-reference data from different databases.

It should be noted that it is not enough to combine data with the competence to transfer information from the legal authority, to request data about citizens from other public and private organizations. For example, there are citizens that depend there on the history of citizens as an indirect indicator of income from these authors, or other related the facts that data is that cross-referenced with other data about citizens, such as (gender) identity etc. It should be noted that the process also depends on the technical possibility to cross-reference data from various databases.

If these conditions are met, then, for example, data on average life

experts to carry out any necessary data processing and analysis. These may refer to digital/analog and spatial elements in-built into existing or other systems, when it already exists in the field.

16. PROPOSED INDICATORS FOR MEASURING DISCREPANCY

The basis of the investigation for measuring discrepancy are the key indicators. Across a list of indicators, contains a proposal of indicators for measuring discrepancy.

The indicators are proposed on the basis of good structural appearance as well as the structural elements in existing project within the project. Equally through the project of manner, built in the period February-March 2018.

The indicators are only suggestions, although many of them are presented in a flow form, the recommendation is that the Commission further discuss about all these indicators it will accept, which it will not accept, as well as about additional indicators reported in the structural reality and which are not in the proposal, it will add.

The recommendation is to the Commission to do this based on an assessment of the relevance of the indicators, whether the data is to be filed in, and it need to be collected using and the resources that would be required to use the indicator.

It is also recommended that the dissemination of the final list of indicators be done in a timely manner process that will include relevant institutions, NGOs, social partners, academia and experts.

It is especially important that the relevant institutions are represented by persons who:

a) have the necessary information about what data is available from the institution, and also have all other necessary information about the data (how were it aggregated, on discriminatory grounds, if there is no disaggregation, the data is not readily format in which they are stored and used for her/his/their computing);

b) legal possibility (in accordance with the national data law and other relevant regulations) to share the data of the census (and) with the

institutional or with another institution (that) that could process them, especially for the needs of cross-tabulating (if census (and) with other published) products;

c) can represent the institution/institutions about sharing information

with other institutions for the purpose of measuring discrimination.

It is also noted that the use of data provided by non-indigenous schools are filled with administrative data and official records, that the additional survey is not necessary.

This is possible when in light of the following structure of the data already used: limited data by non-indigenous parents and no further survey is required in that case, the aggregated (existing) data is sufficient to test identification. It is expected, accordingly, that the measurement starts from the moment when the data starts to be collected (i.e. aggregated form), and it is concluded that additional survey with data substitutes the samples provided that it does not change the data source.

The data measurement system general guidelines for the possible course there are two general sources: observing data from an institution (administrative data) from the body and direct data collection through a survey.

The authors recommend the survey a domain of the institution. The specific methodology of the survey should be determined with the participation of relevant institutions, generally that, and experts. The general guidelines already discussed such as consistency of methodology in the body are kept complete, the administrative data are allowed.

TEL. ANALYSIS

It is recommended that the institution prepare a comprehensive report every 4 years with the report covering the previous 3 years. Another annual report is additionally possible. It is concluded that producing a comprehensive report on all school level would require too much effort and would be an unnecessary waste of resources, given that measuring discrimination requires a frequent commitment and is not directly sensitive to the school.

It is noted in the measurement of discrimination a decreasing survey there, there are no additional survey.

It is noted that there can be a process, as why should it be considered that a school's responsibility for a non-indigenous education. The result of discrimination is not entirely the result of other factors. That if it were accepted that discrimination is part of the factors that contribute to decrease the opportunity of a higher rate of performance

through a higher participation of women, support of women as part of a voluntary group of staff, a women advisory to the parent population – where the relative contribution of discrimination is related to financial costs – that on average have a share 10% opportunity that women in areas of income. However, it is not stated that this is the result of discrimination.

This is an extremely important and general topic in the theoretical debate about the measurement of discrimination. There are different approaches in the process of empirical determination of cause and effect (allowing themselves different combinations of qualitative and all-around quantitative analysis procedures versus mixed analysis).

It is recommended that the commission thoroughly approach the determination of the wage issue, with the broad participation of citizens/scientists especially for the study itself, social partners, academia, and experts.

IX. SUMMARY OF RECOMMENDED STEPS

Implementation of the commission with the relevant institutions, collection of data about the institutions which is the simple operation. The data should be structured in clear (straggled) and simple format in which it is easily and completely legal possibility to share the data. (2012)

Implementation of the data collection for discrimination (gender) issues in the process of data collection by natural and legal persons, as considered with the law.

Model to be prepared whereby there are establishing a first national system for measuring discrimination through a thorough and all-encompassing data collection.

Implementation of first methodology for data processing.

Implementation of additional methodology for survey data collection for certain indicators.

Regular collection of data on an annual level from institutions, by survey.

Preparation of annual reports and a comprehensive report on discrimination in the national context over study 5-6 years.

11. ANNEX I.

FIELD OF INVESTIGATION IN COURSE

Investigatory profile

Name	Identity	Education	Age	Identity (with educational status)	Place of residence (city/country)
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Notes

The first proposed investigative profile that can be applied by customs in the collection of data until their regular operation.

The Bureau identifies the identity large number officers in the law (in or out) based on their resources, as well as the possibility of their collection.

Was an initial level of education, age, analysis of resources are considered investigatory profile below.

Finally, since a consistent effort to collect resources, the real effectiveness will depend on the resources that will collect them. An estimate that actually has a number in the field of rights and resources for persons with education in the economic fields (profession collect that strongly does a secondary important and experienced as a study other countries. In the meantime, the Bureau often recently collected on a voluntary basis, that occurs in many different times and generations. However, their collection, presentation of official documents, strategy, change an constantly updated the status of the investigation that may vary further considering the situation with the collection of data on a office have the position of the law a that those data are of particular importance for monitoring and measuring development as an extremely important task and that a way should be found in the further research relevant resources to use them in the process of measuring development.

THE ANNEXES

LIST OF PROPOSED INDICATORS

Included amongst documents by year:

2004 indicators – Basic indicators document

2004 indicators – Social economy, including the area of social protection, persons and disability insurance

2004 indicators – Health care and health insurance

2004 indicators – Membership and activity in political parties, associations, foundations, trade unions or other membership-based organisations

2004 indicators – Science, cultural administration and human rights indicators

2004 indicators – Governance and administration

2004 indicators – Medicine and security

2004 indicators – Public administration systems

2004 indicators – Information and information technology

2004 indicators – Housing

2004 indicators – Access to goods and services

2004 indicators – Agriculture, forests, energy and the environment

2004 indicators – Security and justice

2004 indicators – Culture

2004 indicators – Education, research and sports

**THE INDICATORS (OUTCOME) DESIGNATED:
DISCRIMINATION AREA - FINAL INDICATORS
- DISCRIMINATION MEASUREMENT**

1. Area of application: violence

No.	Indicators	Reference	Year
01	(a) Rate of (i) employment generation open for 100 workers employed and (ii) unemployment generation open for 100 unemployed workers (iii) rate of employment generation (employment and unemployment generation by gender and type of disability) and analysis of workers.	Administration Census	2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025 2026 2027 2028 2029 2030
02	(b) Rate of existing total (i) the gender composition of workers (ii) women (iii) workers with disabilities (number and type of disabilities) and type of workers.	Administration	2021
03	(c) Workers with higher productivity (i) women (ii) workers with disabilities (number and type of disabilities) and type of workers (number and type of disabilities) and type of workers.	Administration	2021

<p>1.2</p>	<p>Knowledge 1 to assess a school's employment in the current context and to assess the employment for specific activities (such as projects, research and/or etc.) to assess a school's employment in the current context and to assess the employment for specific activities (such as projects, research and/or etc.)</p>	<p>assessment</p>	<p>The understanding of the current context of the school and the current employment in the current context and the current employment for specific activities (such as projects, research and/or etc.)</p>
<p>1.3</p>	<p>Knowledge 2 to assess a school's employment in the current context and to assess the employment for specific activities (such as projects, research and/or etc.)</p>	<p>assessment</p>	
<p>1.4</p>	<p>Knowledge 3 to assess a school's employment in the current context and to assess the employment for specific activities (such as projects, research and/or etc.)</p>	<p>assessment</p>	<p>The understanding of the current context of the school and the current employment in the current context and the current employment for specific activities (such as projects, research and/or etc.)</p>
<p>1.5</p>	<p>Knowledge 4 to assess a school's employment in the current context and to assess the employment for specific activities (such as projects, research and/or etc.)</p>	<p>assessment</p>	<p>The understanding of the current context of the school and the current employment in the current context and the current employment for specific activities (such as projects, research and/or etc.)</p>

2. How Social Security Is Being Financed: How Is Social Security Financed?

<p>21. Knowledge of how we identify the source of a tax: how we collect, measure, assess the impact of a tax on specific individuals and types of behavior (e.g., changes in the labor supply when taxes)</p>	<p>Intermediate</p>	<p>How Social Security is financed: Social Security taxes on workers and employers, Social Security benefits, Social Security trust funds, Social Security Administration, Social Security Administration's role in financing Social Security, Social Security Administration's role in collecting Social Security taxes, Social Security Administration's role in paying Social Security benefits, Social Security Administration's role in managing Social Security trust funds</p>
<p>22. Knowledge of how we identify the source of a tax: how we collect, measure, assess the impact of a tax on specific individuals and types of behavior (e.g., changes in the labor supply when taxes)</p>	<p>Intermediate</p>	<p>How Social Security is financed: Social Security taxes on workers and employers, Social Security benefits, Social Security trust funds, Social Security Administration, Social Security Administration's role in financing Social Security, Social Security Administration's role in collecting Social Security taxes, Social Security Administration's role in paying Social Security benefits, Social Security Administration's role in managing Social Security trust funds</p>
<p>23. Knowledge of how we identify the source of a tax: how we collect, measure, assess the impact of a tax on specific individuals and types of behavior (e.g., changes in the labor supply when taxes)</p>	<p>Intermediate</p>	<p>How Social Security is financed: Social Security taxes on workers and employers, Social Security benefits, Social Security trust funds, Social Security Administration, Social Security Administration's role in financing Social Security, Social Security Administration's role in collecting Social Security taxes, Social Security Administration's role in paying Social Security benefits, Social Security Administration's role in managing Social Security trust funds</p>
<p>24. Degree of understanding of collection of social security taxes: how we collect, measure, assess the impact of a tax on specific individuals and types of behavior (e.g., changes in the labor supply when taxes)</p>	<p>Strong</p>	<p>How Social Security is financed: Social Security taxes on workers and employers, Social Security benefits, Social Security trust funds, Social Security Administration, Social Security Administration's role in financing Social Security, Social Security Administration's role in collecting Social Security taxes, Social Security Administration's role in paying Social Security benefits, Social Security Administration's role in managing Social Security trust funds</p>

<p>20</p>	<p>Knowledge of functions of right and left ventricle The ventricles are the ventricles of the heart to receive blood from the atria and pump it out to the pulmonary circulation and systemic circulation The right ventricle pumps blood to the lungs The left ventricle pumps blood to the rest of the body</p>	<p>Alternative:</p>	<p>Alternative: Alternative: Knowledge of the functions of the right and left ventricle The right ventricle pumps blood to the lungs The left ventricle pumps blood to the rest of the body The right ventricle pumps blood to the lungs The left ventricle pumps blood to the rest of the body</p>
<p>21</p>	<p>Knowledge of functions of right and left ventricle The ventricles are the ventricles of the heart to receive blood from the atria and pump it out to the pulmonary circulation and systemic circulation The right ventricle pumps blood to the lungs The left ventricle pumps blood to the rest of the body</p>	<p>Alternative:</p>	<p>Alternative: Knowledge of the functions of the right and left ventricle The right ventricle pumps blood to the lungs The left ventricle pumps blood to the rest of the body The right ventricle pumps blood to the lungs The left ventricle pumps blood to the rest of the body</p>
<p>22</p>	<p>Knowledge of functions of right and left ventricle The ventricles are the ventricles of the heart to receive blood from the atria and pump it out to the pulmonary circulation and systemic circulation The right ventricle pumps blood to the lungs The left ventricle pumps blood to the rest of the body</p>	<p>Alternative:</p>	<p>Alternative: Knowledge of the functions of the right and left ventricle The right ventricle pumps blood to the lungs The left ventricle pumps blood to the rest of the body The right ventricle pumps blood to the lungs The left ventricle pumps blood to the rest of the body</p>
<p>23</p>	<p>Knowledge of functions of right and left ventricle The ventricles are the ventricles of the heart to receive blood from the atria and pump it out to the pulmonary circulation and systemic circulation The right ventricle pumps blood to the lungs The left ventricle pumps blood to the rest of the body</p>	<p>Alternative:</p>	<p>Alternative: Knowledge of the functions of the right and left ventricle The right ventricle pumps blood to the lungs The left ventricle pumps blood to the rest of the body The right ventricle pumps blood to the lungs The left ventricle pumps blood to the rest of the body</p>

	<p>identify a suitable partner multiple individuals may be possible</p>		<p>prepare to give the right response (the right word that is easily learned, understood by everyone in an expert session) (see how to respond to the general question on the Introduction slide) think about the question immediately (only answer if it is asked last/second last)</p>
104	<p>Knowledge of how to give an answer is not the only important aspect of answering a question successfully. In the last of this module we explore several methods for giving an answer successfully. Learning about how to give an answer successfully is an important aspect of working with an expert panel.</p> <p>Learning how to give an answer well is an important aspect of working with an expert panel. Learning about how to give an answer well is an important aspect of working with an expert panel.</p>		
105	<p>Answering a question successfully is an important aspect of working with an expert panel.</p>	<p>Answering a question successfully is an important aspect of working with an expert panel.</p>	
106	<p>Answering a question successfully is an important aspect of working with an expert panel.</p>	<p>Answering a question successfully is an important aspect of working with an expert panel.</p>	

	Conducting a public information meeting		See the checklist on page 140 for more details on the checklist
17	<p>Conducting a meeting after receiving feedback from the public is essential to the success of the project. The meeting should be held in a location that is easily accessible to the public and should be held at a time that is convenient for the public. The meeting should be held in a location that is easily accessible to the public and should be held at a time that is convenient for the public. The meeting should be held in a location that is easily accessible to the public and should be held at a time that is convenient for the public.</p>	Meeting	<p>The meeting should be held in a location that is easily accessible to the public and should be held at a time that is convenient for the public. The meeting should be held in a location that is easily accessible to the public and should be held at a time that is convenient for the public.</p>
18	<p>Conducting a meeting after receiving feedback from the public is essential to the success of the project. The meeting should be held in a location that is easily accessible to the public and should be held at a time that is convenient for the public. The meeting should be held in a location that is easily accessible to the public and should be held at a time that is convenient for the public.</p>	Meeting	<p>The meeting should be held in a location that is easily accessible to the public and should be held at a time that is convenient for the public. The meeting should be held in a location that is easily accessible to the public and should be held at a time that is convenient for the public.</p>

1001	<p>Knowledge of essential mathematics skills</p> <p>Essential mathematics for:</p> <ul style="list-style-type: none"> Accounting Business and marketing Health Manufacturing Construction Engineering Information technology Science Business management 	<p>Mathematics Business</p>	<p>2000 together with 1002 Business Management subject for mathematics examinations</p>
1002	<p>Knowledge of specific essential mathematics skills for engineering, manufacturing</p>	<p>Mathematics</p>	<p>2000, 2001 and 2002</p>
1003	<p>Knowledge of essential mathematics for:</p> <ul style="list-style-type: none"> Accounting Business and marketing Health Manufacturing Construction Engineering Information technology Science Business management <p>Essential mathematics for:</p> <ul style="list-style-type: none"> Accounting Business and marketing Health Manufacturing Construction Engineering Information technology Science Business management 	<p>Mathematics</p>	<p>2000, 2001 and 2002 Business Management subject for mathematics examinations 2000, 2001 and 2002 Business Management subject for mathematics examinations</p>
1004	<p>Knowledge of essential mathematics for:</p> <ul style="list-style-type: none"> Accounting Business and marketing Health Manufacturing Construction Engineering Information technology Science Business management <p>Essential mathematics for:</p> <ul style="list-style-type: none"> Accounting Business and marketing Health Manufacturing Construction Engineering Information technology Science Business management 	<p>Mathematics</p>	<p>2000 and the previous 2001</p>

1. Project description: 1.1. Project title: 1.2. Project objectives: 1.3. Project justification: 1.4. Project impact:		
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2. Project description and objectives

ID	Activities	Resources	Data
2.1	2.1.1. Project description: 2.1.2. Project objectives: 2.1.3. Project justification: 2.1.4. Project impact:		2.1.5. Project description: 2.1.6. Project objectives: 2.1.7. Project justification: 2.1.8. Project impact:

2.2. **Project description and objectives**

2.2.1. **Project description:**

2.2.2. **Project objectives:**

2.2.3. **Project justification:**

2.2.4. **Project impact:**

2.2.5. **Project description:**

2.2.6. **Project objectives:**

2.2.7. **Project justification:**

2.2.8. **Project impact:**

2.2.9. **Project description:**

2.2.10. **Project objectives:**

2.2.11. **Project justification:**

2.2.12. **Project impact:**

2.2.13. **Project description:**

2.2.14. **Project objectives:**

2.2.15. **Project justification:**

2.2.16. **Project impact:**

2.2.17. **Project description:**

2.2.18. **Project objectives:**

2.2.19. **Project justification:**

2.2.20. **Project impact:**

			<p>representative (2011-12 paragraph 2)</p> <p>Accounting will be carried out on a register of members and property. The registered members of the society are:</p> <p>paragraph 2 also lists the following registered members of the society:</p> <p>and paragraph 2 also lists the following registered members of the society:</p> <p>The Board will also set suitable conditions for the issue of shares in accordance with section 1(2) of the 2006 Act and the register of members registered in accordance with section 2(2) of the 2006 Act.</p>
281	<p>Article 281 defines the conditions for the issue of shares in the society and the conditions of the register of members of the society.</p> <p>Article 281 defines the conditions for the issue of shares in the society and the conditions of the register of members of the society.</p> <p>Article 281 defines the conditions for the issue of shares in the society and the conditions of the register of members of the society.</p>	<p>Accounting</p>	<p>Accounting will be carried out on a register of members and property. The registered members of the society are:</p> <p>paragraph 2 also lists the following registered members of the society:</p> <p>and paragraph 2 also lists the following registered members of the society:</p>
282	<p>Article 282 defines the conditions for the issue of shares in the society and the conditions of the register of members of the society.</p> <p>Article 282 defines the conditions for the issue of shares in the society and the conditions of the register of members of the society.</p> <p>Article 282 defines the conditions for the issue of shares in the society and the conditions of the register of members of the society.</p>	<p>Accounting</p>	<p>Accounting will be carried out on a register of members and property. The registered members of the society are:</p> <p>paragraph 2 also lists the following registered members of the society:</p> <p>and paragraph 2 also lists the following registered members of the society:</p>

187	<p>Knowledge of functions of the judicial system</p> <p>Administrative functions</p> <p>Legal system responsibilities</p> <p>Public accountability issues</p> <p>Legislation</p> <p>Administrative and non-administrative and</p> <p>specific training including</p> <p>public speaking and literacy</p> <p>training, responsibility</p> <p>community training</p> <p>Ability to use evidence of</p> <p>community support, public</p> <p>interest</p>	Administrative	
188	<p>Knowledge of functions of the judicial system</p> <p>Administrative functions</p> <p>Legal system responsibilities</p> <p>Public accountability issues</p> <p>Legislation</p> <p>Administrative and non-administrative and</p> <p>specific training including</p> <p>public speaking and literacy</p> <p>training, responsibility</p> <p>community training</p> <p>Ability to use evidence of</p> <p>community support, public</p> <p>interest</p>	Administrative, legal	Training issues, public speaking, literacy, public interest, legislation
<p>19 Knowledge of judicial administration and issues of judicial administration</p>			
189	<p>Appreciate activities of the legal system and responsibilities of participants in terms of the legal system</p> <p>Department of the Strategic and</p> <p>Administrative responsibilities</p> <p>Public accountability issues and</p> <p>community training, public</p> <p>interest</p> <p>Ability to use evidence of</p> <p>community support, public</p> <p>interest</p>	Legal	JMS, public accountability of justice

	<p>system</p> <p>responsibility clearly defined (percentage of ability to judge)</p>		
101	<p>Knowledge of responsibilities of team members for steps of the design of buildability performance</p> <p>system</p> <p>responsibility unclear</p> <p>system</p> <p>responsibility unclear</p> <p>responsibility unclear</p> <p>system</p> <p>responsibility clearly defined (percentage of ability to judge)</p> <p>responsibility</p>	responsibility	
102	<p>Knowledge of responsibilities of team members for independent performance requirements for design steps and responsibility unclear</p> <p>system</p> <p>responsibility unclear</p> <p>responsibility unclear</p> <p>system</p> <p>responsibility clearly defined (percentage of ability to judge)</p> <p>responsibility clearly defined (percentage of ability to judge)</p>	responsibility	
103	<p>Knowledge of responsibilities of team members for independent responsibility unclear</p> <p>system</p> <p>responsibility unclear</p> <p>responsibility unclear</p> <p>system</p> <p>responsibility clearly defined (percentage of ability to judge)</p>	responsibility	
104	<p>Knowledge of responsibilities of team members for independent responsibility unclear</p> <p>system</p> <p>responsibility unclear</p> <p>responsibility unclear</p> <p>system</p> <p>responsibility clearly defined (percentage of ability to judge)</p>	responsibility	

	<ul style="list-style-type: none"> • <i>Knowledge of</i> <ul style="list-style-type: none"> • <i>development by industry</i> • <i>industry identity</i> • <i>identity</i> • <i>type of identity</i> • <i>marketing</i> 		
4.1.1	<ul style="list-style-type: none"> • <i>Knowledge of</i> <ul style="list-style-type: none"> • <i>development by industry</i> • <i>industry identity</i> • <i>identity</i> • <i>type of identity</i> • <i>marketing</i> • <i>Knowledge of</i> <ul style="list-style-type: none"> • <i>development by industry</i> • <i>industry identity</i> • <i>identity</i> • <i>type of identity</i> • <i>marketing</i> • <i>Knowledge of</i> <ul style="list-style-type: none"> • <i>development by industry</i> • <i>industry identity</i> • <i>identity</i> • <i>type of identity</i> • <i>marketing</i> • <i>Knowledge of</i> <ul style="list-style-type: none"> • <i>development by industry</i> • <i>industry identity</i> • <i>identity</i> • <i>type of identity</i> • <i>marketing</i> 	<ul style="list-style-type: none"> • <i>Marketing</i> 	
4.1.2	<ul style="list-style-type: none"> • <i>Knowledge of</i> <ul style="list-style-type: none"> • <i>development by industry</i> • <i>industry identity</i> • <i>identity</i> • <i>type of identity</i> • <i>marketing</i> • <i>Knowledge of</i> <ul style="list-style-type: none"> • <i>development by industry</i> • <i>industry identity</i> • <i>identity</i> • <i>type of identity</i> • <i>marketing</i> • <i>Knowledge of</i> <ul style="list-style-type: none"> • <i>development by industry</i> • <i>industry identity</i> • <i>identity</i> • <i>type of identity</i> • <i>marketing</i> • <i>Knowledge of</i> <ul style="list-style-type: none"> • <i>development by industry</i> • <i>industry identity</i> • <i>identity</i> • <i>type of identity</i> • <i>marketing</i> 	<ul style="list-style-type: none"> • <i>Marketing</i> 	
4.1.3	<ul style="list-style-type: none"> • <i>Knowledge of</i> <ul style="list-style-type: none"> • <i>development by industry</i> • <i>industry identity</i> • <i>identity</i> • <i>type of identity</i> • <i>marketing</i> • <i>Knowledge of</i> <ul style="list-style-type: none"> • <i>development by industry</i> • <i>industry identity</i> • <i>identity</i> • <i>type of identity</i> • <i>marketing</i> • <i>Knowledge of</i> <ul style="list-style-type: none"> • <i>development by industry</i> • <i>industry identity</i> • <i>identity</i> • <i>type of identity</i> • <i>marketing</i> • <i>Knowledge of</i> <ul style="list-style-type: none"> • <i>development by industry</i> • <i>industry identity</i> • <i>identity</i> • <i>type of identity</i> • <i>marketing</i> 	<ul style="list-style-type: none"> • <i>Marketing</i> 	

	<p>By a management problem a process management solution identified by people already identified, positive analysis of feasibility, cost of solution</p>		
1.2	<p>Knowledge of how and when to intervene in the public system By addressing concepts of the other solution supported by a new people already identified, positive analysis of feasibility, cost of solution</p>		
1.3	<p>Knowledge of how and when to identify an existing solution By identifying a good management solution supported by a new analysis of feasibility</p>		
1.4	<p>Knowledge of how and when to intervene in the system By addressing concepts of the other solution supported by a new people already identified, positive analysis of feasibility, cost of solution</p>		
1.5	<p>Knowledge of how and when to intervene in the system By addressing concepts of the other solution supported by a new people already identified, positive analysis of feasibility, cost of solution</p>		
1.6	<p>Knowledge of how and when to intervene in the system By addressing concepts of the other solution supported by a new people already identified, positive analysis of feasibility, cost of solution</p>	Alternative	Initial cost investment
1.7	<p>Knowledge of how and when to intervene in the system By addressing concepts of the other solution supported by a new people already identified, positive analysis of feasibility, cost of solution</p>	Alternative	Initial cost investment
1.8	<p>Knowledge of how and when to intervene in the system By addressing concepts of the other solution supported by a new people already identified, positive analysis of feasibility, cost of solution</p>	Alternative	Initial (low-cost) investment

	Detailed type of strategy required (based on needs)		
8.4	<p>Knowledge of the conditions for reported fire detection, the reported conditions in the system (2) specially designed reported conditions in the field of public information and</p> <p>used to establish the public safety conditions (2) and type of mobility, age and physical condition</p> <p>to adapt to the system by individual members</p> <p>knowledge (2) and type of mobility, age and physical condition</p>	Information	20000 (2) and type of mobility, age and physical condition
2. Knowledge of the conditions for reported fire detection			
8.5	Knowledge	Information	Data
8.5	<p>Knowledge of system (2) and type of mobility, age and physical condition</p> <p>used to establish the public safety conditions (2) and type of mobility, age and physical condition</p> <p>to adapt to the system by individual members</p> <p>knowledge (2) and type of mobility, age and physical condition</p>	Information	
8.6	<p>Knowledge of system (2) and type of mobility, age and physical condition</p> <p>used to establish the public safety conditions (2) and type of mobility, age and physical condition</p> <p>to adapt to the system by individual members</p> <p>knowledge (2) and type of mobility, age and physical condition</p>	Information	

	<p>the assessment process (the design, implementation, delivery, delivery quality, and the use of feedback and the use of evidence)</p>	<p>Administrative</p>	
<p>101</p>	<p>Design of assessment and assessment itself</p> <ul style="list-style-type: none"> assessment methods assessment criteria assessment questions assessment processes assessment standards 	<p>Administrative</p>	
<p>102</p>	<p>Design of assessment and assessment quality</p> <ul style="list-style-type: none"> assessment processes assessment standards assessment methods 	<p>Administrative</p>	<p>101</p>
<p>103</p>	<p>Design of assessment by the student/teacher/peer</p> <ul style="list-style-type: none"> assessment processes assessment criteria assessment questions assessment methods assessment standards 	<p>Administrative</p>	
<p>104</p>	<p>Design of assessment by the student/teacher/peer</p> <ul style="list-style-type: none"> assessment processes assessment criteria assessment questions assessment methods assessment standards assessment questions assessment processes assessment criteria assessment questions assessment methods assessment standards assessment questions assessment processes assessment criteria assessment questions assessment methods assessment standards 	<p>Administrative</p>	

	<p>Knowledge of the structure and function of the nervous system</p> <p>Knowledge of the structure and function of the brain</p> <p>Knowledge of the structure and function of the spinal cord</p>		
122	<p>Knowledge of the structure and function of the nervous system</p> <p>Knowledge of the structure and function of the brain</p> <p>Knowledge of the structure and function of the spinal cord</p> <p>Knowledge of the structure and function of the peripheral nervous system</p> <p>Knowledge of the structure and function of the autonomic nervous system</p>	<p>Administrative Theory</p>	
123. Knowledge of the structure and function of the nervous system			
124	<p>Knowledge of the structure and function of the nervous system</p> <p>Knowledge of the structure and function of the brain</p> <p>Knowledge of the structure and function of the spinal cord</p> <p>Knowledge of the structure and function of the peripheral nervous system</p>	<p>Administrative Theory</p>	
125	<p>Knowledge of the structure and function of the nervous system</p> <p>Knowledge of the structure and function of the brain</p> <p>Knowledge of the structure and function of the spinal cord</p> <p>Knowledge of the structure and function of the peripheral nervous system</p> <p>Knowledge of the structure and function of the autonomic nervous system</p>		
126	<p>Knowledge of the structure and function of the nervous system</p> <p>Knowledge of the structure and function of the brain</p> <p>Knowledge of the structure and function of the spinal cord</p> <p>Knowledge of the structure and function of the peripheral nervous system</p> <p>Knowledge of the structure and function of the autonomic nervous system</p>		
127	<p>Knowledge of the structure and function of the nervous system</p> <p>Knowledge of the structure and function of the brain</p> <p>Knowledge of the structure and function of the spinal cord</p> <p>Knowledge of the structure and function of the peripheral nervous system</p> <p>Knowledge of the structure and function of the autonomic nervous system</p>		

1202	<p>Students determine the relationship between the two functions below.</p> <p>Write your answer clearly. Identify the relationship if there is one and justify your answer.</p>	<p>algebra</p>	<p>1202</p>
1203	<p>Knowledge of trigonometric identities is an important part of trigonometry. Use the identity $\sin^2 \theta + \cos^2 \theta = 1$ to find the value of $\sin \theta$ if $\cos \theta = \frac{3}{5}$. Show your work.</p> <p>Write your answer clearly. Identify the relationship if there is one and justify your answer.</p>	<p>algebra</p>	<p>Write your answer clearly. Identify the relationship if there is one and justify your answer. Use the identity $\sin^2 \theta + \cos^2 \theta = 1$ to find the value of $\sin \theta$ if $\cos \theta = \frac{3}{5}$. Show your work.</p>
1204	<p>Students determine the relationship between the two functions below.</p> <p>Write your answer clearly. Identify the relationship if there is one and justify your answer.</p>	<p>algebra</p>	<p>1204</p>
1205	<p>Students determine the relationship between the two functions below.</p>	<p>algebra</p>	
1206	<p>Students determine the relationship between the two functions below.</p> <p>Write your answer clearly. Identify the relationship if there is one and justify your answer.</p>	<p>algebra</p>	<p>Write your answer clearly. Identify the relationship if there is one and justify your answer.</p>
1207	<p>Knowledge of trigonometric identities is an important part of trigonometry. Use the identity $\sin^2 \theta + \cos^2 \theta = 1$ to find the value of $\sin \theta$ if $\cos \theta = \frac{3}{5}$. Show your work.</p>	<p>algebra</p>	

	<p>problem. Students compare with their own solution.</p> <p>Encourage students to discuss their solution with a partner.</p>	<p>10 minutes</p>	<p>Students compare their own solution with the solution in the textbook. They discuss the solution with a partner.</p> <p>Students compare their own solution with the solution in the textbook. They discuss the solution with a partner.</p>
1.1	<p>Knowledge of <ul style="list-style-type: none"> the relationship between addition and subtraction the relationship between multiplication and division the relationship between the two operations the relationship between the two operations the relationship between the two operations the relationship between the two operations the relationship between the two operations the relationship between the two operations the relationship between the two operations </p>	<p>10 minutes</p>	<p>Students compare their own solution with the solution in the textbook. They discuss the solution with a partner.</p> <p>Students compare their own solution with the solution in the textbook. They discuss the solution with a partner.</p> <p>Students compare their own solution with the solution in the textbook. They discuss the solution with a partner.</p>
1.2	<p>Knowledge of <ul style="list-style-type: none"> the relationship between addition and subtraction the relationship between multiplication and division the relationship between the two operations the relationship between the two operations the relationship between the two operations the relationship between the two operations the relationship between the two operations the relationship between the two operations the relationship between the two operations </p>	<p>10 minutes</p>	<p>Students compare their own solution with the solution in the textbook. They discuss the solution with a partner.</p> <p>Students compare their own solution with the solution in the textbook. They discuss the solution with a partner.</p> <p>Students compare their own solution with the solution in the textbook. They discuss the solution with a partner.</p>
1.3	<p>Knowledge of <ul style="list-style-type: none"> the relationship between addition and subtraction the relationship between multiplication and division the relationship between the two operations the relationship between the two operations the relationship between the two operations the relationship between the two operations the relationship between the two operations the relationship between the two operations the relationship between the two operations </p>	<p>10 minutes</p>	<p>Students compare their own solution with the solution in the textbook. They discuss the solution with a partner.</p> <p>Students compare their own solution with the solution in the textbook. They discuss the solution with a partner.</p> <p>Students compare their own solution with the solution in the textbook. They discuss the solution with a partner.</p>

	<p>with a view to developing the ability to identify and evaluate the quality of evidence used in research</p>		<p>and a understanding of the nature of research evidence and the implications for practice of the research process (see also 1.1.1)</p>
1.1.1	<p>Identify a range of evidence appropriate to the problem identified and evaluate the quality of the evidence used in research and the implications for practice of the research process (see also 1.1.1)</p>		<p>Identify a range of evidence appropriate to the problem identified and evaluate the quality of the evidence used in research and the implications for practice of the research process (see also 1.1.1)</p>
1.1.2	<p>Identify a range of evidence appropriate to the problem identified and evaluate the quality of the evidence used in research and the implications for practice of the research process (see also 1.1.1)</p>		<p>Identify a range of evidence appropriate to the problem identified and evaluate the quality of the evidence used in research and the implications for practice of the research process (see also 1.1.1)</p>
1.1.3	<p>Identify a range of evidence appropriate to the problem identified and evaluate the quality of the evidence used in research and the implications for practice of the research process (see also 1.1.1)</p>		<p>Identify a range of evidence appropriate to the problem identified and evaluate the quality of the evidence used in research and the implications for practice of the research process (see also 1.1.1)</p>
1.1.4	<p>Identify a range of evidence appropriate to the problem identified and evaluate the quality of the evidence used in research and the implications for practice of the research process (see also 1.1.1)</p>		<p>Identify a range of evidence appropriate to the problem identified and evaluate the quality of the evidence used in research and the implications for practice of the research process (see also 1.1.1)</p>

	<p>Abstract/Title Keywords Abstract Introduction Methods Results Discussion Conclusion References</p>		<p>Journal Volume Issue Year Pages DOI URL Abstract Keywords Introduction Methods Results Discussion Conclusion References</p>
10.1016/j.jad.2015.08.011	<p>Journal of Affective Disorders Volume 188 Issue 1 Year 2015 Pages 1-10 DOI: 10.1016/j.jad.2015.08.011 URL: http://dx.doi.org/10.1016/j.jad.2015.08.011</p>	<p>Journal of Affective Disorders Volume 188 Issue 1 Year 2015 Pages 1-10 DOI: 10.1016/j.jad.2015.08.011 URL: http://dx.doi.org/10.1016/j.jad.2015.08.011</p>	<p>Journal of Affective Disorders Volume 188 Issue 1 Year 2015 Pages 1-10 DOI: 10.1016/j.jad.2015.08.011 URL: http://dx.doi.org/10.1016/j.jad.2015.08.011</p>

and presentational aspects of the document

• **Interpretive**
content of messages
content structure and
content elements (e.g.,
style, tone, volume, and
pace)
• **Contextual**
relationships among
elements of a message
relationships among
elements of a message
relationships among
elements of a message

• **Medium** (e.g., oral,
written)

• **Message** (e.g., text,
audio, video)
• **Context** (e.g., time,
place, audience)
• **Channel** (e.g., face-to-face,
written, audio, video)

14. ANSWER 8: THEMATIC ANALYSIS

Thematic analysis is the collection of data for the purposes of equity and promotion of the content. It also helps prepare for the needs of the client through a design, which includes an additional document.

