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The Namibian College of Open Learning (NAMCOL) is a Parastatal. This educational institution was created by an Act of Parliament (Act 1 of 1997) which provides learning opportunities for adults and out-of-school youth. NAMCOL is an autonomous institution, directed by a Board of Governors. At the helm of the management is a Director, assisted by three Deputy Directors, four Regional Managers, a ...

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~~Namibian Grade 12 Past Exam Question Papers~~

NAMCOL provides study opportunities for adults and out-of-school youth. The College's core activity has traditionally been its programme of Secondary Education (SE), which enables those who cannot or do not wish to attend formal schools to study for the Namibia Senior Secondary Certificate (NSSC or Grade 12). Since 2004 Tertiary Programmes were introduced for students who wishes to pursue ...

~~NAMCOL — Namibian College Of Open Learning — Introduction~~

NAMCOL Grade 12 Past Examination Papers - Nafacts.com Examination sample questions for all topics (Core level) [question are all from past exams papers] Section 1 Two dimensional shapes; quadrilaterals; angles and symmetry 1. [P3 NSSC 2010 Q20] 2. [P1 NSSC 2010 Q13] A B C (a) In each of the shapes above draw one line which divides it into two congruent shapes. [3] Core Question based on old ...

With the increasing share of adult and non-traditional students in the higher education student body, higher education faculty and administrators must ensure that the design of programs, courses, and student services support the success of all students. The needs and wants of these adult and non-traditional learners will differ, and it is important that research helps advance the understanding of these students to increase their success, acclimation, and experience in institutions. Ensuring Adult and Non-Traditional Learners' Success With Technology, Design, and Structure is designed to provide higher education professionals with current research and research-based best practices for ensuring student success for adult learners and non-traditional students. The research presented in this book will help ensure that programs, courses, and student services are designed and implemented in a manner that supports student success for all learners in the institution. Chapters include research on student motivation, program design, educational technology, student engagement, and more. This book is intended for post-secondary administrators, faculty, teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in relevant educational services for adult learners and non-traditional students.

Wireless Foresight deals with the development of the wireless communications industry and technology during the coming ten to fifteen years. Telecommunications is a global business of enormous proportions and is one of the largest industries in the world. Written in a highly accessible and simple to read manner, this book is based around four scenarios of the wireless world in 2015. The focus is on the industry (i.e. infrastructure and terminal vendors, operators, and service developers and providers) as well as on new players. Discusses the long-term developments described in the four scenarios and also short term issues, for example the challenges facing industry. Uncovers important areas for technological research and discusses the critical challenges facing industry, for example; the high cost for infrastructure, the slow spectrum release, the stampeding system complexity, radiation, battery capacity, and the threat of a disruptive market change facing the telecommunications industry. Offers a global approach whereby developments from around the world are described. Employs the method of building full-scale scenarios as opposed to just identifying trends and making predictions. Wireless Foresight is an invaluable and provocative read for top and middle management, strategists, business developers, technology managers, and entrepreneurs in the telecom, datacom and infocom industries alike. It is also of great interest to financial analysts and academics.

This book deals with the relevance of recognition and validation of non-formal and informal learning education and training, the workplace and society. In an increasing number of countries, it is at the top of the policy and research agenda ranking among the possible ways to redress the glaring lack of relevant academic and vocational qualifications and to promote the development of competences and certification procedures which recognise different types of learning, including formal, non-formal and informal learning. The aim of the book is therefore to present and share experience, expertise and lessons in such a way that enables its effective and immediate use across the full spectrum of country contexts, whether in the developing or developed world. It examines the importance of meeting institutional and political requirements that give genuine value to the recognition of non-formal and informal learning; it shows why recognition is important and clarifies its usefulness and the role it serves in education, working life and voluntary work; it emphasises the importance of the coordination, interests, motivations, trust and acceptance by all stakeholders. The volume is also premised on an understanding of a learning society, in which all social and cultural groups, irrespective of gender, race, social class, ethnicity, mental health difficulties are entitled to quality learning throughout their lives. Overall the thrust is to see the importance of recognising non-formal and informal learning as part of the larger movement for re-directing education and training for change. This change is one that builds on an equitable society and economy and on sustainable development principles and values such as respect for others, respect for difference and diversity, exploration and dialogue.

This revised and updated edition of Open and Distance Learning in the Developing World sets the expansion of distance education in the context of general educational change and explores its use for basic and non-formal education, schooling, teacher training and higher education. Engaging with a range of topics, this comprehensive overview includes new material on: non-formal education: mass-communication approaches to education about HIV/AIDS and recent literacy work in India, South Africa, and Zambia schooling: new research projects in open schooling in Asia and subsaharan Africa, and interactive radio instruction in South Africa the impact of new technology and globalisation: learning delivered through the internet and mobile learning the political economy: international agencies, the role of private sector, and funding. With its critical appraisal of the facts and examination of data about effectiveness, this book provides answers to problems and poses key questions for the consideration of policy makers, educational practitioners and all professionals involved in implementing and delivering sustainable open and distance learning.

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