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Taking giving seriously by Paul G. Schervish, 1993, Indiana University Center on Philanthropy edition, in English

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Taking Giving Seriously - logistisweek.com

Many acts of charitable giving fail in their stated goals and some are actually harmful. In "Taking Philanthropy Seriously", the authors explain why this state of affairs exists. They outline solutions, ranging from those that equip philanthropists to do good work to those that build a domain of philanthropic knowledge, ethical codes, and best practices.

Taking Philanthropy Seriously: Beyond Noble Intentions to ...

Directors ... are you taking your responsibilities seriously?... The form AP01 is used to give notice to CH of the appointment of a new director and the form TM01 is used to give notice to CH of the resignation of a director. Failure to prepare and keep records, file accounts and returns and maintain the registers can result in the directors ...

Directors --- are you taking your responsibilities seriously?2

Tun Dr Mahathir Mohammad has accused the Government of not taking COVID-19 seriously, saying it was allocating only a small fraction of the "gargantuan" RM322.5 billion Budget 2021 on efforts to combat the pandemic. Debating the Supply Bill 2021 at the Dewan Rakyat today, the former premier came down hard on Putrajaya for giving just 1% of the total Budget towards fighting COVID-19 while ...

Dr M accuses Govt of not taking COVID-19 seriously with ...

OPINION | Kenney giving Albertans yet one more chance to prove they're taking COVID seriously More Graham Thomson is an award-winning journalist who has covered Alberta politics for more than 30 years.

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Strategies for effective and responsible giving

In Children Taken Seriously, leading researchers and policy makers consider how children can be recognized as social actors rather than passive consumers or victims. Using children's own views and experiences as a starting point, they explore how children can be involved as partners in the decision-making processes that affect them, in social work, education, health care and broader social policies. Chapters on the theoretical background draw parallels between developments in children's and women's rights, and discuss communication issues and social and sexual constructions of children. Other chapters explore issues of policy and practice in a variety of areas, from Family Group Conferencing and child protection to child labour and notions of active citizenship. Highlighting the important role of schools in empowering children, the authors discuss children's engagement in and participation in their own education and how children's rights theory influences debates over discipline. This accessible and thought-provoking book is a rich source of insight and ideas for social workers, teachers, mental health professionals and anyone working with children.

OPINION | Kenney giving Albertans yet one more chance to prove they're taking COVID seriously

Strategies for effective and responsible giving

This book distinguishes itself from much of the polemical literature on these issues by offering the most judicious and well-balanced account yet available of animals' moral standing, and related questions concerning their minds and welfare. Transcending jejune debates focused on utilitarianism versus rights, the book offers a fresh methodological approach with specific and constructive conclusions about our treatment of animals. David DeGrazia provides the most thorough discussion yet of whether equal consideration should be extended to animals' interests, and examines the issues of animal minds and animal well-being with an unparalleled combination of philosophical rigor and empirical documentation. His book is an important contribution to the field of animal ethics and will be read with special interest by all philosophers teaching such courses, as well as biologists, those professionally involved with animals, and general readers concerned about animal welfare.

In Taking Morality Seriously: A Defense of Robust Realism David Enoch develops, argues for, and defends a strongly realist and objectivist view of ethics and normativity more broadly. This view—according to which there are perfectly objective, universal, moral and other normative truths that are not in any way reducible to other, natural truths—is familiar, but this book is the first in-detail development of the positive motivations for the view into reasonably precise arguments. And when the book turns defensive—defending Robust Realism against traditional objections—it mobilizes the original positive arguments for the view to help with fending off the objections. The main underlying motivation for Robust Realism developed in the book is that no other metaethical view can vindicate our taking morality seriously. The positive arguments developed here—the argument from the deliberative indispensability of normative truths, and the argument from the moral implications of metaethical objectivity (or its absence)—are thus arguments for Robust Realism that are sensitive to the underlying, pre-theoretical motivations for the view.

Employment discrimination is present in any society. However, this severe social problem has escalated in the post-Mao era in China. The imbalance between supply and demand in the labour market, combined with a lack of general consciousness regarding labour rights, have contributed to the swift spread of discrimination. This book contains the most recent research on the reality of discrimination in China, and advocates for effective employment equality protection through law and specialised equality institutions. The study of equal treatment in the legal systems of the EU illustrates the important contribution law, together with general policies, can make to the improvement of equality in employment. While both systems face a distinctive range and degree of problems, employment discrimination ought to be taken seriously in China and the countries of the EU.

This book develops an intellectual framework for analyzing ethical dilemmas that is both grounded in theory and versatile enough to deal rigorously with real-world issues. It sees ethics as a necessary foundation for the social infrastructure that makes modern life possible, much as engineering is a foundation for physical infrastructure. It is not wedded to any particular ethical philosophy but draws from several traditions to construct a unified and principled approach to ethical reasoning. Rather than follow the common academic practice of seeking a reflective equilibrium of moral intuitions and principles, it builds on a few bedrock principles of rational thought that serve as criteria for valid argumentation. It develops the ideas from the ground up, without presupposing any background in ethics or philosophy. Epistemologically, the book views ethics as parallel to mathematics, in that it relies on generally accepted proof techniques to establish results. Whereas mathematics rests on such proof paradigms as mathematical induction and proof by contradiction, ethics can be seen as relying on proof by applying consistency tests, such as generalizability and respect for autonomy. Utilitarianism also plays a key role, but it is reconceived as a deontological criterion. This approach obviously requires that these criteria be formulated more rigorously than is normally the case. To accomplish this, the book begins with the classical idea that an action is distinguishable from mere behavior by virtue of its having a coherent rationale, where coherence requires passing certain consistency tests such as generalizability. An action is therefore inseparable from its rationale, and generalizability is defined in terms of consistency with the rationale. A utilitarian criterion receives a similar treatment with respect to a means-end rationale. Respect for autonomy is grounded in a carefully developed action theory that takes into account such concepts as joint autonomy, implied consent, and the permissibility of interference with unethical behavior. It provides an account of responsibility that is both practical and theoretically satisfying, and it yields a novel solution of the much-discussed trolley car dilemmas. The book is written for a general audience and strives to be as readable and engaging as possible, while maintaining rigor. It begins by dispelling a raft of misconceptions that trivialize ethics and block its development as an essential tool of modern life, such as the notion that ethics is just a matter of opinion without rational foundation. After presenting the ethical principles just described, along with many examples, it provides several chapters that analyze real-life dilemmas, many obtained from the author's students and professional workshop participants. One cannot understand physics or chemistry without seeing how their principles are applied to real problems, and the same is true of ethics. These chapters demonstrate that a unified normative theory can deal with a wide range of real cases while achieving a reasonable level of objectivity and rigor.

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In times of great change and development in the education system, those children who experience difficulties in school because they are emotionally troubled are particularly vulnerable. Increasingly, schools are under pressure to produce results which appear good in the public domain, and so can feel forced to spend money on activities designed to enhance public reputation, consequently neglecting those pupils who are difficult to teach because they are emotionally disturbed. Taking Children Seriously has been written by those trained and working in this field to provide insights into how to apply ideas and theories taken from psychotherapy and counselling to the context of education. The authors demonstrate to practising teachers approaches for working with feelings in the classroom and provide ideas which schools may wish to consider to supplement their present work with special needs pupils. Steve Decker is a Chartered Psychologist and Head of Counselling Division at Anglia Polytechnic University. Sandy Kirby is a counsellor and Professional Tutor at a London comprehensive. Angela Greenwood is an educational therapist and special needs co-ordinator who has worked in Britain and Zambia in the primary and pre-school sectors. Dudley Moore is a counsellor and former headteacher of a special school. All four editors are founders of the Counselling and Therapy Service for Schools.

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