

Chapter 1 : Education index | Human Development Reports

*Human Values in Education, GA# 10 lectures in Arnheim, Holland on July , by Rudolf Steiner, Spiritual Science ARJ2
Review by Bobby Matherne.*

The study of several civilizations throughout history has revealed the importance of education as it applies to society including its economic growth. While many people believe that such subsidization is necessary for America to continue asserting itself as a leader in the international sense, some view the use of subsidization of the education system as ineffective and contradictory to that same effort. This article deems funding for public colleges as useless however, others fervently believe the opposite to this opinion. Introduction Exactly how important is education in the current culture of American society? America, as a nation, supports the imperative role that education plays in the continued growth of prosperity for its citizens as well as future generations. However, there are wide ranging views and noted political discourse with regard to the different areas of education that should be subsidized by the federal and local state governments within the U. Value of Education Citizens recognize the value of education, particularly during times of economic turmoil, which create an environment rampant with job insecurity. Each of the twelve districts within the Federal Reserve banking system is obligated to assess the requirements for its community in preparation for its meetings with the Board of Governors under the Federal Reserve, where members meet to discuss the state of the economy and decide about making adjustments that could assist in stabilizing the economy. Through these surveys, the Board of Governors has become aware that typical cultural behavior during times of economic turmoil results in displaced workers returning to community colleges after becoming unemployed, so they may become retrained or skilled in a new trade and effectively re-enter the workforce. This new and improved workforce will pose difficult challenges to those re-entering the workforce because the job market has suffered forced alteration to survive in such a competitive era. Many workers may have been displaced for significant periods of time, and will require tutoring regarding the skills demanded for the enhanced job market. Fortunately, community colleges and trade schools provide these desperately needed services to aid in the retraining process. The government accounts for the funding of education programs in its annual budget. Federal decisions affect many aspects of how universities operate. Department of Education, a , making it a one-third contributor to the total budget of higher education in the U. By providing financial support to the different tiers of the education system, the federal government makes schools better able to provide a good education for their students. In addition, the student aid allocation of these funds allows students, who would otherwise be incapable of affording education post-high school, an opportunity to achieve higher learning and, hopefully, a better quality of life. Perhaps not every citizen should reach for goals in the higher education realm, and should rather focus on filling blue collar jobs within the U. One article from Independent Review addresses this topic noting the following: During the past half-century, the conventional view of American education has held that the nation needs more college graduates and that increasing the rates of college attendance and completion should be a national goal, advanced and subsidized by the federal government. This idea has reshaped higher education in the United States in a very short historical period, turning what was a guild-like activity into an industry for mass-producing credentials. However, later in the article he also examines the notion that because the U. The aforementioned article in Journal of Higher Education noted, The results of this paper suggest that senators fall along a recognizable left-right continuum in their ideal point preferences. These differences fall along party lines as well, with Democrats and Republicans showing little overlap in their ideal points for this policy domain. One other example of the educational funding argument is the funding of public colleges. One article in Research in Higher Education states, public colleges tend to favor appropriations because it is a relatively stable source of funding and colleges have discretion to use the funding to meet institutional and state goals. Nonetheless, the argument can be made that appropriating state funds to public colleges in order to offer lower prices to all in-state students is relatively inefficient and ineffective. These examples of debate regarding the funding of the education system portray the widely varying opinions on the matter. America is considered a powerhouse internationally because its citizens

recognize the importance of learning and the fact that continuing growth through knowledge is a powerful tool for maintaining such elite status globally. It is a vital responsibility to the citizens of America to relay this value in education to their posterity. The mass production of credentials: Subsidies and the rise of the higher education industry. *Independent Review*, 15 3 , *Journal of Higher Education*, 81 5 , The importance of community colleges to the tenth district economy. *Economic Review* , 95 3 , Avoiding the coming higher ed wars. *Academe*, 96 3 , A conceptual analysis of state support for higher education: Appropriations versus need-based financial aid. *Research in Higher Education*, 51 1 , Kristine is recently married and enjoys spending time cooking, reading, and participating in community service activities.

Chapter 2 : Understanding Hospital Revenue Codes | Value Healthcare Services

Importance of values education essay No Comments An advice essay with apa format essay about rhetoric jokes job essay questions caucasian chalk circle my character essay indian sigmund freud three essays on the theory of sexuality pdf writing rubric essay esl intermediate writing art essay example muet how write scholarship essay economics.

However, because it had been so long since they had written the plan, they contacted their county Extension Agent for some help. The agent provided them with some Virginia Cooperative Extension publications on writing a business plan and guided them through the process. In addition, they used hints from this publication to develop their agri-tourism business plan.

Description of your business Write down what kind of farm you have currently and what you want your farm to become in the future. Example "Our business is a dairy farm. It will become a farm where visitors can learn where their milk comes from: Internal resources products and services

Description of step List your internal resources and describe why they are unique and marketable. Describe how they can add value to your farm. Example "This dairy farm produces milk from cows. The cow barn, milking parlor, feed silos, and sludge pond are marketable components of a guided tour. Visitors will pay to learn how milk gets from farms to the grocery store. The farm will benefit from additional revenues and from increased public exposure.

Market analysis Write down the following information about your guests: Who do you want to attract to your farm? Where do these people come from? What do our guests need? How can you attract these people to your farm? Example "We wish to invite groups of people to our farm to learn about milk production. These groups are located in our community. Each group has special needs. We can attract these guests to our farm by developing programs tailored to their needs.

Competition Description of step Other farmers in your area may already be involved in agri-tourism. Example "Joe in the next county offers tours of his apple packing plant. He attracts local school groups and out-of-town tour groups.

Product development plan Description of step Outline a yearly schedule of your farm production activities along with a schedule of your agri-tourism activities. Include a schedule of other activities in your area. Example "Our friend Lucy uses a Microsoft calendar to print a monthly schedule of her major activities: Also, she has scheduled the opening of her bed and breakfast for April First.

Marketing plan Description of step Articulate your pricing strategy and the tools you will use to attract your guests. We will rely on "word-of-mouth" advertising, flyers and brochures, and a web site to promote our tours.

Sales plan Description of step Set sales objectives e. Example "We wish to host at least 30 groups per year on our farm tours. To reach this objective, our family will advertise our tours to local groups.

Operation plan Description of step Organize the flow of work through your business, identifying the tasks involved in providing your new activities and the additional labor needed. Example Greet tour group at edge of parking lot: Ann Lead tour group to pasture: Ann Lead tour group through tour: Chuck Arrange refreshments for tour group: John and Dan Clean restrooms: Chuck and Ann

Necessary actions Break down activities into individual tasks. Assign an employee s to each task. Estimate how many dollars will come into and how many dollars will go out of your new enterprise each year. We plan to host 20 school groups per year, averaging 60 children and 5 adults per group. In addition, we plan to host 10 community groups per year, averaging 25 adults per group. These expenses will include labor to clean restrooms, provide refreshments, and guide the tour.

Total number of guests per year: If you are not familiar with how to market your farm products, or if you wish to refresh your product marketing knowledge, we suggest you contact your local Virginia Cooperative Extension office.

Marketing agri-tourism services is similar to marketing farm products. However, there are several characteristics of services that make them different from products. Before attempting to market your new tourism services, you will want to understand how services differ from products. Unlike physical products, services cannot be seen, tested, felt, heard, or smelled before or after they are purchased; they are intangible. It is easy for a pick-your-own customer to examine the quality of the pumpkins on your farm before he purchases any of them because he is able to see, touch, and smell the produce. However, it would be hard for him to describe the transaction that occurs between him and the service provider who sells the produce to him. Whereas most goods are produced first, then sold and consumed later, services are produced and consumed at

the same time. A farm tour is "produced" by the tour guide while it is being "consumed" by the visitor. Because services are like performances, frequently accomplished by humans, no two services will be exactly alike. Since many variables affect the service transaction, dynamics may change from interaction to interaction. Services cannot be saved, stored, resold, or returned. A farm tour, for instance, cannot be produced ahead of time, boxed and stored in a warehouse, and sold for consumption at a later date. If a bed and breakfast operator does not sell all rooms on a particular night he or she cannot put the empty rooms in inventory and sell them the next night. The perishability of services makes the management of demand and supply necessary, but difficult.

Your marketing mix One of the most basic concepts included in your marketing plan is your marketing mix, which consists of the elements you control and use to communicate with and satisfy your customers.

Place How can you take advantage of your location? **Product** What do you have to offer your guests? **Price** How much should you charge for your agri-tourism services and activities? **Promotion** How do you advertise your agri-tourism business? **People** Who are the tourists? **Physical evidence** What are the tangible components of service? **Process** How do you provide excellent customer service? How can you take advantage of your location? Your farm may be located near a major highway or at the end of a remote country road. Wherever it is situated, you can take advantage of the location. For instance, if your farm is positioned near a major highway, you can capitalize on the number of motorists traveling by your site. On the other hand, if your farm rests in a remote location, you may draw guests with the natural or serene qualities of your "getaway" destination. Brainstorm ways in which your agri-tourism farm can benefit from its location in relation to roads, natural resources, and community resources, then work those benefits into your overall marketing plan.

What do you have to offer your guests? As an agri-tourism operator you are going to offer your guests more than a product. You are going to add value to the products or services that guests might buy at your farm. Customers will experience unique activities that will enrich their visit in your area. While you may not consider a farm experience as unique, many tourists will enjoy the opportunity to come closer to their agricultural heritage. For many people, a visit to your farm is a rare opportunity to touch Mother Nature and discover how agricultural products are raised, harvested, and distributed. As a host, you will provide for your guests a wonderful knowledge and insight into the life of a farmer. Keep in mind that activities that may seem ordinary to you may be extraordinary for a guest. To remind yourself about the products and services that you could offer your guests, refer back to the section of this handbook titled *How Do I Do It?*: This exercise will help you identify both the ordinary and the unique agri-tourism activities that you can offer on your farm.

How much should you charge for your agri-tourism services and activities? The most basic way to price your services is to use cost-based pricing. With this approach you determine your direct costs and your overhead costs of providing the service. Your price will be an amount that covers your costs and your desired profit margin.

How do you advertise your agri-tourism enterprise? Promotion is the core of any marketing strategy. Through promotional efforts, you are able to inform customers of your products and services and let them know how your products and services meet their needs. The goal of promotion and advertising is simple: Since most agri-tourism businesses have small marketing budgets, this section will focus on the least expensive ways to promote and advertise your agri-tourism enterprise. Word-of-mouth advertising Word-of-mouth advertising is the least expensive and, perhaps, the most effective form of promotion. Estimates suggest that a satisfied customer will "advertise" your services by telling nine to twelve other people about his or her experience. This is a wonderful reward for providing quality service. On the other hand, word-of-mouth communication can work against your business if you are not providing quality service. In order to foster positive word-of-mouth advertising, you should strive to provide good service all of the time.

Chapter 3 : General Education - California State University Fullerton - Acalog ACMSâ,,ç

The underlying thesis of these lectures, volume XX in the "Foundations of Waldorf Education" series, is that true education must be based on knowledge of the whole human being and that such knowledge cannot be attained without love.

Certification Policy Under provisions of Title 5 and Executive Order , accredited colleges and universities may certify the completion of part of the units required in general education. Within the policy of the Board of Trustees, Cal State Fullerton will accept such certification of general education up to a maximum of 39 semester units, but may accept no more in general education than the number of units required in each area. Transfer students who are certified in any area with fewer than the required units will be subject to additional units and will be permitted to take the additional units in upper-division areas. It is important that students contact their local community college for information on meeting the requirements for a transfer Associate of Arts AA-T or Associate of Science AS-T degree. The unit graduation option will obviously not be possible if the student changes majors or elects to add any additional degree objective, such as a second major or minor. It is highly recommended students have a consultation with their department academic adviser or visit the Academic Advisement office. For more information visit fullerton. The LDTP for each discipline or major has statewide as well as campus-specific components. The statewide component of the LDTP is appropriate for any CSU campus that offers the major and is comprised of general education coursework as well as some courses within the discipline. The campus-specific component identifies discipline-related coursework relevant to the major at the specific CSU campus where the student intends to transfer. Together these components for an LDTP will typically total at least 60 units, which is the number of units needed to transfer to CSUF as an upper-division student. As a result of general education experience, students should acquire knowledge of diverse disciplinary and cultural perspectives and skill in comparing, contrasting, applying and communicating effectively these perspectives in tasks considered appropriate to particular courses. Scientific Inquiry and Quantitative Reasoning, C. Arts and Humanities, D. Lifelong Learning and Self-Development. These five areas consist of lower-division and level courses in areas fundamental to a university education and upper-division and level courses that draw upon, integrate, apply, and extend the knowledge and skills that are the goals of the lower-division courses. A sixth Area includes goals for learning in the area of Cultural Diversity. Student work in areas C. These GE Areas consist of lower-division and level courses in areas fundamental to a university education and upperdivision and level courses that draw upon, integrate, apply, and extend the knowledge and skills that are the goals of the lower-division courses. The goals of Area A, Core Competencies, are essential goals for the entire program of general education. Specifically, GE courses will include student writing assignments appropriate to the course. Courses incorporating information competency shall provide opportunities for students to find, evaluate, select, synthesize, organize, cite, and present information and arguments clearly and effectively for a variety of purposes and audiences. The learning goals specified in this document identify ideal student learning objectives for each GE area and subarea. Overall Goals Students taking courses in Area A shall: Find, evaluate, select, synthesize, organize, cite and present information and arguments clearly and effectively for a variety of purposes and audiences. Recognize and evaluate the features, functions, and contexts of language that express and influence meaning. Compare and contrast with care and accuracy the relative merits of alternative or opposing arguments, interpretations, assumptions, and cultural values. Courses in subarea A. Students taking courses in subarea A. Demonstrate the ability to present faculty-supervised, faculty-evaluated practice in communicating orally e. Understand the rhetorical principles that underlie form, content, context, and effectiveness of communication choices in formal speeches or social interactions. Present well-organized oral messages practicing sound reasoning and advocacy that depend on the effective discovery, critical evaluation, accurate presentation, and clear reporting of relevant information and supporting evidence. Understand how culture and social context influence oral communication and to appreciate the value of different communication styles. Select and use effectively appropriate techniques and materials to support ideas and to motivate and persuade others. Develop

and present clearly written messages in English. Express and advocate ideas clearly and effectively in writing. Present well-organized written messages exhibiting sound reasoning and advocacy that depend on the critical evaluation of relevant information. Understand the rhetorical principles that underlie form, content, context, and effectiveness of choices made in written messages including how matters of style affect successful communication. Use writing to synthesize creative and innovative ideas, solutions, and knowledge. Understand the role of logic and its relation to language. Understand elementary inductive and deductive processes, including formal and informal fallacies. Develop the skills to distinguish propositions and statements of fact from issues of judgment or opinion. Develop skills to advocate for ideas. Develop skills to reach well-supported factual and judgmental conclusions and the skills to successfully advocate for these conclusions. Evaluate, critique, and analyze the quality and sufficiency of evidence and other forms of support for a position, include recognition of underlying lines of argument. Shared Learning Goals B. Students taking courses in subareas B. Understand the nature of scientific inquiry and the unique way that the natural sciences and mathematics describe the universe. Evaluate the validity and limitations of theories and scientific claims in interpreting experimental results. Understand the dynamic and evolving nature of the sciences. Recognize the importance of scientific paradigms and methods in understanding scientific concepts. Use quantitative techniques and scientific reasoning to investigate problems and phenomena in the natural universe. Understand the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. Understand different types of uncertainty and its impact on scientific methodology and reasoning. Analyze and manipulate graphical representations of data. Formulate and evaluate hypotheses using quantitative techniques. Use statistical techniques to evaluate uncertainty in experimental data. Students taking courses in subarea B. Students taking courses focusing on the nature of matter and energy shall: Recognize that objects interact with one another by exerting forces, and that unbalanced forces acting on an object cause change in the motion of the object. Understand that all matter has observable properties that depend on the conditions and scale at which we look. Investigations of matter at the atomic and subatomic levels explain the properties, reactions, and interactions of matter. Students taking courses focusing on the Earth as a planet and its relation to the universe shall: Apply basic principles of the physical and life sciences to understand earth and astronomical systems. Understand that earth materials and structures are organized in interacting systems and that the Earth itself is part of a planetary system. Understand that the Earth changes continuously, and is part of a universe that itself is changing. Recognize that energy and matter flow and cycle through earth and astronomical systems, of which human society is an integral part. Understand that changes within an earth or astronomical system may affect other earth or astronomical systems. Humans are part of and may affect or be affected by these systems. Understand that earth and astronomical systems have interacted and evolved over billions of years encompassing the lifetime of planet Earth, the solar system, and the universe. Understand that living things are made of smaller structures whose functions enable organisms to survive. Understand that living things depend on each other and the physical environment as they interact to obtain, change, and exchange matter and energy. Understand that the great diversity of living things, ranging from single-celled organisms to complex, multi-celled organisms including microbes, plants, and animals, is the result of billions of years of evolution through the mechanisms of heredity, mutation, and natural selection. Courses meeting the requirement for subarea B. Understand and appreciate the varied ways in which mathematics is used in problem-solving. Understand and appreciate the varied applications of mathematics to real-world problems. Perform appropriate numerical calculations, with knowledge of the underlying mathematics, and draw conclusions from the results. Demonstrate knowledge of fundamental mathematical concepts, symbols, and principles. Solve problems that require mathematical analysis and quantitative reasoning. Summarize and present mathematical information with graphs and other forms that enhance comprehension. Utilize inductive and deductive mathematical reasoning skills in finding solutions, and be able to explain how these skills were used. Explain the overall process and the particular steps by which a mathematical problem is solved. Demonstrate a sense of mastery and confidence in the ability to solve problems that require mathematical concepts and quantitative reasoning. When deemed appropriate, apply disciplinary concepts from mathematics and the natural sciences in a variety of settings, such as community-based learning sites and activities.

Cultivate their intellect, imagination, sensibility, and sensitivity through the study of the arts and humanities. Understand and explicate major concepts, themes, and imagery found in the arts and humanities and recognize aesthetic qualities and processes that characterize works of the human intellect and imagination. Understand how significant works in the arts and humanities respond to and address enduring problems of human existence. Appreciate the interdisciplinary nature of the arts and humanities, including disciplines both within and outside the arts and humanities. Understand and appreciate the visual and performing arts. Become cognizant of the various aesthetic and non-aesthetic values that have contributed to the development of civilization. Recognize and analyze the social, historical, and cultural significance of great works of human imagination, including those in the culturally diverse contemporary world. Cultivate, both emotionally and intellectually, an understanding of the interrelationship between the self and the creative arts through the study of the arts or through experiencing the arts, including for example, attending dance recitals, concerts, and plays, and visiting art sites such as museums. Although courses in area C. Cultivate their intellectual reasoning skills, expand their capacity for creative imagination, develop their reasonable moral sensibilities, and increase their capacity for sensitive engagement through studying great works of human imagination and reason which are to be primarily-although not exclusively-written texts and literature. Understand how the humanities have contributed to the development of culture, including the comparative study of the humanities in diverse cultures. Understand how the humanities have sought to provide answers to complex problems facing humanity, including the relationship of the self to culture and the natural world, the nature of moral and legal obligations, and the meaning and purpose of human existence. Classes may be conducted in languages other than English if they meet the above goals. Such courses must contain a substantial cultural component e. Although courses approved for C.

Chapter 4 : Agri-Tourism | VCE Publications | Virginia Tech

Affordable Public Education Cost Guarantee - WIU is the only school in Illinois that guarantees a four-year lock on total cost including tuition, fees, and room and board for all undergraduate and graduate students.

Fieldwork in Social Work Education and Training: Social work education comprises of a theoretical component taught in the classroom and field-based education involving integration of the academic aspect and practice. Fieldwork, which is also known as field instruction, field placement, field education, practicum or internship is therefore an integral component of social work education. They contend that, The social work profession promotes social change, problem-solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behavior and social systems, social work intervenes at the points where people interact with their environment. Principles of human rights and social justice are fundamental to social work. From this definition it is clear that social workers follow a formal procedure in helping clients to cope with their life tasks and to realise their aspirations. This involves developing their ability to deal with their problems more effectively at any given point in time and also in the future. Furthermore, social work intervention helps people connect with needed resources and to negotiate problematic situations which might also involve changes to existing structures where these present blocks to human growth and development. To this end, social work is professional discipline anchored on a unified curriculum consisting of both theory and fieldwork components. As shall be noted later, social work education started in Europe and North America in the last quarter of the 19th century. Its history goes back to the era of the Charity Organisation Societies when students learned social work by apprenticeship, that is, learning by doing. By the end of the 19th century, social work gradually evolved from the apprenticeship method with the launching of the first social work training in Six years later, in , the Society established the New York School of Philanthropy, which offered eight months training in social work. Further to these developments, George, cited in Royse, et al contents that Mary Richmond, an early social work practitioner, teacher and theoretician, advocated for complementing field learning with academic education. Royse, et al also quote Austin who observes that early in social work education, students spent about half of their academic time in field settings. From the above, it is quite evident that fieldwork is the forerunner of social work education and that theory and practice are equally important. Leading social work scholars, among them, Kaseke , Mupedziswa, and Osie-Hwedie also unequivocally assert the importance of both field instruction fieldwork and classroom instruction. On the same note, Hall It is therefore self-evident, even from the history of social work in Europe and North America where it originated, that social work education and training has always embraced the view that fieldwork and classroom instruction are essential elements of social work education. However, the reality at social work training institutions as Kaseke observes, is that fieldwork is marginalised when compared to its academic counterpart. The International Association of Schools of Social Work Directory of , an umbrella body of social work training institutions lists these training institutions as members. As Hepworth and Rooney and Larsen observe, fieldwork engages the student in supervised social work practice and provides opportunities to marry theory and practice. It is critically important for social work students to acquire, in a classroom environment, practice principles, values and ethics and the scientific basis for practice. It takes more than academic fitness, but also evidence-based knowledge, field-tested skills and a wealth of hands-on-experience to become a fully backed social worker. As Shardlow and Doel Learning therefore takes place at various levels, that is, intellectually, emotionally and practically. Furthermore, fieldwork is an opportunity for aligning theoretical knowledge and learning, with the needs of society and the market place. Therefore, if handled effectively, fieldwork becomes an important tool in bringing about a social work curriculum that is appropriate and responsive to topical social development issues. Fieldwork also develops in students, skills that will enable them to respond appropriately to the needs of clients. It is through observation and doing the job and feeling responsible for the job of helping people to cope with their problems, that social work students acquire skills. Likewise, fieldwork is designed to give the student exposure and experience on the functioning of social welfare agencies and social welfare provisioning. The general purpose of fieldwork is

therefore, to acquaint students with actual social work situations, in preparation for professional social work practice. It is an instrument that is used to initiate students into the profession through among others, inculcation and assimilation of social work ethics, principles and values. It is widely accepted that it is a basic requirement of all professions to have a knowledge base, principles, values and ethics that guide and inform practice. Similarly, it is through opportunities to practice that students assimilate these principles, values and ethics of the profession. Statement of the problem While ideally, the academic and practical components of social work education are of equal importance, there are indications that fieldwork is marginalised. Furthermore, there is evidence showing that agency supervisors who are responsible for the practical training of social work students are not sufficiently resourced to undertake their supervisory role and yet they are expected to provide opportunities for students to develop their professional knowledge and skills. Furthermore, as pointed out elsewhere, Kaseke observes that there is not much documented literature on this subject and as a result stakeholders do not have an adequate grasp of the issues involved, which inevitably compromises the quality of students learning on fieldwork. Justification of the study Considering that there is not much literature on fieldwork in social work education and training, this study is intended to make a contribution towards filling this gap. The study builds on existing knowledge on fieldwork, including but not limited to the fieldwork curriculum, the management of fieldwork and the needs and challenges faced by students, agency supervisors and training institutions. General objective The aim of this study was to examine the nature, form and challenges experienced in the management of fieldwork at social work training institutions in Eastern and Southern Africa. Specific objectives The specific objectives of the study were: Research Design This study is essentially descriptive in nature though it has both quantitative and qualitative elements. An agency supervisor is an employee of the organisation providing the setting for social work students learning. Study sample A sample of 10 students and their agency supervisors participated in the study from the Institute of Social Work, where the author was on sabbatical leave in At the National University of Lesotho, a total of 78 fourth year students and six agency supervisors were covered in the study in and at the School of Social Work, University of Zimbabwe, a total of 16 second and third year students and their supervisors also participated the study in and Therefore, a total of students and 32 agency supervisors from the three institutions participated in the study. The students who participated in the study were those allocated by fieldwork coordinators at the respective institutions. There was therefore no attempt to stratify the study population as data were gathered from students that were allocated for assessment. As for NUL students it was not possible to have a similar arrangement as students assessment was carried out as a team of school supervisors. Agency supervisors Purposive sampling was used for agency supervisors as it was quite convenient to select the supervisors of students who participated in the study. In the case of NUL only six agency supervisors were selected for the study also on the basis of convenience and willingness to be interviewed. Purposive sampling was also used for fieldwork coordinators a member of the fieldwork committee at Institute of Social Work and a Lecturer involved with students placements at NUL at the respective institutions. Data gathering techniques An interview guide covering selected themes on the nature and practice of fieldwork was used to obtain information from the target population comprising of social work students, agency supervisors and fieldwork coordinators. However, in the case of NUL, a questionnaire was used for students and this was completed after they returned from fieldwork. Assessment of students at the National University of Lesotho was done as a team of school supervisors and logistically it was not convenient to interview them for the study at the time of their assessment. Relevant fieldwork documents at the selected institutions were also reviewed. Data analysis Data was analysed on the basis of selected themes, including the nature and form of fieldwork, duration of fieldwork, agency and school supervision, and challenges experienced in the management and practice of fieldwork among others. Presentation and discussion of findings The purpose of this study was basically to unravel the nature and form of fieldwork and challenges in the management of fieldwork at the Institute of Social Work in Tanzania, National University of Lesotho and the School of Social Work, University of Zimbabwe. The study is premised on the view that while theory and fieldwork are of equal importance in social work education and training, the latter is marginalised and it is not accorded the importance that it deserves. The presentation and discussion of the study findings shall be done

simultaneously in the sub-sections below. Forms of fieldwork Social work training institutions generally use one of four forms of fieldwork, namely concurrent, block, a combination of both concurrent and block and in-service placements. The block placement arrangement is used at the three institutions. However, the ISW uses both concurrent and block placements. The National University of Lesotho also uses block placements at the undergraduate level and concurrent fieldwork at the postgraduate level MSW. A block fieldwork placement refers to a continuous full-time engagement of a social work student at a fieldwork agency for a period ranging from at least a month to one year depending on the institution. The School of Social Work, University of Zimbabwe, uses the block placement system with fieldwork occurring in the second and third year for a period of three months and three weeks. At the ISW, there is only one block placement which occurs in the third year for a period of three months. At the National University of Lesotho, the block fieldwork occurs in the second year for a month and in the third and fourth year for two months respectively. Concurrent fieldwork at the ISW occurs at the second year level. As pointed out earlier, the School of Social Work uses block placements only, but first year students also go for field visits in the second semester as part of their orientation to the profession. Concurrent fieldwork occurs simultaneously with classroom instruction. Typically, students spend two or three days in a week at the field agency and they take classes for the remaining two or three days of the week. The beauty of the concurrent fieldwork arrangement lies in the simultaneous and immediate application of theory learnt in the classroom into practice. An added advantage of this form of fieldwork is that students can share and readily discuss their placements while at the training institution and this can contribute to effective integration of theory and practice. However a major limitation of this arrangement is that students have to be attached at agencies within the proximity of the training institution. Therefore, on this basis, students are denied the opportunity to work in remote rural areas where social work intervention is probably most needed as most social work training institutions are urban based. Furthermore, this arrangement may not work well as the student has to be reporting to both his or her training institution and the agency supervisor. In support of this view, Hall It is also difficult to come up with a structured programme for a student working on a part-time basis. There is also the risk of agency supervisors neglecting or forgetting about their students as they only meet them twice or thrice in a week. It appears the rationale for using concurrent placements initially at first or second year levels or both levels and then blocks at higher levels is to offer students an opportunity to gradually acquaint themselves with the profession. This is so considering that in the first or second year of the course expectations are not very high. Students are required to observe the supervisor in action and to perform tasks befitting their level. Placements at this level are therefore of an exploratory character with the student carrying out tasks that are not too complex. However, at higher levels the student is expected to be active at a practical level, carrying out tasks that have considerable scope for increasingly independent execution of duties and skills. While the block placement allows students to immerse themselves in the work of an agency and is more conducive to the pursuit of intellectually and professionally stimulating tasks, it also has its weaknesses. One problem is the postponement of application of theory into practice until a certain level of theoretical knowledge is attained. Additionally, there is a clear separation of the timing and context in which theory and practice take place as students are away from the training institution for a period ranging from one month to a year. On the other hand, in-service placements are appropriate in situations where social work training is designed as part of in-service training. Students go back to their places of employment, for fieldwork experience in the context of their existing jobs. Hall cites the example of the Department of Social Services, at Kaduna Polytechnic in Nigeria which offers an in-service training course and uses in-service placements for its fieldwork programme. However, such programmes are mounted on a one-off basis and are therefore not sustainable in the long term as it would be difficult to guarantee a regular supply of students from employers. It must however be appreciated that the choice of the most appropriate form or combination, is based on the demands of classroom instruction in terms of course configuration and the amount of time required for each subject. Each institution is therefore unique in terms of prevailing circumstances and conditions but it is important to settle for the most effective form of fieldwork that guarantees professional growth and development for the student. Nature of fieldwork In describing the nature of fieldwork at the institutions covered in the study it is important to refer to

the IASSW and IFSW Global Standards on Social Work Education and of special interest are standards relating to duration of fieldwork, expectations and requirements for agency supervision, the fieldwork curriculum. These shall be examined in the sections below. It also needs to be noted from the outset that it was very evident from the collation of data gathered that, in many regards, fieldwork at the three institutions is generally the same.

Chapter 5 : Introduction to the Values Theory - ESS EduNet

mgmt chapter 2. education level, geographic location, income, and family composition concerned with societal and cultural factors such as values.

Reflection References Gardner, R. The Elephant Dilemma Begin by opening your learning journal for this activity. The module commences with an opportunity to review a range of different values about animal conservation through a case study of The Elephant Dilemma in Africa. In , there was over 1. However, the age-old problem of elephant poaching to meet the worldwide demand for ivory, has been the major cause of this disastrous decline in elephant numbers. However, the conservation of the African elephant is a complex wildlife management issue. With better anti-poaching measures and strict trade bans in place, elephant numbers grew rapidly in some areas. However, the area of land available to them remained restricted. This has had a major effect on the biodiversity of local ecosystems and a range of new management strategies introduced, such as culling elephant numbers and removing some to other territories. Culling is a controversial management practice. Some say that it is cruel to kill such a beautiful and majestic animal. However, others are concerned about the deteriorating condition of ecosystems where there are too many elephants and by the damage to farm crops that is increasingly becoming a problem. And what should governments do with the stockpile of ivory from elephants that are culled? Many of these countries have low levels of national income and have argued that it is unfair to stop them from earning money from exporting their legally gathered ivory stores. Identify three types of persons you would need to interview in order to obtain a comprehensive understanding of different viewpoints on the Elephant Dilemma. Make a list of i three arguments for and ii three arguments against relaxing the international ban on trade in ivory and other elephant products. What beliefs about i animal rights, ii economic development, and iii social development lie behind these contrasting views? Towards an ethic of sustainability Begin by opening your learning journal for this activity. A sustainable future depends upon people living according to values and principles of sustainability, including: Social Equity and Peace.

The Journal of Continuing Education in Nursing Â· August Â· Vol 39, No 8 Background: Differences exist in the perception and enactment of professional values among practicing registered.

Glossary Introduction to the Values Theory When we think of our values, we think of what is important to us in our lives. Each of us holds numerous values with varying degrees of importance. A particular value may be very important to one person, but unimportant to another. We can summarize the main features of the conception of basic values implicit in the writings of many theorists and researchers 1 as follows: But they are beliefs tied inextricably to emotion, not objective, cold ideas. Values are a motivational construct. They refer to the desirable goals which people strive to attain. Values transcend specific actions and situations. They are abstract goals. The abstract nature of values distinguishes them from concepts like norms and attitudes, which usually refer to specific actions, objects, or situations. Values guide the selection or evaluation of actions, policies, people, and events. That is, values serve as standards or criteria. Values are ordered by importance relative to one another. This hierarchical feature of values also distinguishes them from norms and attitudes. The crucial content aspect that distinguishes between values is the type of motivational goal they express. In order to coordinate with others in the pursuit of the goals that are important to them, groups and individuals represent these requirements cognitively linguistically as specific values about which they communicate. Ten motivationally distinct, broad and basic values are derived from three universal requirements of the human condition: The ten basic values are intended to include all the core values recognized in cultures around the world. These ten values cover the distinct content categories found in earlier value theories, in value questionnaires from different cultures, and in religious and philosophical discussions of values. It is possible to classify virtually all the items found in lists of specific values from different cultures 2, into one of these ten motivationally distinct basic values. For example, a conformity value was derived from the prerequisites of interaction and of group survival. For interaction to proceed smoothly and for groups to maintain themselves, individuals must restrain impulses and inhibit actions that might hurt others. A self-direction value was derived from organismic needs for mastery and from the interaction requirements of autonomy and independence. Each of the ten basic values can be characterized by describing its central motivational goal: Independent thought and action; choosing, creating, exploring. Excitement, novelty, and challenge in life. Pleasure and sensuous gratification for oneself. Personal success through demonstrating competence according to social standards. Social status and prestige, control or dominance over people and resources. Safety, harmony, and stability of society, of relationships, and of self. Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms. Respect, commitment, and acceptance of the customs and ideas that traditional culture or religion provide the self. Understanding, appreciation, tolerance, and protection for the welfare of all people and for nature. However, some evidence is consistent with the comprehensiveness of the ten basic values. However, achievement values emphasize actively demonstrating successful performance in concrete interaction, whereas power values emphasize attaining or preserving a dominant position within the more general social system. They differ primarily in the objects to which one subordinates the self. Conformity entails subordination to persons with whom one is in frequent interaction - parents, teachers or bosses. Tradition entails subordination to more abstract objects - religious and cultural customs and ideas. As a corollary, conformity values exhort responsiveness to current, possibly changing expectations. Tradition values demand responsiveness to immutable expectations set down in the past. The theory retains the distinction between these two values based on empirical findings. However, benevolence values provide an internalised motivational base for such behaviour. In contrast, conformity values promote cooperation in order to avoid negative outcomes for self. These were assigned a priori to the existing basic values whose motivational goals they were expected to express. Analyses including the added value items revealed that these items correlated as expected with the core, marker items from the basic values to which they were assigned. Examination of the spatial representations of relations among the value items in the multidimensional analyses in each country also supports the comprehensiveness of the ten basic values. If

values with significant, unique motivational content were missing, empty regions would appear in the two-dimensional value space. No extensive empty regions were identified. Thus, it is likely that the ten basic values in the theory do not exclude any significant, basic value orientation. Their content and structure across countries. Universals in the content and structure of values: Theory and empirical tests in 20 countries. Are there universal aspects in the content and structure of values? *Journal of Social Issues*, 50, Toward a theory of the universal content and structure of values: Extensions and cross-cultural replications. *Journal of Personality and Social Psychology*, 58,

Chapter 7 : POLITICAL SCIENCE - TACOMA

File Name: _ Overview This chapter provides the policy directives and required procedures to ensure that the procurements of commodities and services financed by USAID meet the requirements of the Foreign Assistance Act (FAA) and benefit the economies of the U.S., the recipient country, and developing countries as authorized by.

Chapter 8 : Operational Policy (ADS) | U.S. Agency for International Development

curricular inclusion of professional nursing values education. Despite the enactment of this approach, nursing students continue to express difficulty in managing ethical conflicts encountered in their practice.

Chapter 9 : Grading in education - Wikipedia

through the transmission of knowledge, skills, values and attitudes across generations. Education may therefore be a driver of conflict (fuelling grievances, stereotypes, xenophobia and other antagonisms).