

Dismantling Barriers to Equality: Gender,
Ethnicity and Race, Youth and Age,
Health and Disability and Vulnerable
Groups

ECED7005

Session 1

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Aim

- To explore the barriers to equity for:
 - Gender
 - Ethnicity and Race
 - Youth and Age
 - Health and Disability
 - Vulnerable Groups

Learning Outcomes

- Critically explore what constitutes equality, equity, social justice and liberation in society through exploration of a range of theoretical positions.
- Critically evaluate how intersectionality allows for a deeper understanding of the multi-dimensional nature of disadvantage, exclusion and inequity *and* how this impacts upon Gender, Ethnicity and Race, Youth and Age, Health and Disability and Vulnerable Groups.

Learning Outcomes

- Through examining the complexity of the social, cultural and political landscape review the **barriers** and **challenges** experienced by individuals and groups in society.
- Critically reflect upon the potential opportunities to dismantle the barriers to equality and plan for positive change in the future.

Module Content

- Explore a range of **theories** associated with **equality, equity, social justice** and **liberation** e.g. utility, egalitarianism, normative and non-normative theory, equal worth and equal authority.
- Include exploration of the philosophical underpinning of concepts of equality and equity and whether liberation is possible. Define what 'equal means' and explore whether it is possible to make the world more 'equal

Module Content

- Explore intersectionality and multiple inequalities in **practice**. Analyse how the complex and multidimensional nature of inequality impacts upon individuals and communities.
- Consider the way that society is influenced and underpinned by structures, economics and the environment within which we live.

Module Content

- Consider a range of examples of ‘inequality and inequity’ to explore the barriers and challenges individuals and groups face in **reality**.
- This can include the protected characteristics of age, disability, sex, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnerships, pregnancy and maternity; in addition to e.g. youth and young people, social class, ethnicity and health.

Module Content

- Consider a variety of models to dismantle barriers and capitalise on opportunities to engage with positive change in the future.
- Consider alternative models to equality and equity and how this might 'reshape' the world in an holistic sense.

Assignment 1

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written submission	4,500 words or equivalent	60%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Seminar Presentation	18 minutes	40%

Equity and Equality

- What do you think these terms mean?
 - Can you give an example?
- What are the differences between them?

Group discussion...

Equity and Equality

- **Definitions**

Gender

“Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time.

Gender interacts with but is different from sex, which refers to the different biological and physiological characteristics of females, males and intersex persons, such as chromosomes, hormones and reproductive organs.

Gender and sex are related to but different from gender identity. Gender identity refers to a person’s deeply felt, internal and individual experience of gender, which may or may not correspond to the person’s physiology or designated sex at birth.”

(WHO, 2021)

Ethnicity and Race

- ““Race” refers to physical differences that groups and cultures consider socially significant, while “ethnicity” refers to shared culture, such as language, ancestry, practices, and beliefs.
- The sociological perspective explores how race and ethnicity are socially constructed and how individuals identify with one or more. ”
- (ASA, 2021)

Youth and Age

- Youth and age are biological terms (chronological)
- Are perceptions of youth and age socially constructed?
- Age is a protected characteristic under the Equality Act (2020) and can affect a person's opportunities in employment, policy, social inclusion etc.

Health and Disability

- Health relates to a person's mental or physical condition

“You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”

(GOV.UK, 2021)

Vulnerable Groups

A group that is more at risk of suffering exclusion and discrimination due to their characteristics.

Examples

- Domestic abuse victims
- Homeless people
- Migrants and refugees
- Ex-offenders
- Substance abusers

Identifying Barriers

- Barriers are problems or issues faced by disadvantaged individuals and groups that prevent inclusion and equality

Examples

- Ageism
- Sexism
- Racism
- Poverty
- and beyond

There are many more and we will be looking at this in depth during the coming weeks.

Discussion

- What experiences do you have of barriers to equality?
- Can you think of examples where barriers have been dismantled? (This can be on any scale.)
- What are some 'modern age' barriers which may not have previously existed?
- How do you think the pandemic has impacted on some of the groups we have talked about today?

Task: Dismantling Barriers

For discussion at our next lecture...

Research **dismantling barriers**, and find modern examples of recent and current media campaigns that work towards achieving this.

Reference List

- ASA, (2021) *Race and Ethnicity* Available at: <https://www.asanet.org/topics/race-and-ethnicity#:~:text=%E2%80%9CRace%E2%80%9D%20refers%20to%20physical%20differences,ancestry%2C%20practices%2C%20and%20beliefs>. (Accessed: 20 January 2021).
- GOV.UK, (2021) *Definition of Disability under the Equality Act 2010* Available at: <https://www.gov.uk/definition-of-disability-under-equality-act-2010#:~:text=You're%20disabled%20under%20the,to%20do%20normal%20daily%20activities>. (Accessed: 18 January 2021).
- WHO, (2021) *Gender and Health* Available at: https://www.who.int/health-topics/gender#tab=tab_1 (Accessed: 20 January 2021).