

## KEY CONCEPTS IN SOCIAL POLICY

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## Social Needs

- **Social needs** refer to the **need** to have relationships with others once the physiological and safety **needs** have been fulfilled



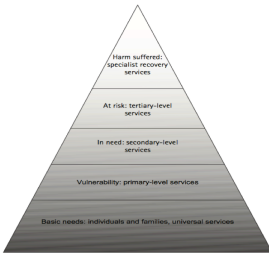
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## Defining social need

- Bradshaw's (1972) 'taxonomy of social need'.
- Felt need;
- Expressed need;
- Comparative need;
- Normative need.


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## Levels of Needs



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## Rights



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## Human Rights

- **Civil and Political Rights :**  
Protect individuals' freedom from infringement by governments, social organizations, and private individuals  
Civil and political rights have been called 'first-generation rights', and have their roots in libertarianism, where the state has a small but strong role
- **Economic, Social and Cultural Rights:**  
Economic, social and cultural rights include the rights to adequate food, to adequate housing, to education, to health, to social security, to take part in cultural life, to water and sanitation, and to work.  
Economic, social and cultural rights have been called 'second-generation rights', and have their roots in egalitarianism and social democracy.

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## Third Generation Rights

- There is also a third-generation of human rights, which are more collective and belong to communities, societies and nations rather than to individuals. Examples are the right to benefit from economic growth, a harmonious society and a healthy, clean environment
- Ife (2001) argues that first-generation rights have traditionally been met through the law (e.g. bills of rights and international treaties), and defended by legal action through the courts, the work of legal professionals and campaign groups. Second-generation rights have typically been delivered through the policies of national welfare states, voluntary and private sector agencies, and the direct work of welfare professions such as social work. The third-generation rights are achieved through economic development schemes, community projects, environmental campaigns, and the work of community development workers.

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## Inequality and poverty

- poverty is a particular form of need
- equality is a core part of the human rights discourse.
- Saying that raises some problems.

If we think of poverty in terms of the pyramid, at what level should the state intervene?

If we think of equality in terms of rights, what about responsibilities too?

Who is responsible for people's poverty, and for doing something about it?

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## Inequality & Social Class

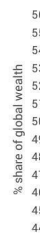
**We know that inequality does not just come from your gender or ethnicity; your sexual orientation or your disability; your age, or your religion or belief. Overarching and interwoven with these specific forms of disadvantage is the persistent inequality of social class – your family background or where you were born.**

(GEO, 2009: 9)

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## Inequality

% share of global wealth



## Dimensions of Inequality

### Box 5.1 Ten dimensions of inequality

- Length of life, including freedom from premature death.
- Physical security, including freedom from violence, physical and sexual abuse.
- Health, including wellbeing and access to high-quality health care.
- Education, including acquiring skills and qualifications, access to lifelong learning.
- Standard of living, including nutrition, housing, warmth, clothing, social services.
- Productive and valued activities, including employment, work/life balance, being able to care for others.
- Individual, family and social life, including self-development, equality in relationships.
- Participation, influence and voice, including participation in decision-making and democratic life.
- Identity, expression and self-respect, including freedom of religion and belief.
- Legal security, including non-discrimination and equal treatment in the criminal justice system.

(Equalities Review, 2007: 18)

## Equality

- Equality of outcome
- Equality of opportunity

There are different aspects to equality of opportunity.

- One is that everyone should be treated exactly the same
- Because of the existing inequalities in society, some people need extra help to enable them to take advantage of opportunities that come easily to others

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## Institutional Discrimination

- The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantages minority ethnic people.

(Macpherson, 1999: para. 6.34)

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## why equality ?

- for the individual, in terms of his/her legal and human rights, to be free from discrimination and prejudice;
- for society, because a more equal society is more cohesive and more at ease with itself;
- for the economy, because it ensures the widest labour pool and helps the nation to be competitive in the global economy.

(GEO, 2009: 1; CLG, 2009c: 8)

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## Social class

- What is your basis for deciding?
- In everyday conversation people might talk about 'working class', 'middle class' and 'upper class', and are likely to ascribe different people to those categories for a variety of reasons.
- What jobs or how much money people have may be less important than their family background, how they talk, dress and where they live (so someone who is perceived as 'upper class' is likely still to be seen that way, even if they lose all their money).

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## Social Class

- SEC (socio-economic classification) is an extremely powerful predictor of one's life chances.
- People in the higher groups are more likely to live longer and be in better physical and mental health, while their children are more likely to do better at school and go on to higher education. They are less likely to be disabled, overweight, smokers, or the victims of accidents or crime, and their children are less likely to die in infancy.

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## Social class, health and choice

- high-risk health behaviours, especially those big three, are more prevalent in lower SEC groups.
- People from lower economic strata are most likely to engage in high-risk health behaviours
- People make choices but they make choices in circumstances that are not always of their own choosing.
- Choices are moulded by powerful social and economic forces
- Health behaviour as a lifestyle choice
- Persistence of health inequalities through labour market inequalities

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## Social class, race and education

- How does social class interact with race?
- Interaction of race gender and class
- Unconscious attitude of racial discrimination

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