- The texts consists of..../may be divided into...
- In the first paragraph/exposition the author introduces...
- In the second part of the text/ paragraph the author describes...
- Another example can be found ...
- As a result...
- To sum up/ to conclude...
- In his last remark/ with his last remark/statement the author concludes that...

STRONG ARGUMENT	NEUTRAL	COUNTERARGUMENT	SUGGESTION	CRITICISM
argue	state	refute the claim	suggest	criticize
claim	report	argue against	recommend	
contend	explain			
maintain	discuss			
insist	illustrate			
posit	observe			

EURES is a cooperation network between the European Commission and the public employment services of all EU Member States, plus Iceland, Liechtenstein, Norway and Switzerland. In 25 languages, its website currently features around 1.3 million job vacancies in 31 countries and posts CVs from interested candidates. Its network of more than 850 trained personal advisers offers advice and assistance for placement and recruitment, and provides information about living and working conditions in other EU Member States. EURES is responsible for around 150 000 contacts per month between jobseekers and employers, leading to around 50 000 placements a year. The European Commission is presently experimenting a mobility scheme called 'Your first EURES job', targeting young people from Denmark, Germany, Spain and Italy.

With a view to help more young people better prepare for the job market, this initiative aims to make education and training more relevant to young people's needs by offering them the possibility to take up EU grants to study or train in another country. It also encourages EU Member States themselves to take measures to make the transition from school or university to the workplace much easier, by offering them practical apprenticeships, for example.

With 116 million people living in poverty or at risk of poverty in the EU, this platform has established structured dialogue between the EU and European stakeholders (non-governmental organisations (NGOs), trade unions, employers' organisations, academics, national and regional authorities, international organisations, European think-tanks and foundations). The platform's mission is to carry out 64 EU-level actions which cut across the multiple facets of poverty and social exclusion. Most of these actions are policy measures, which address issues such as reducing the number of early school-leavers, ensuring access to basic banking services, promoting social business, combating child poverty and the full participation of the Roma people in society. The Commission organises an annual convention, in conjunction with the acting Presidency of the EU Council, which brings together all major actors from over 40 countries, working to combat poverty and social exclusion. It reviews the work already carried out at European and national levels and debates new initiatives that will further the fight against poverty.

First		argues	
At the beginning	the author	writes, states	that
In the first part	the reporter	points out	what
In the introduction		explains, mentions	why
	the reader	is informed	
In the next part			
In the main part	the reader is informed about	the theory	
Second; First	the author goes on with	the data / question	that
Then; Afterwards	we are told about	the statistics	what
Moreover;	we read / hear about	the belief	why
In addition to that	the author examines	the argument	if
Further on	analyses	the opinion / topic	
Next	discusses	the problem	
In the end	the author	emphasises	
Finally	the writer	concludes	that
At last	the poet	finds the solution	what
The final part, section	the journalist	adds / stresses	why
As a conclusion	the reporter	pretends	if
Summing up his / her thoughts	the scientist	hints	

The text	• is about… • deals with… • presents… • describes…
In the text	• the reader gets to know… • the reader is confronted with… • the reader is told about…
The author (the narrator)	• says, states, points out that… • claims, believes, thinks that… • describes, explains, makes clear that… • uses examples to confirm/prove that… • agrees/disagrees with the view … • contradicts the view • criticises/analyses/ comments on… • tries to express… • argues that… • suggests that… • compares X to Y… • emphasizes his point by saying that… • doubts that… • tries to convince the readers that… • concludes that…

How to Write a Summary

What is a summary? It is a fairly brief restatement--IN YOUR OWN WORDS--of the contents of a passage.

Strictly speaking, you simply <u>report back</u> what the other writer has said. It is not your job to make value judgments about the "rightness" or "wrongness" of what (s)he says. That would be a different kind of paper--a summary-response, a critique, or a position paper.

While it is hard to give concrete guidelines for length, many good summaries are <u>about 1/4 to 1/3 the length</u> of the original.

What are the steps in writing a summary?

I. Read through the whole piece--carefully. Annotate (underline, highlight, asterisk, star, flag things; comment in the margins) as you read.

II. When you finish, look back for the 1-2 sentences that state the author's main point. Write it/them down or place some special annotation in the margin of your book. This is the article's thesis statement. While it <u>may</u> appear early in the essay--the first-paragraph or two (as you are taught to locate yours), it may not, in fact, be stated until the end of the piece (almost as if it were a conclusion).

III. Reread the selection, dividing it into <u>sections</u> of thought. Each section may be one paragraph, but, more likely, each section will incorporate several paragraphs.

IV. Write a sentence or two summarizing each section of thought. If you have trouble doing this, you might try writing a summary sentence for each paragraph and then revising where you see yourself repeating ideas.

V. Write a first draft of your summary, including the following items:

    A. In the first sentence or two--

        1. the author's name.
        2. the article's or chapter's name (perhaps even the magazine's or book's name in which the article or chapter appeared).
        3. the author's thesis statement.

***Here's an example: "In our excerpt from *The Idea of a University*, John Henry Newman argues that the real purpose of a university education is to help students become wise, enable each one to understand as much as possible of the world in which (s)he lives and to see clearly how each piece of knowledge relates to each other piece of knowledge."

    B. Next, your summary sentences for each paragraph or section. Put them in the same order that the author presents the essay, because you are, after all, simply reporting back what (s)he says.

    C. You should make every effort to put the author's ideas into your own words--to avoid plagiarism. However, you may <u>occasionally</u> want to quote a point directly from the author. That's okay; just be sure to place quotation marks around what you have borrowed and cite your page number.

    D. <u>Occasional</u> supporting details, <u>if and only if</u> they are the most significant ones.

VI. Check your draft against the original piece for accuracy.

VII. Revise the summary to "smooth out" its choppiness. In other words, link your section summary sentences together with good transitional words or phrases (like <u>in addition, moreover, on the other hand, however, finally</u>).

VIII. Proofread and spellcheck.

The Structure of Social Services – current status in the Czech Republic
How are social services in the CR organised?

Social services cover a range of assistance to people in unfavourable social conditions ranging from urgent crisis advice, temporary care in shelter homes and dormitories to services for people who need medium term – intensive assistance in day care centres and protected workshops up to long term help provided through care services, personal assistance and protected living and homes – currently often labelled as institutions. Social services are therefore provided not only to citizens who are handicapped by age, physical, sensory or mental disability but also to all those who cannot or are unable to resolve problems related to social relationships on their own. These are homeless people, people with drug problems or other addictions, prostitutes as well as families with children having partnership problems, battered wives and abused children. The list shows that the user of social services may be any citizen during the course of his/her life.

Over the last ten years, major changes occurred in the provision of social services. The changes were prompted and implemented from the bottom, primarily thanks to individual providers both from the non-governmental and the governmental sectors. Fast development of social services has occurred but without having been co-ordinated and regulated by law. Users of social services became more self-confident and wish to influence to a significant degree where, by whom and how the service will be provided. Providers introduce new method of social work and are thus better able to respond to the requirements of individual users. Further development of social services, however, is hindered by out-dated legislation, division of competencies, methods of distribution of funds and professional abilities of social workers in the public administration. The existing system of social services cannot continue to be modified only cosmetically. It is necessary to go ahead with fundamental transformation of the system.

The nature of social policy
- Social policy is not easily definable, given the breadth of its fields of action
- The problems it addresses, through government action, are rarely static
- It represents a major sphere of state activity, dealing with social security; employment; housing; education and health
- A defining element is social policy's perpetual concern with society's array of social problems: social inequality; poverty; child abuse; health and sickness, and the purported breakdown of communities

History and development of the welfare state: the growth of collectivism
- Industrial capitalism as an economic system became most in evidence during the nineteenth century
- Urban deprivation and squalor in the UK's major cities were uncomfortably transparent
- In an attempt to manage and control the results, the UK state re-enacted the long-standing Poor Laws to locate those best able to work, so as to oil the wheels of the *laissez-faire* market system
- Reforms were instituted to ameliorate the social outcomes of untrammelled competition
- The stimulus for reform derived in part from middle-class anxieties that putrid environmental conditions would be literally transported over to their own adjacent neighbourhoods
- Elementary education for all was also introduced
- Such policies constituted fragmentary, minimal state intervention to support private industrial production for profit, rather than the working-class labour force
- On the other hand, the beginnings of a collective consciousness appeared, alongside the development of welfare liberalism, the growth of the labour movement and the emergence of a British Labour Party
- The First World War destroyed any remnants of *laissez-faire* liberal beliefs, rejected as a realistic panacea for solving the periodic crises of capitalism
- Eventually, unemployment soared to mass proportions in the 1920s with worldwide depression
- The Depression culminated in the Second World War and the ubiquitous wholesale destruction of cities, homes and people across Europe
- This double blow reinforced the idea that these problems could not be solved by private industry and charities alone
- The state had to be involved in some capacity

The influence of Keynes and Beveridge
- Keynes (1936) in his *General Theory of Employment, Interest and Money*, advocating government spending as the collectivist role for remedying widespread unemployment
- This perspective exerted a huge influence on the social conditions of the time
- Along similar lines, Sir William Beveridge's wartime (1942) 'Report on social insurance and allied schemes' acted as a beacon for what was to become the postwar welfare state
- Beveridge's seminal work was built upon a social democratic political philosophy of meeting human wants and basic needs
- Also trying to eliminate what he termed the five giants of Want, Ignorance, Squalor, Disease and Idleness
- His report advocated a social security system of flat-rate contributions and benefits; a national minimum standard of living, and established the idea of social care from the 'cradle to the grave'

The Welfare State
- The 1945 socialist government (the most radical Labour administration of the century) created a comprehensive welfare state founded on Beveridgean principles
- This included:
    - The National Health Service
    - Free education for all
    - A comprehensive insurance and social security system
    - A major programme of decent quality council housing
- Despite the welfare state being introduced by a radical Labour government its importance was recognised by the Conservatives
- They agreed to broadly support most of its aims
- Some aspects such as the 1944 Education Act had in fact been introduced by R.A.B. Butler, a Conservative

- Its goal was to reinforce hierarchical schooling by subjecting it to market forces in addition to central government control
- The New Right transposed its over-arching managerialist and consumerist agenda onto educational policy, creating problems of highly stressful testing for young children, a *de facto* lack of choice for many parents, and accumulating workloads among teaching staff

The demise of council housing
- UK housing policy experienced a tectonic shift under the New Right Conservatives
- Within a decade, under the stimulus of the iconic 1980 Housing Act, a huge programme of privatisation in the housing field transformed the UK landscape
- The size of the council housing stock was drastically reduced and owner-occupation correspondingly increased
- The size of the council housing stock was drastically reduced and owner-occupation correspondingly increased
- During its second term of office the Thatcher Government introduced the 1988 Housing Act, which directed the transference of council properties by tenants into the ownership and management of private management companies

Social policy under New Labour
- A lively debate in the early years of New Labour was, as noted previously, the extent to which Prime Minister Blair's claims to travelling a 'third way' between socialism and pro-capitalism were justified.
- Here the lecture explores whether New Labour's strategies for social policy shadowed those of the New Right

Employment policy under New Labour
- New Labour's position on employment in the UK, known as the 'New Deal' or 'Welfare-to-work' strategy, was intrinsic to its general approach to welfare, and especially towards those who have relied upon the benefits system for income
- It entailed a 'New Deal for Lone Parents' comprising advice, training and childcare, for steering them into the jobs' market along with various compulsory programmes
- Receipt of benefits depends upon participation, aligned with New Labour's emphasis upon the recognition of citizen responsibilities in exchange for citizen rights
- Albeit the case that many people were moved off the benefits list, the 'New Deal' was less successful in securing longer-term jobs for them

The new social welfare and managerialism
- While it is debatable whether New Labour really was ploughing a third way, the continuities from the New Right have been irrefutable
- The reorganisation of the welfare state under New Labour operated on three fronts: producing 'mixed economies' of welfare involving the public, private and voluntary sectors
- Also the extensive use of markets or quasi-markets in service provision, including areas such as health and social care which had not previously experienced them

The health service under New Labour
- New Labour comprehensively restructured the traditional NHS, focusing on management and efficiency
- Essentially, the application of more efficient management throughout the public services aimed at the achievement of increased service provision at lower cost
- An element of this managerialist strategy entailed the forging of partnership between the NHS and other health related organisations
- This included the creation of Primary Care Groups, NHS trusts and the launching of clinical governance with the national watchdog NICE

Personal social services under New Labour
- The social services furnish an added example of the continuation of New Right managerialism into the 1990s and beyond
- In its transparent Thatcherist distrust of the professions, New Labour's social policy distanced itself from Old Labour
- The 1998 White Paper 'Modernising Social Services' reflected New Labour's main principles for the public sector

Minister
- This consensus lasted up until the late 1970s
- During the years from the 1950s, with the interchange of Labour and Conservative governments, approaches to the welfare state were on the whole continuous until the mid-1970s – more consensus than conflict
- The major political parties subscribed to the idea of a mixed economy NHS (in which private consultants operated within the hospitals) but with final state control
- However, the general ebullience in state welfare spending was muted by the 1970s
- By 1979, the New Right felt ready to embark upon dismantling the traditional welfare state

Social policy under the Conservatives: Thatcher and the New Right
- UK Social policy, as with just about every other feature of the political environment, underwent a further revolutionary upheaval in the late 1970s
- Ideology and social policy in the Conservative Party moved significantly to the right
- Thatcher famously claimed 'there was no such thing as society'
- Such thinking was based on thinkers like Hayek and Friedman
- The Thatcher policies towards social and economic welfare services revolved around marketisation and privatisation of amenities like social care, health and council housing

The Thatcher social reforms
- These covered several areas including:
  - *Employment policy*
  - *Health policy*
  - *Social and community care policy*
  - *Education policy*
  - *The demise of council housing*

Employment policy
- The Conservative government employment policies of the 1980s hinged upon deregulation, flexibility of labour markets, and enabling the market to work freely
- Unemployment levels, already high due to the rapid restructuring of the UK's ageing industries soared
- Social security benefits were only offered for six, instead of twelve months
- More state attention was paid to youth unemployment with programmes such as YTS (Youth Training Scheme), and YOP (Youth Opportunities Programme)

Health policy
- Health represented the archetype of the New Right's market – orientated politics
- However by her second term, Thatcher's original plans to virtually replace the NHS by private provision were shelved
- The Conservatives' health policy consisted in redirecting the basis of health provision to private practice and insurance
- Also the introduction of internal markets and competition *within* the NHS; contracting for services; and managerialism

Social and community care policy
- New Right policies for social care were implemented in parallel with their health policies
- The inter-connections and levels of collaboration were enforced by the NHS and Community Care Act 1990
- During their period of government, the Conservatives basically shifted the structures of service provision for disabled persons, incapacitated persons, and people suffering mental illness, from the public to the private and independent sectors
- Another integral part of the planned transition from public social care to community care was the pivotal expansion of the voluntary sector and its related responsibilities

Education policy
- When the Conservatives had been in opposition during the 1970s, the privatising of education based on the ideas of the right-wing 'Black Papers' pressure group had served as a key plank in their manifesto
- Once in power, their 1988 Education Reform Act proved as radical as its 1944 predecessor

work benefits
- The child support system underwent a total overhaul, including a dismantling of the ineffective Child Support Agency

Housing policy under New Labour
- In its earlier period of office (1997–2001), New Labour's treatment of housing was unequivocally more one of consistency with the Thatcher years than of any change of direction
- Despite attempts to modify the 'Right to Buy' programme, the volume of sales did not fall until 2005
- Targets for increasing affordable housing in England were advanced from 70,000 to 120,000 per year
- However with the marked upsurge in buy-to-let properties, the housing system was inadvertently spiralling towards financial chaos
- The average price of a house climbed from £70,000 in 1997 to £195,000 in 2007

Education policy under New Labour
- In 1997 the incoming Labour Prime Minister Blair pronounced 'education, education, education' as *the* leading social policy
- However, New Labour failed to deliver a real challenge to the Tories' pre-occupation with standards, performance, measurement and testing
- Labour kept the model of an array of schools, including trust schools, and the marginalisation of Local Education Authorities
- In terms of higher education Labour created a target of getting more students into university but created tuition fees in order to do this

Contemporary issues - Child protection
- Child protection is a perennial policy issue of the present century
- The significant Children and Young Person's Act 1969 vested local authorities with responsibility for children deemed by the courts to be no longer subject to parental control
- The Children Act 1989, under the Conservative government, had emphasised the rights of children
- However a range of horrific crimes against children in the 1990s led many observers in the media to demand more specific measures
- However, in reply, voices from the profession pointed to unacceptable working conditions, namely under-staffing, managerialist and performative targets inappropriately applied to social services

Economic recession and its impact on social policy
- The global recession of 2008/09, beginning in the United States, with the drastically curtailed supply of mortgages, affected the UK housing situation first
- Further, the collapse of various insurance and pension corporations resulted in a sizable contraction of corporate contributions to employee pensions
- The Labour Government's 2009 budget, the first since the global capitalist collapse, was a pointer to the expected impacts on welfare expenditure far into the next decade
- £2.3 billion out of £3.62 billion in expenditure cutbacks, were ear-marked for health services: by April 2011, the NHS was expected to find this extra sum in efficiency savings
- In addition, £650 million cuts were allocated to children, schools and families
- Education as a sector was to find £1 billion in savings on top of its diminished budgets

CHRISTIANITY

It would be wrong to identify Christianity with ecclesiastical power structures and bureaucratic institutions. **Christians are those who throughout their personal lives – and everyone has his or her own life to live – are guided by Jesus Christ.**

We might think of Oscar Romero, the Archbishop of El Salvador, who was shot at the altar during a service; of Dietrich Bonhoeffer, the Protestant theologian and resistance fighter; of Martin Luther King, the American Civil Rights activist; or of Jerzy Popieluszko, the Polish priest.
Common to them all is that:
▶ They were committed Christians.
▶ They stood up for their fellow men and women in a non-violent way.
▶ And they were all eliminated with brute force.

But that also makes them like the

one who was their model in their life, suffering and struggles: Jesus of Nazareth.

That takes us right to the heart of things. What is the real essence of Christianity? **The essence of Christianity is** not, as some people think, some great theory, a world-view, or even an ecclesiastical system. It is quite simply **Jesus Christ**.

And basically, no organization, no institution, no church can honestly call itself 'Christian' if it cannot truly refer to him in word and deed.
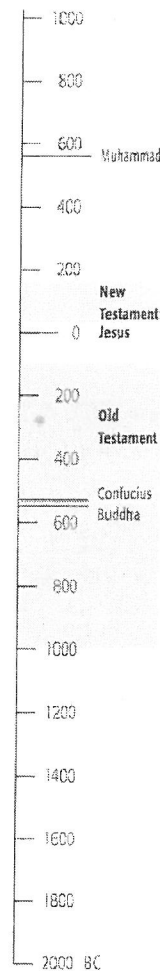
The NEW TESTAMENT

From Jesus' 'Sermon on the Mount'
Blessed are the poor in spirit, for theirs is the kingdom of heaven.
Blessed are those who mourn, for they will be comforted.
Blessed are the meek, for they will inherit the earth.
Blessed are those who hunger and thirst for righteousness, for they will be filled.
Blessed are the merciful, for they will receive mercy.
Blessed are the pure in heart, for they will see God.
Blessed are the peacemakers, for they will be called children of God.
Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven.
(Matthew 5.3-12)

Love your enemies and pray for those who persecute you.
(Matthew 5.44)

But if anyone strikes you on the right cheek, turn the other also; and if anyone wants to sue you and take your coat, give your cloak as well; and if anyone forces you to go one mile, go also the second mile. Give to everyone who begs from you, and do not refuse anyone who wants to borrow from you.
(Matthew 5.39-42)

The measure you give will be the measure you get.
(Matthew 7.2)

Christianity is named after Jesus Christ, a Jewish itinerant preacher, who lived in Palestine in the early part of the first century. During his brief public activity – perhaps only a few months, at most three years – Jesus proclaimed the coming kingdom of God with its promises and standards.

He gathered a group of disciples around him, came into conflict with the religious and political establishment, and was crucified around the age of thirty.

Christians believed and still believe that God has raised him from the dead to eternal live and exalted him to be the Christ ('God's anointed').

Jesus himself did not write down any sayings. His teachings and his life are handed down in the four Gospels, which with twenty-three other writings form the New Testament.

There are around 2 billion Christians worldwide: Roman Catholic, Orthodox, Protestant, Anglican and others.

Timeline (years, BC/AD):
1000
800
600 — Muhammad
400
200
New Testament
0 — Jesus
200 — Old Testament
400 — Confucius
600 — Buddha
800
1000
1200
1400
1600
1800
2000 BC

prayer

Our Father

Hail Mary

meditation

Bible

scriptures

Gospel

Epistle

Old Testament

New Testament

belief

faith

creed

Messiah

Crucifiction

Resurrection

Salvation /Saviour

Second Coming

Afterlife

deity

Unity

Trinity

Triune God

Father / Son / Holy Spirit

Virgin Mary

canon

sin / Deadly Sin / Original Sin

Vice

- Pride
- Envy
- Gluttony
- Lust
- Anger (Wrath)
- Greed (Avarice)
- Sloth

Virtue

- Chastity
- Temperance
- Charity
- Diligence
- Patience
- Kindness
- Humility

Sacrament

- Baptism
- Confirmation
- Eucharist
- Penance and Reconciliation
- Anointing of the Sick
- Holy Orders
- Matrimony

church

denomination

worship

disciples

apostles

Holy See