



Prifysgol Cymru

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University of Wales

Trinity Saint David

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

ECSO4004

Hard to Reach Groups

An overarching viewpoint of 'Hard to Reach' groups within society



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Session Aims:

This session aims to explore the concept of 'Hard to Reach Groups', including:

- Social Conscience and Social Policy
- Key Terms and Descriptors within this topic
- The Notion of 'Hard to Reach'
- Underpinning theories that relate to the topic area.



Social Conscience & Social Policy

- Is a 'normative' Social Theory based on Moral Values
- Governments should convert these into positive action- A Realisation.
- Translating Moral values into explicit social policies
- Via a 'consensual acceptance' a 'consensus' of 'What is Right'
- Seeking 'What is Right' as a basis of social policy, defining 'caring' as its objective and insisting on 'sharing' as a means of achieving its purpose...
- Social Policy is an act of government that has to be judged on moral values
- Defining 'policy' in terms of expediency is a major cause of social criticism of our times
- (Glautier, 2013)

Social Conscience & Social Policy

- Keynes *cited in* Glautier, 2013 argues that:
- ‘to be real, policy objectives of government, requires caring and sharing’
- And that:
- ‘this should be the spirit in which these objectives are secured’
- Claiming that:
- ...‘it is not an argument for socialism, communism or other political credo that would replace freedom with bureaucracy, economic growth through exploitation and social justice with tyranny’...
- ...it is

Social Conscience & Social Policy

- ‘...an argument for creating the circumstances making possible changes in attitude towards ‘others’ and all things it must result in’...
- The removal of inequalities
- Distribution of wealth & income
- The optimisation of shareholder value in decision making
- With the notion of ‘Shareholder’ including All who have participated in the creation of wealth
- i.e. the important mechanisms of entrepreneurship, whilst sharing the result of human effort as a question of EQUITY

(Glautier, 2013, p 94; Webb *et al*, 2015)

Social Conscience & Social Policy

- Being responsible to ourselves and others for our actions
- A principle of both government and business
- Freedom and market economy
- Self-interest, corruption and wrong doing at all levels contradicts the claim that:
- ‘free trade works to the common good of all’

(Smith cited in Glautier, 2013, p 94)

Key Terms & Descriptors

- Vulnerable Adult:
- Rurality
- NEET:
 - Young persons not engaged in education, employment or training, expressed as the acronym. “NEET”, are being used increasingly in developed economies as a measure of youth.
- Disability Offenders
- Homeless
- Looked-after-Child (LAC)
- Substance Abuse
- Risk
- Resilience

Vulnerable Adult

- The broad definition of “vulnerable adult” referred to in the 1997 Consultation “Who Decides?” issued by the Lord Chancellor’s Department, is a person:

“Who is or may be in need of community care services by reason disability, age or illness; and is or may be unable to take care of unable to protect him or herself against significant harm or exploitation”.

This definition of an Adult covers all people over 18 years of age.

(NHS, 2016)

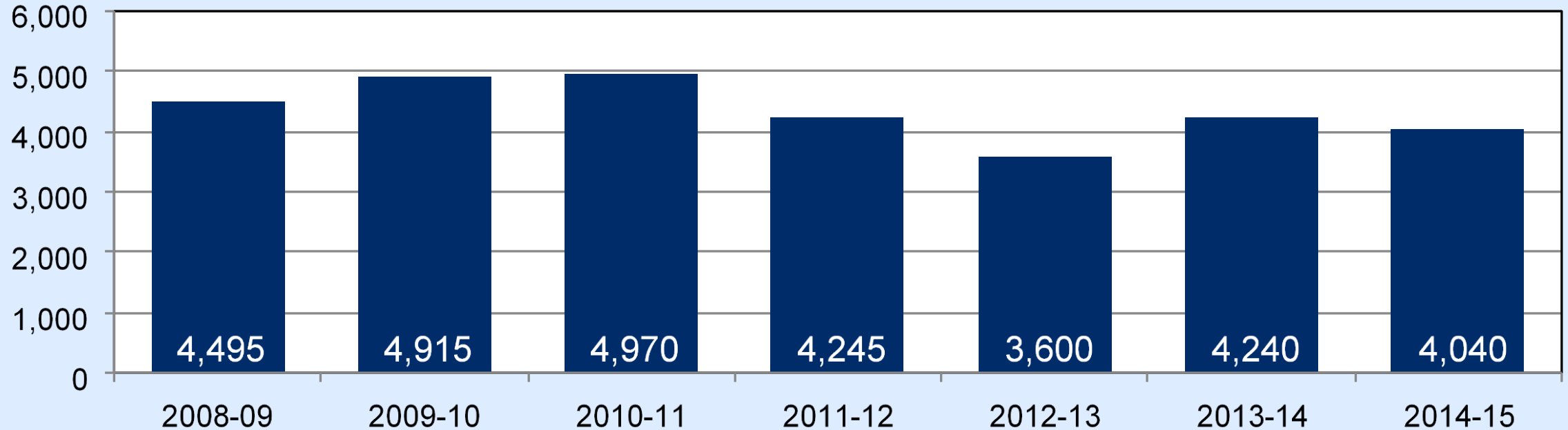
Vulnerable Adult

- Valid questions to consider are:
- At what age is a person considered old enough to be legally accountable for their actions?
- AT what age are you considered to be an adult?
- At what age are you legally allowed to have sex?
- Under what circumstances might these ages be challenged?

(NHS, 2016)

Vulnerable Adult Completed Referrals to 31st March

(Statistics for Wales, 2016)



Source: PVA2

Rurality

- There is no single definition of "Rural Wales" that applies for all purposes.
- Key points:
- There is no single definition that applies for all purposes. There are many options, which may be more or less appropriate in different circumstances.
- Specifically, different definitions of rurality will be required when considering "rural people", "rural land" and "rural activities".
- Also there may be different definitions depending on whether, for example, we want descriptive statistics where we can accept a degree of fuzziness and funding mechanisms where we cannot.

(Welsh Government, 2016)

Not in Employment, Education or Training: NEET

- Characteristics of young people who were NEET and aged 19 in 2010.
- Young people who have achieved five or more GCSEs grade A-C are less likely to be NEET than those who have not.
- Those eligible for free school meals are more likely to be NEET than those not eligible.
- Those who have been excluded or suspended from school are more likely to be NEET than those who have not.
- Those with their own child are more likely to be NEET than those without.
- Those who have a disability are more likely to be NEET than those who do not.
- Note that the ages in this note are 'academic ages', the age at the beginning of the school year in which the survey interview took place – many of the people with academic age of 19 will be 20 by the time of the interview.

(Welsh Government, 2016)

Disability

- This covers people reporting (current) physical or mental health conditions or illnesses lasting, or expected to last, 12 months or more, which reduce their ability to carry out day-to-day activities

(Mirza-Davies & Brown, 2016; House of Commons, 2016)

Homelessness

- Key points
- During July to September 2016, a total of 2,250 households were assessed as threatened with homelessness within 56 days and for 1,392 households (62 per cent) homelessness was successfully prevented for at least 6 months.
- A total of 2,655 households were assessed as being homeless and owed a duty to help secure accommodation during July to September 2016. Of these, 1,086 households (41 per cent) were helped to secure accommodation that was likely to last for 6 months, following intervention by the local authority.
- During July to September 2016, 504 households were assessed to be unintentionally homeless and in priority need and qualified for the duty to have accommodation secured for them. Of these, 408 (81 per cent) households accepted an offer of permanent accommodation.

(Welsh Government, 2016)

Looked-After-Child

- The Children Act 1989: key principles
- A key principle of the 1989 Act is that children are best looked after within their
- families, with their parents playing a full part in their lives, unless compulsory
- intervention in family life is necessary.
- Useful link: <https://www.nspcc.org.uk/preventing-abuse/child-protection-system/legal-definition-child-rights-law/legal-definitions/>
- Remember that the latest children's Act is the Children's Act (2004)

Substance Abuse

Dependence

A state in which an organism functions normally only in the presence of a drug

- manifested as a physical disturbance when the drug is removed (withdrawal)

Dependency

- With repeated use of heroin, dependence also occurs.
- Dependence develops when the neurons adapt to the repeated drug exposure and only function normally in the presence of the drug.
- When the drug is withdrawn, several physiologic reactions occur.
- These can be mild (e.g., for caffeine) or even life threatening (e.g., for alcohol).
- This is known as the withdrawal syndrome.
- In the case of heroin, withdrawal can be very serious and the abuser will use the drug again to avoid the withdrawal syndrome.

(National Institute on Drug Abuse, 2016)

Risk

- In the social care environment, risk is usually used in association with potential harm.
- Practitioners' views of risk often differ from the views of people using services and the language used to express risk also differs.

(Carr, 2010).

The Concept of Resilience

‘Triumph over
Tragedy’

‘Achievement in-spite
of disability or
disadvantage’

‘It seems that in
public discourse, to be
a resilient disabled
person you must...

‘overcome your
disability and live the
life of a non-disabled
person’

‘bravely bide your
time and wait for a
cure’

‘In other word’s you
must be a ‘Super-
Crip’’

(Goggin & Newall, 2004 cited in Cameron, 2014, p126)

The 'Notion' of 'Hard to Reach' Groups

- The term is often inconsistent and misleading
- Stigmatising affect
- Groups should be identified more precisely
- Rather than relying on a prescribed set of groups (e.g. minority ethnic, gay and lesbian communities).

(Willis, 2001)

Underpinning Theory

- Stereo-typing or Prejudice
- Labelling
- Othering
- Traits
- Characteristics
- Personality
- Culture versus Sub-culture
- Capital Theory
- Social Inclusion
- Social Exclusion
- Social reproduction of inequalities
- Models of Care

Please ensure that you **READ WIDER** around these basic introductions to social theory

Stereo-typing or Prejudice

- What is the difference between a stereotype and prejudice?



Stereo-typing or Prejudice

- What is the difference between a stereotype and prejudice?
- A stereotype is a belief about a certain group of people.
- Prejudice is a feeling about a person based on their membership in a group.
- Both stereotypes and prejudice can be either positive or negative.
- Discrimination is an action that denies the rights of a person due to their membership in a group.
- Pertinent questions to ask yourself:
- Where do we get our beliefs from?
- When do our beliefs become prejudice?
- Why do we develop groups? (groups that we both belong to and groups into which we place 'others')

(Stangor, 2000)

Stereotype Psychology

- What is a stereotype psychology?



Stereotype Psychology

- What is a stereotype psychology?
- In social psychology, a stereotype is a thought that can be adopted about specific types of individuals or certain ways of doing things.
- These thoughts or beliefs may or may not accurately reflect reality.
- However, this is only a fundamental psychological definition of a stereotype.

(Stangor, 2000)

Labelling

- Labelling theory judges that people become 'other' when labelled as such and when they accept the label as a personal identity.
 - 'Other' than a normalised social opinion finds acceptable
 - Linked to Deviance
 - Two basic forms of deviance
 - 1. Primary Deviance
 - 2. Secondary Deviance
1. An Act not socially 'normalised'
 2. When it is commented on and something more is made of it
 - Labelled with an associated and usually negative social label
 - Resulting in a 'Social stigma'

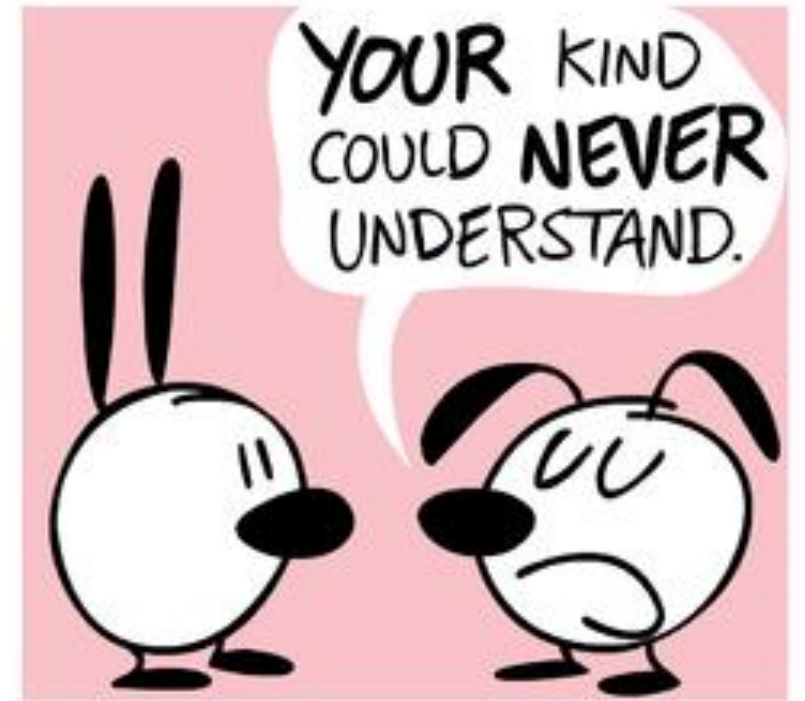
(Becker, 1963)

‘Othering’

- Humans share a tendency to bond and build social relationships in order to survive
- Networks to ‘get by’ and to ‘get ahead’
- Forms include ‘Bridging-Bonding-Linking’ (see later slides)
- There is a tendency to believe that ‘your’ group knows the right way to be
- To be human for example (religion, race, culture, ethnicity, sexual behaviour)
- We guard membership of our group often excluding undesirable members
- In an attempt to retain relative social position and status
- Anyone else therefore becomes negatively labelled as ‘OTHER’ and therefore lesser

(Husserl cited in Ball, 2013)

'Othering'



(Anthropology & The Human Condition, 2016)

Bridging-Bonding-Linking

- **Bridging**-building new more permanent links between your social group and others of similar beliefs in order to grow
- **Bonding**-making allegiances with other groups in order to strengthen your own relative position
- **Linking**-establishing fewer permanent bonds-often temporary in order to achieve a task or desired shared outcome

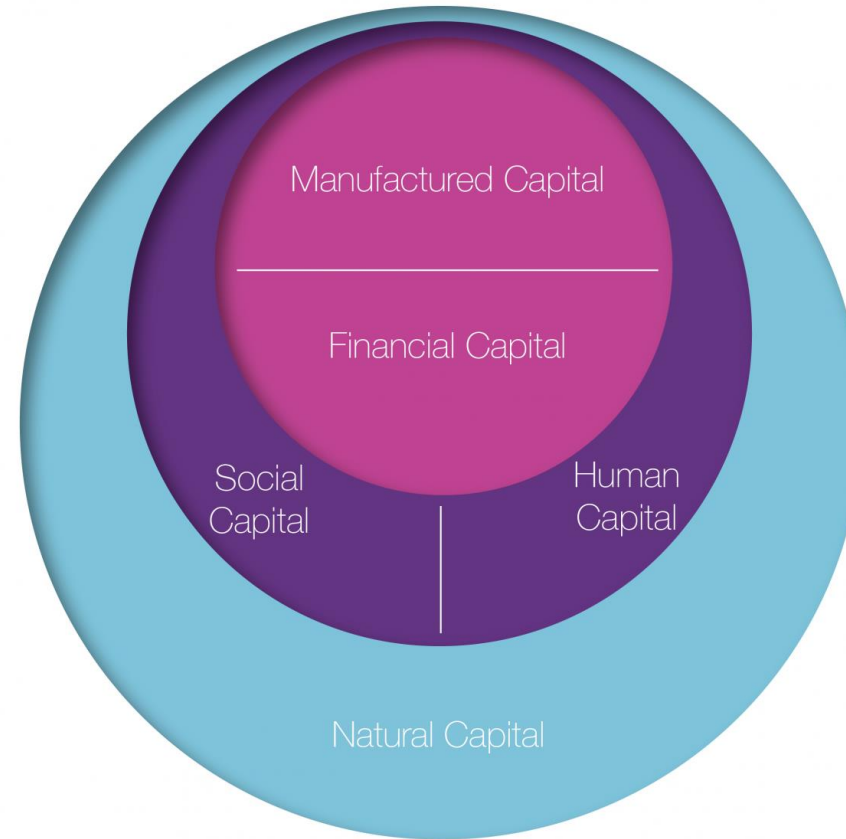
(Larsen *et al*, 2004; Bourdieu,1972)

Capital Theory-Basics

- Capital Theory refers to the possession of positive attributes
- Held by a person or group
- With relative value
- Examples:
- Social Capital, Cultural Capital, Economic Capital etc....

(Forum For The Future, 2016; Bourdieu & Passeron, 2017)

Capital Theory-Basics



(Forum For The Future, 2016; Bourdieu & Passeron, 2017)

Social Involvement

- Social Inclusion:
 - is often used to describe the opposite effect to 'social exclusion'.
 - It usually results from positive action taken to change the circumstances and habits that lead, or have led, to social exclusion.
 - It is about enabling people or communities to fully participate in society
- Social Exclusion:
 - generally, described as people have no recognition
 - by, or voice or stake in, the society in which they live.
 - The causes are multiple and connected with factors affecting a person's or community's social or economic circumstances
 - the effect prevents people from participating fully in society. Communities might
 - also self-exclude by removing themselves from the wider community.

Social Cohesion

- is a term commonly used in:
 - social policy, sociology and political science
 - to describe:
 - the bonds that bring people together
 - in the context of cultural diversity.
-
- Useful link:
 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/359358/socinc.pdf

(UK Gov, 2016)

One definition of ‘social exclusion’

- ‘being excluded from society, or parts of society, as a result of one or more of the following factors:
 - unemployment
 - financial hardship
 - youth, or old age
 - ill health (physical or mental)
 - substance abuse or dependency, including alcohol and drugs
 - discrimination on the grounds of sex, race, ethnic origin, religion, creed or sexuality
 - poor educational or skills attainment
 - relationship and family breakdown
 - poor housing (that is housing that does not meet basic habitable standards)
 - crime (either as a victim of crime or as an offender rehabilitating into society)

Factors in Poverty

- socially excluded might include their:
- social background
- inability to drive a car
- inability to qualify to join a particular group or association;
- locality or district lacking, or having restricted, access to adequate facilities and amenities
- reduced or limited opportunities for social engagement or career prospects.

(Wales, Gov, 2016)

Culture versus Sub-culture

- Culture
 - Is this something we 'have'?
 - Is it something that we are a part of?
 - Is it something that we learn?
 - Is it something that we adapt to in order to 'fit'
 - Sub-culture
 - If we choose not to 'join' a culture then we can be 'negatively labelled' as 'other' and as a result we are 'placed' into a group of those 'lesser' people and therefore 'separate' belonging to a 'Sub-culture'
- (Morgan, 2014)

Social Reproduction of Inequalities

- Useful link:
<http://www.assembly.wales/laid%20documents/cr-ld10252/cr-ld10252-e.pdf>
- Useful link: <http://www.readyunlimited.com/wp-content/uploads/2015/09/Bourdieu-Social-Reproduction-Thesis-and-Role-of-Cultural-Capital-in-Education.pdf>
- Wider reading:
- Bourdieu, P & Passeron, J.C. (2013) Social Reproduction of Inequality in Education, Society 7 Culture. UK: Sage.

Class Task

- Using your devices, please work together to explore the **Nature versus Nature debate**;
- Consider how it links to the topics discussed within today's session
- Feedback to the class.



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