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The terms in office of Namibia ' s president Pohamba are the focus of this political and economic history for the years 2004 to 2015. It summarizes the developments, which motivated to award him the Mo Ibrahim Prize for good governance.

Since independence in 1990, Namibia has witnessed only one generation with no memory of colonialism - the 'born frees', who voted in the 2009 elections. The anti-colonial liberation movement, SWAPO, dominates the political scene, effectively making Namibia a de facto one-party state dominated by the first 'struggle generation'. While those in power declare their support for a free, fair, and just society, the limits to liberation are such that emancipation from foreign rule has only been partially achieved. Despite its natural resources Namibia is among the world's most unequal societies and indicators of wellbeing have not markedly improved for many among the former colonized majority, despite a constitution enshrining human rights, social equality, and individual liberty. This book analyses the transformation of Namibian society since Independence. Melber explores the achievements and failures and contrasts the narrative of a post-colonial patriotic history with the socio-economic and political realities of the nation-building project. He also investigates whether, notwithstanding the relative stability prevailing to date, the negotiation of controlled change during Namibia's decolonization could have achieved more than simply a change of those in control.

Sport volunteering is becoming an increasingly popular motive for international travel. Many tourism organisations now advertise sport volunteering projects, with colleges and universities also offering students the opportunity to participate in similar projects abroad. This is the first book to bring together diverse and interdisciplinary insights into the development of the contemporary sport volunteering phenomenon. It addresses conceptual uncertainties and challenges emerging from the growing international sport volunteering market, and offers insight into its future directions, impact and sustainability. Drawing on both quantitative and qualitative methodologies, Part I examines volunteering in the context of international sporting events, while Part II evaluates volunteering initiatives related to sport development. Including case studies from Australia, Cameroon, Namibia, Norway, Russia, the UK, the US and Zambia, this substantial volume provides a truly international perspective on the changing roles of sport volunteering. Showcasing the latest research from across the globe, International Sports Volunteering is a valuable resource for any course on sport studies, sport event management, sport development, sport tourism, sport geography, the sociology of sport or leisure studies.

The book focuses on the history and identity of Namibian Czechs, originally a group of prominent child war refugees admitted by the Czechoslovak government in 1985 for education as an expression of international solidarity assistance to SWAPO liberation movement. The educational project with elements of social engineering was interrupted in 1991 due to political changes in both countries. The relocation of the children to Namibia had a dramatic impact on their future lives. Namibian Czechs never fully integrated into Namibian society, moreover they proudly proclaim their belonging to Czechness.

This handbook reflects on quality-of-life in societies on the continent of Africa. It provides a widely interdisciplinary text with insights on quality-of-life from a variety of scientific perspectives. The handbook is structured into sections covering themes of social context, culture and community; the environment and technology; health; education; and family. It is aimed at scholars who are working towards sustainable development at the intersections of multiple scientific fields and it provides measures of both objective and subjective quality-of-life. The scholarly contributions in the text are based on original research and it spans fields of research such as cultures of positivity, wellbeing, literacy and multilingualism, digital and mobile technologies, economic growth, food and nutrition, health promotion, community development, teacher education and family life. Some chapters take a broad approach and report on research

findings involving thousands, and in one case millions, of participants. Other chapters zoom in and illustrate the importance of specificity in quality-of-life studies. Collectively, the handbook illuminates the particularity of quality-of-life in Africa, the unique contextual challenges and the resourcefulness with which challenges are being mediated. This handbook provides empirically grounded conceptualizations about life in Africa that also encapsulate the dynamic, ingenious ways in which we, as Africans, enhance our quality-of-life.

The Namibian constitution makes full provision for education as a fundamental human right and freedom. Three years into independence, as part of the government's educational policy, the 'Education for All Policy' was launched as a stepping stone to free quality education. However, inequities have become widely pronounced within the Namibian educational system. Democracy and Education in Namibia and beyond debates the education – democracy nexus in Namibia and the southern African context. It defines and explores the meaning of democracy and related concepts. It also looks at what democracy means in the context of human rights and access to education. The ten chapters in this collection interrogate the strengths and limitations of education as an instrument of social change and question whether or not the Namibian educational objectives and practices do develop and help to sustain a democratic culture in Namibia. The authors in the collection have drawn material from their own teaching and research experience across the fields of education and social science in Namibia and beyond, and present their findings in a pedagogical framework suitable as a challenging text for tertiary students. At a time when education is in crisis, especially in South Africa where strident calls for free tertiary education and Africanisation of the curriculum are spreading like wildfire, this book gives scholarly insight into the history and social conditions that gave rise to our current predicament.

This book focuses on Namibia's education since independence. The book is developed around 40 articles reflecting the rich cross-section and multi-cultural diversity of interests, opinions, values, expectations and perspectives, and is held together by a common thread, of a shared national vision for Namibia, that knits - freedom, peace, unity, equity and progress into every economic activity for the sustained well-being of all Namibians.

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