Multidisciplinary Handbook of Social Exclusion Research

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Dominic Abrams obtained his MSc from the London School of Economics and Political Science, and his PhD from the University of Kent. He lectured at Bristol and Dundee Universities for 5 years before returning to Kent in 1989. He is a Professor of Social Psychology and the Director of the Centre for the Study of Group Processes. He is chief editor (with Michael A. Hogg) of the journal *Group Processes and Intergroup Relations* (Sage). He has been on the Council of the Academy of Social Sciences, the Secretary of the European Association of Experimental Social Psychology, and the Chair of the Research Board of the British Psychological Society. He is currently the Chair of the Joint Committee for Psychology in Higher Education, representing the BPS, the Experimental Psychology Society and the Association of Heads of Psychology Departments. He has published several books on social identity and intergroup relations and published widely on the social inclusion and exclusion. With Diane M. Houston, he co-authored a report to the Equalities Review on *Equality, Diversity and Prejudice in Britain* (2006). He is currently developing a module in the next European Social Survey on Expressions and Experiences of Ageism.

Julie Christian gained a PhD degree from the University of Wales in 1998. She completed a postdoctoral fellowship at the London School of Economics and further postdoctoral appointments at Cardiff University (City and Regional Planning and Psychology) before being appointed at the University of Birmingham in 2001. Since then she has an established track record in researching social attitudes, social identity and housing tenure (private and social housing), publishing over 30 scientific papers and government reports. As a direct extension of this work, she holds advisory board positions with several UK companies and charities.

David Gordon is the Director of the Townsend Centre for International Poverty Research. Professor Gordon combined his background in biology and geology with anti-poverty policy, while helping to find safe public water supplies in the South Pacific. He has researched and published in the field of the scientific measurement of poverty, crime and poverty, childhood disability, area-based anti-poverty measures, the causal effects of poverty on ill health, housing policy and rural poverty. The Townsend Centre for International Poverty Research is dedicated to multidisciplinary research on poverty in both the industrialised and developing world. The Centre has been established by the University of Bristol in response to the United Nations First International Decade for the Eradication of Poverty (1997–2006) and in recognition of the work of Prof. Peter Townsend. The University sector can support the goal of eradicating poverty by providing high quality interdisciplinary research into effective anti-poverty policies.
Contributors

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Peter Hick is Senior Lecturer in the Centre for Inclusive Education and SEN in the Institute of Education at Manchester Metropolitan University. His previous appointments as a lecturer were at the University of Birmingham, the University of Manchester, the Open University, the University of Bolton and Bolton Community College. Before his university lecturing, he trained as an educational psychologist and was employed by the local authority in Oldham. His research interests currently focus on race and disproportionality in the identification of special educational needs; and on sociocultural understandings of inclusive learning mediated with ICT. He recently edited a book proposing significant new perspectives for reframing psychology as positively contributing theoretical and practical resources to support the development of more inclusive practices in education (Hick, Kershner & Farrell, 2007, *Psychology for Inclusive Education: New Directions in Theory and Practice*, London: Routledge).

Diane M. Houston is a professor and the Head of Department of Psychology at the University of Kent in the UK. Her research interests are within applied social psychology and its interface with sociology and social policy. She was Research and Strategy Advisor to the Women and Equality Unit from 2003 to 2006 and was academic advisor to the Women and Work Commission which reported to the Prime Minister in 2006. She has also acted as an advisor to work conducted by the Chartered Institute of Personnel Development, Equal Opportunities Commission and the Equalities Review in the Cabinet Office. Her research focuses on women’s work participation, work–family balance, the career consequences of flexible working and how different policy contexts shape gender equality and gender stereotyping. Her recent publications include *Work Life Balance in the Twenty-First Century* (2005) (Palgrave Macmillan) and *Equality, Diversity and Prejudice in Britain* (2006) (Cabinet Office).

Paul Hutchison is a Senior Lecturer in Social Psychology at London Metropolitan University. He obtained his MSc and PhD degrees from the University of Kent. Following this he spent three years as a research fellow in the School of Psychology at the University of Exeter and one year at the Institute of Psychological Sciences, University of Leeds. His research is concerned mainly with the contribution of group membership and social identity to processes such as social inclusion and exclusion, conformity and deviance, stereotyping, and collective action.

Sonia Jackson, OBE is Professor and Research Director at the Thomas Coram Research Unit, Institute of Education, University of London, an Academician of the Academy of Social Sciences and Honorary Fellow of the Joint University Council. She was previously Head of Social Policy and Applied Social Studies at the University of Wales, Swansea, where she initiated and directed the first comparative study of the health of children looked after by local authorities. Her earlier research, at Bristol University, was on childminding and young children in day care, and her book with Elinor Goldschmied, *People Under Three*, now in its second edition, has been translated into five languages. Originally a clinical psychologist, her interests have always been interdisciplinary, in particular crossing the education/care divide. She first drew attention to the neglected education of children in care in the early 1980s and since then has published extensively on the subject and acted as consultant to government departments, the Cabinet Office, NGOs and numerous local authorities. She has also carried out research and published on many other aspects of social care, such as placement instability, adoption, private foster care and
teenage pregnancy. She directed the “By Degrees” project, the only study to date of university students with a background in care, Going to University from Care (Institute of Education, 2005), and in January 2008 will begin a new study comparing participation in post-compulsory education in five European countries. She was awarded the OBE in 2003 for services to children in care.

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Natasha MacNab is a Research Fellow at the School of Education at the University of Birmingham. She is currently working on two projects, an evaluation of the European Working Time Directive for Junior Doctors and the Independent Learning Habits of Undergraduates in the School of Education. Her EdD focuses on provision for 14–16 year olds with social, emotional and behavioural difficulties. She has worked at the School of Education since 2001 on projects including the “National Evaluation of the Children’s Fund”, “Learning in and for Inter-school Work to Promote Creativity”, “Provision for Emotionally Vulnerable Young People” and a seminar series funded by the ESRC Teaching and Learning Research Programme entitled “Quality in Educational Research” with Prof. Gary Thomas. Elsewhere in the school, she contributes to postgraduate teaching courses.

Tom Mason, PhD, BSc (Hons), RMN, RNMH, RGN has been in nursing for 30 years. He has been in clinical practice for 17 years and the remainder in research posts. He has worked in forensic psychiatric establishments, predominantly but not exclusively in high security hospitals and has published 10 books and over 70 journal articles. Tom was honoured with the International Association of Forensic Nurses Achievement Award in 1999 and was granted a Senior Robert Baxter Fellowship in the same year. His main professional interests are in the management of violence and aggression, psychiatric service delivery and the professional role of the forensic nurse. He is currently Professor of Mental Health and Learning Disability, University of Chester. Tom is also a keen sailor and avid reader.

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Ken Peattie is Professor of Marketing and Strategy and the Director of the ESRC-funded BRASS Research Centre based at Cardiff University. The Centre specialises in research into business sustainability and social responsibility. He joined Cardiff Business School in 1986 after industrial experience in marketing and strategic planning in the paper and electronics industries. He has published widely on themes relating to corporate social responsibility, and the impact of environmental and social concerns on marketing and corporate strategies.

Greville Percival worked for AC Nielsen Marketing Research from 1984 to 1991, and was responsible for statistical controls and ad hoc research efforts. In 1991, he joined the Commission for Racial Equality becoming head of research. In this role, Greville also provided research consultancy on behalf of the CRE to the Electoral Commission, CABE, the Environment Agency and The Guardian. He was appointed to the Advisory Group set up by the University of Manchester for its new Centre for Research on Social and Cultural change (CRESC). Since 2005, Greville has headed up a private consultancy firm working with clients to implement, manage and evaluate a wide range of projects associated with the Government’s agenda on social inclusion and cohesion.

John Visser is Associate Professor at the University of Birmingham where he is Programme Tutor for professional development courses in the area of social, emotional and behavioural difficulties. He has acted as a consultant to schools, services and LEA’s nationally and internationally in the area of special education and school improvement. He is widely known for his professionally relevant staff development work on classroom management; pupils with emotional, behavioural and social difficulties; teaching and learning, particularly differentiation and special educational needs. His research work with colleagues at the School of Education has been widely reported and applied by educators. He has an extensive list of publications, the most recent cover issues of classroom behaviour, the effects of permanent exclusion and teaching and learning in relation to pupils with social, emotional and behavioural difficulties.
Preface and Overview

Julie Christian and Dominic Abrams

The term social exclusion has different definitions and meanings for different academic and policy constituencies, a point that is readily illustrated by the different chapters in this book. Emphasis on different aspects of exclusion reflects different purposes and contexts. Consequently, achieving a single overarching definition may not be desirable. But at the same time, given the convergence in concerns over the effects of social exclusion, there is a need to work towards a more widely shared framework and language for understanding what it is. In particular, development of a broader perspective is useful for thinking about where, when and how interventions might be most effective. For example, it is important to be aware that interventions that might tackle social exclusion in one context could have contradictory effects in others. This book explores exclusion in the contexts of education, health, housing, business and community integration. It also looks at social exclusion policy at the national and European levels, as well as historically. It considers how exclusion affects major social categories, particularly gender, but also age and ethnicity. And it considers the mechanisms and processes that surround social exclusion on an individual level.

Beyond questions of definition and evaluation, there is a more fundamental issue facing social exclusion researchers and policy makers today. The existence of social exclusion often reflects a conflict between different sets of values in society. On the one hand, people strongly value individual choice, freedom, rewards for effort and ability, and so on. These values mean that society will always be differentiated and meritocratic. Some people will be left far behind others. On the other hand, people value equality, fairness and justice (see Schwartz, 2007; Schwartz & Bardi, 2001). Yet, if these principles are imposed too strongly (e.g. as affirmative action), people are liable to object because individual effort, merit and freedom to be different are not adequately recognised. This, of course, leads to questions about researching social exclusion.

Our own interest began with a seminar series funded by the Economic and Social Research Council in 2002 (Abrams & Hewstone, 2004). The series was aimed at social psychologists working on social exclusion and at forging closer links with policy makers. A large number of researchers, including many distinguished international scholars, contributed to the meeting, which in turn, opened a fruitful dialogue with policy makers and civil servants (see also, Abrams, Hogg & Marques, 2005). It was through these meetings and exchanges that we saw, first hand, how fruitful it could be to encourage researchers and policy makers to engage actively with one another’s worlds.

The present volume represents a further step in this process. As well as working across the research and policy domains, we wanted to draw together different perspectives in