This piece of work will attempt to define both, inclusion and exclusion. Additionally, it will recognize a range of persons or groups that are at risk of exclusion, following that the text will concentrate on persons that are specifically 'Not in Education, Employment or Training.' Continuing the theme, it will address key issues that affect 'Hard to Reach Groups 'in society for instance, the impact that social influence has on individuals, groups, families or communities.

Functionalists offer a descriptive account when exploring the term 'Society', the work of influential sociologists like Emilie Durkheim (1917) and Talcott Parsons (1979) gave the functionalist theory a high reputation (Crossman A. 2018). Functionalists suggest that for society to thrive, four aspects within society must be inspected regularly; function, functional prerequisites, value consensus and social order (Haralambos, M. and Holborn, M. 2000. p9). In addition to this, institutions within society must be monitored frequently for example, functionalists note that society mainly consists of; the economy, political and educational systems that exists (Haralambos, M. and Holborn, M. 2000. p8-9). They believe structure is paramount, equally important is a person's socialisation. When both, structure and socialisation work together it forms a 'Value Consensus'. This is achieved by employing a person's family as they are heavily influential which acts as a primary agent of socialisation, a person's morals, attitudes, values and norms which will provide an outline for appropriate behaviour in society. Furthermore, while structure and primary socialisation work in corporation, secondary socialisation causes increased concern among policy makers, family and the community for instance, referring back to how societies institutions should be monitored and observed due to the complexity of social influence, and change within the essential systems deeming secondary socialisation very vulnerable to the stability of the human organism (Haralambos, M. and Holborn, M. 2000. p119).

The World Health Organisation (2018) confer the concepts in society, they state that our socialisation revolves around multi – dimensional processes, they include economic, social, cultural and political magnitudes (WHO, 2018). Additionally, whilst considering the multi – dimensional processes previously noted, perspectives may alter when different levels are employed they follow as, '…individuals, household, group, community, country and global levels' (WHO, 2018). Furthermore, research revealed that a person's norms and values in society may differ when looking from a Macro-level standpoint, which focuses on social systems, structure and the population oppose to the Micro-level which refers to smaller social systems, trends and patterns (Cole, N., 2018).

Maslow (1954) was a psychologist who introduced a humanistic theory that discussed how a person's personality development may be affected by a number of factors however, Maslow (1954) was interested to explore how motivated a human would be to overcome challenges they faced and how achievement would cause a ripple – style affect. (Rowe, J. and Mitchell, A. 2013. p10) Maslow's (1954) work is portrayed as a pyramid styled diagram, categorising a hierarchy of human needs starting from a person's basic physical requirements, ending in a person reaching their full potential in every aspect of their learning. Everyone person that is born into society will be socialized into shared norms, values and ideologies which will be a reflection on their future participation in society. (Rowe, J. and Mitchell, A. 2013. p10)

A person or group that are excluded within society are often branded as 'Hard to Reach' Moreover, Flanagan and Handcock (2010) critique the label used;

> it makes it sound like the fault of the non-service-user - "you are hard to reach" - like they are sat up on a shelf and we have got to lure them down with biscuits, or something.... actually, if you just got a ladder and sat next to them that would be fine… (Flanagan and Handcock, 2010. p4).

Although, Flanagan and Handcock (2010) recognise the gap between policies that support the engagement and inclusion of groups at risk and how the policies concepts are not reflected effectively (Flanagan and Handcock, 2010. p5). In present day society, groups that are known to be 'Hard to Reach' include the following; people with poor physical or mental health, disabilities, homelessness, racial subgroups, offenders, low socio-economic status, gender, elderly, substance misuse and those who are not in Education, Employment or Training (NEET) (European Youth Portal, 2013).

People that who not engaging in any essential provisions are address as an individual who is not in Education, Employment or Training, becoming NEET is determined by the length of time the person has been in that position for. This could be for a number of reasons for example, gender role constraints, unemployment rates, or access and effectiveness to important services. Research on those who are NEET disclose that people who hold certain characteristics are at risk of becoming NEET and excluded from society for example, physical or mental health (Disabilities), little or no qualifications, ethnicity, eligibility for school meals, attended care, or having a low socio-economic status. (The Department for Education, 2018 p6) Furthermore, The House of Commons (2018) presented a report that took place between the year of 2010 to 2011, the report primarily focused on why a person that had a hold one or more characteristic is more

likely to become NEET. The Longitudinal Study of Young People (2011) had occurred, the participants were aged nineteen when the study started. They study concluded that if a person, or group had experience of the following scenarios they were deemed to become NEET in once, or regularly in their life. They follow as; being a parent or guardian to a child, if the person had been suspended or excluded from a statutory provision (school) However, they are in agreement with the Department of Education when they highlight the same characteristics for instance, if a person has not achieved GCSE's that meet the standard requirement which ranges between A* - C. Lastly, they approve that if a person were in the receipt of free school meals, in primary or secondary schools were at more of a risk that those who were not eligible (House of Commons, 2018. P14). The House of Commons Library (2018) reveal that an estimated 794, 000 people were detected to be not in Education, Employment or Training. (House of Commons Library, 2018).

According to the Office of National Statistics (2016) those who identify as Not in Education, Employment or Training (NEET) will be faced with the struggles of being economically inactive for a long period of time (Office for National Statistics, 2016). Being economically inactive refers to a particular group of people, they report that the term can be described as 'people not in employment who have not been seeking work within the last 4 weeks and/ or are unable to start work within the next 2 weeks.' (Office for National Statistics, 2016) The Social Exclusion Unit (1999) highlight the difficulty of obtaining employment with the correct training and appropriate experiences, it follows as;

> The best defence against social exclusion is having a job, and the best way to get a job is to have a good education, with the right training and experience... (SEU, 1999. Cited in Simmons, R. and Thompson, R. 2012. p65).

Explaining on The Social Exclusion Unit's (1999) brief description of the importance of participating in employment education or training, the organisation expresses an understanding view point of the difficulty in achieving stability with any of the above factors. Failure to acquire stability results in members of society portraying the person or group as inactive, lazy, chav, substance users or a person that engages in criminal activity. (Simmons, R. and Thompson, R. 2012. p66) Additionally, the term to describe this process is a 'stereotype' it can be defined as

> …An exaggerated or distorted generalization about an entire category of people that does not acknowledge individual variation. Stereotypes form the basis for prejudice and discrimination. They generally involve members of one group that deny access to opportunities and rewards that are available to that group. (The Sociological Cinema, 2012)

Furthering the definition of stereotypes, it is important to that the use of stereotypes, prejudice, or discrimination advances into a risk of exclusion from society for that person, or group in question. (Word Health Organisation, 2018) The World Health Organisation (2018) states that exclusion comprises of 'dynamic, multi-dimensional processes driven by unequal power relationships interacting across four main dimensions – economic, political, social and cultural levels including individual, household, group, community, country and global levels.' (Word Health Organisation, 2018). A person will face challenges that stem from the dimensions of society additionally, the challenges may affect a person directly, or through a smaller (Micro-level) (Haralambos, M. and Holborn, M. 2000. p139).

The labelling theory addresses the power of the 'label', Haralambos and Holborn (2000) state that a '…label is not neutral: it contains an evaluation of the person to whom its applied.' (Haralambos, M. and Holborn, M. 2000. p373). Furthermore, the concepts and consequences associated with labelling refers to the approval of status. Additionally, labelling a person or groups results in striping a person of their individual identity, since a person's self-worth is highly dependent of the approval of their peers, communities, parents/guardians or individuals. (Haralambos, M. and Holborn, M. 2000. p374) Becker (1963) studied the area of deviance in great details, Becker (1963) provides a descriptive account of the term of deviance:

> Social Groups create deviance by making the rules whose infraction constitutes deviance, and by applying those rules to particular people and labelling them as outsiders. From this point of view evidence is not a quality of the act the person who commits, but rather a consequence of the application by others of the rules and sanction to an 'offender'. The deviant is one to whom the label has successfully been applied; deviant behaviour is behaviour that people so label. (Haralambos, M. and Holborn, M 2000. p373).

Interlinked with the labelling theory, Merton (1948) is the person behind the concepts of the self-fulfilling prophecy, it is a term used to define the consequences of labelling. Once a person accepts the label their individual identity is affected indefinitely, Haralambos and Holborn (2000) provide an example of this; in school, teachers use methods in order to determine future grades of their students. Additionally, by disclosing the information to the students regarding their predicted grades, it may damage the child's confidence and motivation when learning in

the future if they are predicted a poor grade. Ultimately, introducing the self – fulfilling prophecy. (Haralambos, M. and Holborn, M. 2000. p844-866)

Moreover, He stated that the labelling theory follows three steps to complete the process for instance, firstly, he highlights the important differences between private or public labels, once a label has gone public it opens doors for stereotypes, discrimination or exlucsion which is the outcome of being rejected from major social groups like the family, it is a possibility they could be rejected from essential provision like employment. Secondly, Becker (1963) notes that deviance could be the only option if the person is excluded from provisions that support their stability and inclusion within our society, this can include stealing food to eat which relates back to the first stage of Maslow (1954) work. Thirdly, he discusses a long-term effect of labelling which may refer to a person transitioning from deviancy, to the agreement of the norms and values that are deemed acceptable. (Haralambos, M. and Holborn, M. 2000. p372)

The work of Maslow (1954) and people who identify as Not in Education, Employment or Training (NEET) are exclusively interlinked, Maslow places emphasis on each of his five stages which follow as; physiological, safety, love or belonging, esteem needs and self-actualization. (Rowe, J. and Mitchell, A. 2013. p10)

In present day society, it is important to address a person's, However, the physiological needs are neglected when a person is Not in Education, Employment or Training because the person or group is lacking stability and security of employment, property and health. The independent (2018) reported an article that was entitled 'food bank use in UK reaches highest rate on record as benefits fail to cover basic costs.' (Independent, 2018) The only provision available to support people who are NEET in the engagement in Employment, Education or Training is the welfare system, but taking into account the articles title it is apparent the needs of the group are being dismissed by those in power. (Haralambos, M. and Holborn, M. 2000. p335) Sky News (2018) have collected data concerning the change of the benefits system, Universal Credit was first introduced in 2014. (Sky News, 2018) They state that 62% of landlords in the United Kingdom refuse to rent their property if they claim Universal Credit, the landlords are engaging in indirect discriminate of those who are NEET. (Sky News, 2018) Furthermore, they reveal that 28% of landlords have evicted a person that was currently in receipt of benefits. (Sky News, 2018) During the report Sky News (2018) interviewed a nineteen-year-old male, who has been a long-term NEET and is currently living on the streets, he explains his detrimental situation;

> I've not got a address, I've not got a bank account, I've not even got a ID…they expect someone to have all of them things, how can I get a bank account without ID? (Sky News, 2018)

To conclude, the young boy is in poverty, he is classed as long-term NEET and he has not received any support in changing his fragile situation. Additionally, barriers that he is facing is that he has lost the belief in the system, he is questioning why he should conform to the systems that are in place, they have, and continued to neglect the seriousness of his needs, this will have a ripple style effect on the remainder of his life. Referring back to Becker's (1963) research, he states a person may be encouraged to engage in deviant behaviour to meet their basic needs, the young person is unable to secure employment, education or training without the suitable documentation.

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