

# THE RISKS OF SOCIAL EXCLUSION AND IMPLICATIONS FOR ITS POLICY ISSUES

Dr. Sushma Hooda\*

Associate Professor, H.K.M.V, Jind, Haryana, India

Email ID: vandyhooda@gmail.com

Accepted: 29.08.2022

Published: 01.09.2022

**Keywords:** Social Exclusion, Multidimensional, Social Participation

## Abstract

'Social Exclusion' is multidimensional, encompassing social, political, cultural and economic dimensions, and operating at different social levels affecting in different ways to differing degrees at different social levels over time. On the one hand, it focuses on exclusion as the rupture of relationships between people and the society resulting in a lack of social participation, social protection, social integration and power. It has been conceptualised as a continuum across society, or as affecting a segment of the population outside mainstream social systems and relationships. This paper focuses significantly to knowledge of social exclusion - especially as manifested through backwardness in education and its counterpart - behaviour problems and criminality in adolescence. This paper tries to examine firstly the concept of social exclusion and how it relates to ideas of risk and protection. It concludes about the social exclusion process and considers some implications for policy. Social exclusion is most commonly used in a policy context to describe a state of extreme disadvantage experienced by particular groups in a society. This limits the global relevance of the concept and restricts its value as a way of understanding the problems of inequality and developing policies and

action to address these problems. What is particularly important to study is the linkage between exclusions in different spheres of interindividual and interfamily interactions, involving both overlap and causal linkages. Many illustrations have been given to exemplify the type of social, economic, and political analyses that can be used to apply the "social exclusion perspective" in investigating deprivations of different kinds. The real issue is not whether the idea of "social exclusion" deserves a celebratory medal as a conceptual advance, but whether people concerned with practical measurement and public policy have reason to pay attention to the issues to which the idea helps to draw attention.

## Paper Identification



\*Corresponding Author

## Introduction

The term 'social exclusion' has been used to describe: groups at risk of exclusion; what people are excluded from; the states associated with exclusion; the processes

involved and levels at which they operate; and the actors involved. There is some consensus that 'social exclusion' is multidimensional, encompassing social, political, cultural and economic dimensions, and operating at different social levels dynamic, impacting in different ways to differing degrees at different social levels over time; and relational. A relational perspective has two dimensions. On the one hand, it focuses on exclusion as the rupture of relationships between people and the society resulting in a lack of social participation, social protection, social integration and power. Alternatively, a relational perspective points to exclusion as the product of unequal social relationships characterised by differential power i.e. the product of the way societies are organized. 'Social exclusion' has been conceptualized as a continuum across society, or as affecting a segment of the population outside mainstream social systems and relationships. Similarly, social exclusion may be defined as the processes embedded in unequal power relationships that create inequalities or as a state of multiple disadvantage. There is also a distinction between schools of thought that emphasise lack of participation of individuals in society and those that identify social exclusion as a lack of access to citizenship rights for members of particular group, community, society or country. In terms of who or what is driving exclusion, attention has been directed at the causal role of diverse 'agents' ranging from globalisation to excluded individuals/groups themselves.

**Policy Issue: Diversity of Exclusions** : It is particularly important to recognize the diverse ways in which social exclusion can cause deprivation and poverty. Here are some examples.

**1. Inequality and Relational Poverty:** This kind of constitutively relevant deprivation relates to new styles of consumption that may get established in a poorer country as a result of the influence or imitation of consumption levels in richer countries, as is happening

much more widely today than in the relatively insular economies with which Smith was familiar. The problem of absolute poverty may become much sharper if inequalities increase along with recession.

**2. Labour Market Exclusions:** The rejection of the freedom to participate in the labour market is one of the ways of keeping people in bondage and captivity, and the battle against the "unfreedom" of tied labour is important in many developing countries today for some of the reasons for which the American civil war was momentous. The freedom to enter markets can itself be a significant contribution to development, quite aside from whatever the market mechanism may or may not do to promote economic growth or industrialization. The freedom to participate in labour markets has a basic role in social living and can have both constitutive relevance and instrumental importance.

**3. Credit Market Exclusions:** The far-reaching impact of expanding access to credit on the part of poorer people can also be seen in the light of instrumental investigation of social exclusion.

**4. Gender-related Exclusions and Inequality:** The persistence of inequality between women and men is a problem that is sharper in Asia than in any other continent in the world. It applies even to sex-related mortality rates, with Asia providing the bulk of the estimated "missing women" in the world. It has been empirically noted that the neglect of the interest of women relates closely to their being excluded from employment opportunities, basic education, and land ownership. There is, of course, the general problem of neglect of schooling of children in many parts of Asia. But there is, furthermore, a special problem of the particular neglect of education of girls in many countries. In addition to the presence of this problem as a passive failure, which is widespread in many parts of Asia, there has been the recent addition of the active exclusion of girls from schools in the declared public policies in Afghanistan.

**5. Health Care:** The exclusion of large sections of the population from public health services provided by the State has been a matter of considerable discussion in recent years, since it is an extensive problem in many Asian countries which has involved in the unavailability of modern healthcare in the poorer regions, often because of high medicinal cost (forexample, for the medical care of AIDS patients).

**6. Food Market and Poverty:** A rather different type of case is involved in the fact that in some countries that have no observed shortage of food in the market, there remain very large populations with significant undernourishment. These people are passively excluded from translating their unfulfilled needs into effective demand in the food market because of lack of purchasing power. The level of child undernourishment is larger in India and South Asia generally, despite the fact that these countries are “self-sufficient” in food and there is no substantial unmet demand in the food market.

**Childhood risk factors:**

Child factors	Economic factors	Parent factors	School factors
Low birth weight Physical and mental disability	Poor living conditions	Low aspirations for child and lack of interest	Pre-school support poor or absent
Poor visual-motor skills	Rented housing in economically rundown areas	Troubled relationships within family, especially between parents and between parents and children and family break-up	Inadequate transition from pre-school to primary school

Poor early cognitive development	Overcrowding	Lack of adult role models for child	home-school relations weak
Poor grasp of basic skills: reading and number work	Free school meals for children	Lack of social controls	poor leadership
Temperamental difficulties - hyperactivity, impulsiveness and attention (HAI) disorder Agressivity Lack of attachment to adult role models	Low family income	Frequent changes of carer and parental absence	low teacher commitment to child
Behavioural problems		Father long-term unemployed	Manual working class intake
Poor school attendance		Lone parent	Council estate intake

**Children and Social Exclusion:**

Children, as members of families, suffer from the social exclusion of their parents. The restriction this places on their development provides the basis of their own exclusion later on in life. This means that the outcomes of their early experiences at home and in the school and through which their positions in adult society are ultimately determined need to be a focus as well. Such a sequence includes poor acquisition of the basic skills of literacy and numeracy, poor educational attainment through school, early leaving from education

without qualifications, early labour market entry problems, including jobs without training, casual work and unemployment, teenage pregnancy, trouble with the police, alcohol abuse, criminal convictions, poor physical and especially mental health. Each outcome is both an indicator of social exclusion early on and a predisposing factor for social exclusion later. This brings the idea of risk and protective factors back into the picture. Thus for example success in heading off educational failure by intervention directed at pre-school preparation is a source of protection against the risk ultimately of exclusion in the adult labour market. Such a process is continuous, in the sense that one outcome leads to another, and it is also to a degree cyclical in its effects, in the sense that its outcomes are mutually reinforcing and may be damaging to achievements earlier in life. For example the experience of family conflict at a particular stage of childhood may not only hold back the child educationally relative to peers, but he or she may regress to earlier levels of cognitive performance and behavior.

#### **Case Study on ‘Spoiled identities’: arsenic poisoning and social exclusion in Bangladesh**

Arsenicosis results from drinking naturally occurring arsenic-contaminated water from tube-wells. It was first discovered in Bangladesh in 1993 (Hassan et al., 2005). The first symptoms to appear are skin blisters that eventually turn black, and can become cancerous or gangrenous. Nearly 40,000 people in Bangladesh have been identified with skin lesions. The effect is cumulative and symptoms usually only appear after more than 10 years of exposure to contaminated water. People with arsenic poisoning in Bangladesh suffer not only from the medical symptoms but also ostracization by fellow villagers, family and friends, who assume arsenicosis is contagious. The social isolation disrupts lives, forcing sufferers to the fringe of their communities.

Young women with symptoms are unable to marry, and married women have been abandoned by their husbands, and forced to return to their parental home. Daily labourers are excluded from work, losing income. Shame also means that people with symptoms keep themselves isolated, to avoid being shunned. Social exclusion People who are already malnourished are more vulnerable to the effects of poisoning

#### **Conclusion and Suggestions:**

The picture of the social exclusion process that emerges from this review is one of predictability qualified by complexity. There is no predictable linear path from one kind of social exclusion outcome to another. Rather there is a set of mutually interacting circumstances, which go on reinforcing each other in building up what amounts in the case of education to a form of deficit and in the case of behavioural disorders to an accumulated risk of criminality in adulthood. There are critical ages and stages at which the impact of these external circumstances is most pronounced; though these are not necessarily the same for all children. There are also key turning points in a child's life when exclusion processes are most easily reversed and there are "chains of effects" which emphasise their essential continuity. A relational understanding of social exclusion has the following advantages:

- i. providing a wider lens to understand the diverse causes and consequences of unequal power relationships
- ii. making explicit the links between exclusion and a ‘rights’ approach to the social determinants of health
- iii. directing analytical attention to interactions between relationships and outcomes at different levels e.g. community, nation state and global regions
- iv. highlighting both active and passive exclusionary processes

- v. recognising that exclusionary processes will impact in different ways to differing degrees on different groups and/or societies at different times
  - vi. recognising that there is an inclusion/exclusion continuum
  - vii. avoiding the stigma of labelling particular groups as 'excluded'
  - viii. allowing for the possibility of inequitable inclusion and extreme exclusion
  - ix. acknowledging the potential for groups and/or nations to actively resist exclusionary processes and ensuing negative consequences
  - x. recognising diversity and hence providing global relevance
- 6. Levitas, R., Pantazis, C., Fahmy, E., Gordon, D., Lloyd, E. & Patsios, D. (2007). *The multi-dimensional analysis of social exclusion*. Bristol Institute for Public Affairs, University of Bristol
  - 7. Silva, P.A. Stanton, W.R. (1996) *Child to Adult*, Oxford University Press.
  - 8. Silva, P.A. (1996) 'Health and Development in the Early Years', Silva, P.A. Stanton, W.R. (1996) *Child to Adult*, Oxford University Press.

#### References:

1. Atkinson, A. B. (1998) 'Exclusion, Employment and Opportunity', in Atkinson, A. B. Hills, J. (1998)
2. *Exclusion, Employment and Opportunity*. CAS Epaper 4, Centre for Analysis of Social Exclusion, London School of Economics.
3. Bailey, D. B. Jr. (1997) 'Evaluating the Effectiveness of Curriculum Alternatives for Infants and Preschoolers at High Risk', in Guralnick, M.J. (ed.) *The Effectiveness of Early Intervention*. Baltimore (Md): Paul H. Brookes.
4. Barry, B. (2002). *Social exclusion, social isolation, and the distribution of income*. In Hills, J., Le Grand, J., & Piachaud, D. (eds.) *Understanding social exclusion*. Oxford: Oxford University Press
5. Hassan, M.M., Atkins, P.J., & Dunn, C.E. (2005). *Social implications of arsenic poisoning in Bangladesh*. *SocSci Med*. 61:2201-11