Chapter Questions

Chapter 1

1. What is Fabianism and how did it influence the development of social policy in the twentieth century?
2. What was Butskellism and how did it shape post-war policy development in the UK?
3. To what extent did the New Left and New Right agree that the ‘welfare state’ had failed?
4. What is welfare pluralism and how accurately does it describe current social policy planning?
5. Do we still have a ‘welfare state’ in the UK?

Chapter 2

1. What is it that makes research evidence more reliable than other forms of knowledge in informing policy planning?
2. Why are mixed methods studies becoming increasingly attractive to social policy researchers?
3. What are the differences between prospective, formative and summative policy evaluations?
4. Why is it important to consider the ethical issues underpinning policy research?
5. How would you design a research project to evaluate policies to provide care to vulnerable adults in their homes?

Chapter 3

1. What are the main sources of a person’s welfare in modern society?
2. How does industrial development shape welfare states?
3. How can we establish what someone’s needs are?
4. What is the difference between needs, wants and preferences?
5. Who defines social problems and how?

Chapter 4

1. What is the point of considering ethical issues such as equality, justice and desert in relation to practical social policy issues?
2. Dean argues that ‘human needs must be satisfied in the context of our interdependency with others’. What does he mean? Is he right?
3. Retirement pensioners, single parents, single unemployed people without dependants and disabled people all receive different levels of state benefits. Is this fair? Why?
4. In an increasingly diverse world it is impossible to devise principles of social justice that can be applied across all groups: do you agree? Suggest some possible principles and point out their strengths and weaknesses.
5. What justification is there for the welfare state to direct benefits and services to its own citizens when people in other countries are in much greater need?

Chapter 5
1. How and why does economic austerity impact on human rights and equality?
2. Some have been critical of the move to a single equalities focus. What reasons might people give for this critique and what possible reasons might be given for promoting a single equality focus?
3. Nancy Fraser argues that a just society relies on both recognition and redistribution. What are the key features of each? Why are both important? Can both be achieved?
4. How might the capabilities approach be turned into a practical tool to promote equalities and protect human rights? What are the limitations of this tool?
5. You work for a local authority and have been tasked with providing a report on the likely human rights and equality impacts of a new social policy. Your report should outline: how and when you would consider human rights and equality in your planning and how you would ensure the meaningful participation of the local community in its development.

Chapter 6

1. The concepts of social cost and social benefit involve the summation of individual benefits and costs. Explain why. What problems does this procedure pose?
2. ‘The specification of an efficient allocation of resources, unlike the definition of an equitable distribution, does not involve value judgements.’ Do you agree?
3. Explain the concept of opportunity costs and how it relates to an efficient allocation of a good or service. Give examples where the private opportunity cost of an activity does not equal the social opportunity cost. In these cases, what tools may be used to make the private opportunity cost equal the social cost?
4. Explain why technical effectiveness is not the same thing as efficiency. Which is more difficult to achieve in your view?
5. Explain why economists value choice. Give examples of policies to improve choice in the provision of at least two public services. What are the advantages and disadvantages of increasing choice in the provision of public services?

Chapter 7

1. How would you define citizenship?
2. What are the key differences between broadly Liberal and Communitarian visions of citizenship?
3. In light of its many subsequent critics, does T. H. Marshall’s theory of citizenship retain any contemporary relevance?
4. Why might T. H. Marshall’s definition of social citizenship be seen as contradictory?
5. Discuss the extent to which a more conditional and constrained notion of social citizenship is being been mapped out in the UK.

Chapter 8

1. What vision of the human subject or self is forwarded by contemporary behavioural science?
2. How have behaviour-change policies emerged and spread in different national contexts through specific policy networks?
3. How and why are behaviour-change policies aligned with the particular political philosophy of libertarian paternalism?
4. What principal critiques have been levelled at behaviour-change policies?
5. The behaviour-change policies associated with libertarian paternalism are said to be
designed to be freedom-enhancing; on what basis are critics concerned about their
significance as tools of behavioural governance?

Chapter 9

1. What are the key components of neo-Liberal thought?
2. How do the ideas of Friedman and Hayek build upon Adam Smith’s understanding of
liberal political economy?
3. What are the key elements of the neo-Liberal critique of state welfare systems?
4. What are the main criticisms of neo-Liberal ideas about welfare? How convincing are
they?
5. How influential have neo-Liberal ideas about welfare been over the past thirty years?

Chapter 10

1. Can you identify the significant shifts in Conservative approaches to the welfare state
since 1945?
2. Why do neo-Liberal and One Nation Conservatives take different approaches to the role
of state welfare?
3. How visible are One Nation and neo-Liberal views in the policies adopted by the
Conservatives since 2010?
4. To what extent are the elements of the Conservative disposition, outlined at the start of
this chapter, evident in contemporary Conservative social policies?
5. In what ways and for what reasons might ‘pure’ neo-Liberals criticise the social policies of
the Thatcher and Cameron governments?

Chapter 11

1. What are the key points of difference between reform-minded and revolutionary
socialists?
2. Is it possible to make clear distinctions between the doctrines of democratic socialism and
social democracy?
3. Why has it proved to be so difficult to provide a clear-cut definition of social democracy?
4. What are the distinguishing features of a social democratic welfare state?
5. How would you make the case for the continuing relevance of social democracy in the
twenty-first century?

Chapter 12

1. What are the defining characteristics of the socialist perspective?
2. In what ways does the socialist perspective interpret the role of the welfare state?
3. To what extent has socialism been a practical influence on the development of social
policy?
4. Where does the difference between socialism and social democracy lie?
5. What relevance, if any, does the socialist perspective have today?

Chapter 13

1. How is it that social policies disadvantage as well as advantage women?
2. What are the key points of contention between different feminist approaches to social policy analysis?
3. In what ways does the idea of multiple social relations impact on feminist social policy analysis, and what are the benefits and the challenges?
4. Why introduce an analysis of men and masculinities into a feminist analysis of social policy, and what does this add to an understanding of gender relations?
5. Consider the role of feminism in social policy; how far can it be argued that feminism has been successful in achieving its concerns to achieve gender equality in social policy provision?

Chapter 14

1. How can we define a social movement?
2. Name three social movements that fought for citizenship rights, and explain your selection of these.
3. What sort of tactics do social movements use?
4. How might social movements influence the formation of policy?
5. How important are social movements to democratic societies, and why?

Chapter 15

1. Can post-modernism inspire progressive forms of social critique?
2. Are ‘needs’, ‘rights’ and ‘class’ nothing more than constructs of language and discourse?
3. To what extent are our social identities cultural rather than material?
4. What are the disadvantages of using post-structuralist ideas to understand the significance for social policy of risks and of social movements?
5. What would a ‘post-modern welfare state’ look like?

Chapter 16

1. How important were charity and mutual aid in helping working-class people to support themselves during the nineteenth century?
2. Why, and to what extent, did the English and Scottish Poor Laws converge over the course of the nineteenth century?
3. How might we explain the growth of state intervention in either public health or education in Britain before 1900?
4. How did the development of social policy during the nineteenth century contribute to the origins of the modern welfare state, and what lessons, if any, should contemporary policymakers draw from nineteenth-century developments?
5. What were the major social challenges facing policymakers in England, Scotland and Wales during the nineteenth century?

Chapter 17

1. How was ‘the social question’ in Britain understood in the early twentieth century?
2. What were the key welfare policies developed in the Liberal era?
3. How did new forms of social scientific knowledge inform Liberal welfare policies?
4. Were the Liberal governments’ social policies socialist in intent, or were they capitalism’s answer to the problems of capitalism?
5. Did the reforms of 1906–14 form the foundations of a welfare state?
Chapter 18

1. Why do you think so much attention has been given to the impact of war on the development of the welfare state?
2. What were the most significant welfare achievements of the Labour governments from 1945 to 1950 and from 1964 to 1970?
3. What factors might have led the Conservatives to become more supportive of the welfare state between the late 1940s and the mid-1960s?
4. Were there clear signs that the Conservative government of 1970–4 had become less supportive of the post-war welfare state?
5. To what extent was there a welfare consensus or settlement between Labour and the Conservatives between 1945 and 1974?

Chapter 19

1. Why did neo-Liberal ideas flourish in the period 1979–97?
2. Outline the main impact of neo-Liberal ideas on broad direction of social policy in this period.
3. Take one area of social policy and consider in detail how far it was informed by key neo-Liberal ideas in the period 1979–97.
4. What elements of neo-Liberal thought have most to offer social policy, and why?
5. How far have neo-Liberal ideas from this period shaped later Conservative Party social policy?

Chapter 20

1. What do you understand by the ‘Third Way’?
2. In what ways is the ‘Third Way’ a new and distinctive approach, which differs from both the ‘Old Left’ and the ‘New Right’?
3. Examine how the ‘orders of change’ apply to individual services and benefits under New Labour.
4. How relevant are Third Way approaches to UK governments after 2015?

Chapter 21

1. What do we mean when we talk about austerity?
2. How does the politics of austerity policy construct cuts in public spending as both necessary and desirable?
3. Is the UK deficit and public debt comparable to the position of an individual who is heavily indebted to a credit card company?
4. Describe the paradox of thrift?
5. Critically discuss the implications of austerity politics for the welfare state.

Chapter 22

1. What areas of social policy have been devolved to Scotland, Wales and Northern Ireland?
2. What has been the effect of having nationalists in government since 2007?
3. What have been the extent of social policy divergences and innovations in the devolved nations?
4. How is devolution funded, and how may this change in future economic circumstances?
5. Discuss how far UK devolution in social policy can be made to work when England is such a dominant reference point.

Chapter 23

1. Why, and to what extent, has Northern Ireland been able to consider and make changes to the UK Coalition government’s welfare reform policies?
2. How has the structure of government in Northern Ireland impacted on policymaking? What changes might help to address some of the difficulties?
3. Describe what is meant by the ‘lowest common denominator approach’ to social policymaking in Northern Ireland and provide examples of this.
4. What kind of ideologies have been reflected in social policies introduced in Northern Ireland?
5. There are continuing debates about the degree of divergence and convergence between social policy in the different parts of the UK. What would you consider to be the amount of divergence in Northern Ireland?

Chapter 24

1. What were the main factors and actors that drove forward the demand for Scottish devolution in 1998?
2. In what ways has Scottish social policy diverged from social policy in England?
3. What are the proposals for the devolution of additional powers in Scotland?
4. What tensions and limitations can be identified in the new devolution settlement being proposed following the Smith Commission?
5. How might future Scottish governments, seeking to meet need, tackle inequalities and protect the social rights of all groups in Scottish society, deliver these agendas within the context of limited devolution arrangements?

Chapter 25

1. Devolution in Wales has developed rapidly since 1999. What have been the main changes and what do they mean for the way social policy is made?
2. What impact have one-party dominance (the Labour Party) and the left-of-centre orientation of Welsh politics had on the way policy is made in Wales?
3. What evidence is there that devolution has introduced distinctive, territorially specific policies in Wales?
4. To what extent has devolution in Wales been accompanied by new legal rights over the way services are delivered and social policy implemented?
5. How has devolution changed the way policy is made and is it delivering distinctive ‘made in Wales’ policies?

Chapter 26

1. What are the key drivers of population change?
2. What have been the most important demographic changes in the UK over the last century?
3. What causes population ageing?
4. How can we measure population ageing?
5. What are the some of the implications for social policy of population change in general?
Chapter 27

1. In what ways does social policy contribute to the achievement of economic growth?
2. To what extent does social policy reflect a politically achieved balance between the needs of the economy and the needs of people?
3. What is the relationship between taxation and government debt?
4. Does the 2008 global financial crisis represent a fundamental turning point for the sustainability of welfare states?
5. Outline the ways in which the economic context has constrained and enhanced the expansion of social policy in the twentieth and twenty-first centuries.

Chapter 28

1. How radical a change does the principle of sustainability represent to the traditional assumptions of social policy?
2. What are the most important obstacles hindering the development of social efforts to address climate change?
3. To what extent would a green society involve a radical break with existing social values, practices and organisation?
4. What are the main risks with which green social policies would have to deal?
5. How can we make significant progress towards a green welfare state?

Chapter 29

1. How does religious welfare promote or hinder social policy?
2. Do faith schools pose a threat to citizenship?
3. Should religious welfare groups be considered as part of the larger category of voluntary sector organisations?
4. How has the secularisation thesis been challenged?
5. How might the study and practice of social policy benefit from greater appreciation of the role of religious welfare?

Chapter 30

1. Is its success in redistributing towards the poor the only, or even the main, criterion we should use in evaluating the impact of the welfare state?
2. Does it matter that some of those with middle or high incomes receive cash benefits and use services like the NHS and state education, as long as they pay in more for them through the tax system?
3. What does the distribution of who receives welfare benefits and services and who pays the taxes that pay for them tell us about how different ways of closing the public budget deficit would affect different groups?
4. If much of what the welfare state does is to act as a ‘piggy bank’, with people paying in at one point and benefiting later in their lives, is this a safe arrangement, if, for instance, younger generations decided that they no longer wanted to continue with as generous a system?
5. Who gains most, and who loses from the existence of the welfare state and how it is financed? How does the answer change depending on the time period looked at?

Chapter 31
1. In which ways are societies divided and why is this important for understanding welfare needs?
2. Choose one example of a social division (e.g. gender, race/ethnicity, class, ethnicity, disability). What differences exist for that group in relation to:
   a. the type and extent of their welfare needs;
   b. the type of services that exist to meet needs;
   c. the outcomes of these services?
3. What is class and why is it important for understanding welfare systems?
4. Why do politicians continue to use the term ‘underclass’ when it has been discredited by researchers?
5. How do social divisions of welfare operate to advantage or disadvantage certain groups?

**Chapter 32**

1. Who are the UK’s ethnic groups?
2. What are the key features of policy relating to minority ethnic groups?
3. In what ways do general policies intersect with race and ethnicity?
4. Why do employment rates differ across groups?
5. Do ethnic minorities require targeted social policies? Discuss in relation to poverty or employment.

**Chapter 33**

1. Why has research on poverty been so important to the development of academic social policy?
2. What is the difference between absolute and relative poverty?
3. How do the Poverty and Social Exclusion surveys seek to define and measure social exclusion?
4. Why did the Labour government identify child poverty as a policy target, and how successful have we been in eradicating it?
5. To what extent does poverty remain primarily a problem of inadequate income?

**Chapter 34**

1. To what extent is the state the principal source of welfare provision in contemporary society?
2. How has the role of the state in the provision of welfare changed since 1979?
3. Why might the relationship between and responsibilities of individuals and the state be so contestable for social policies?
4. What should the role of the state be in a mixed economy of welfare?
5. What do you see as the key issues facing the development of state welfare over the next decade, and how do you think these might best be tackled?

**Chapter 35**

1. What distinguishes commercial providers of welfare services from voluntary and state organisations?
2. What different types of for-profit firms might play a role in the delivery of welfare services?
3. Why have governments since the 1980s chosen to introduce a greater role for non-state providers in the delivery of welfare services?
4. What is meant by the term ‘row less and steer more’?
5. Assess the potential benefits and problems that might arise from a greater role for commercial providers in the delivery of welfare services and make recommendations for government policy based upon your analysis.

**Chapter 36**

1. What are the main differences between ‘mandatory’ and ‘voluntary’ occupational provision?
2. Why do some employers invest in occupational welfare and others not?
3. What are the costs and benefits of occupational welfare?
4. On what grounds, if any, can the current inequities in occupational provision be justified?
5. As the employee benefits officer for a large UK company, write a short report for your finance director explaining why your organisation should invest in preventive healthcare initiatives.

**Chapter 37**

1. Why are contemporary politicians and social policymakers so enthusiastic about voluntary welfare?
2. What are the most significant impacts of voluntary action?
3. Why do people volunteer for voluntary organisations?
4. Can and should this sector ‘fill the gap’ left by a withdrawing state?
5. How does voluntary welfare contribute to social policy in a modern capitalist democracy?

**Chapter 38**

1. Why is unpaid care of particular interest to feminists in social policy?
2. Should children and young people under the age of eighteen years provide unpaid care to disabled family members, such as their parents?
3. How would you characterise the approach to policy on unpaid carers adopted by successive governments in the countries of the UK in recent years?
4. Why is there uncertainty over the future supply of unpaid care in the next two decades?
5. There is a dilemma for governments concerning policies around unpaid care and employment. Describe this dilemma and explain its likely causes, with particular reference to the UK or one of its constituent countries.

**Chapter 39**

1. Why have users of welfare services (such as social security benefits and social care services) been stigmatised more than users of education and health services?
2. What does it mean to be a co-producer of public services?
3. What are the arguments for and against the use of direct payments for people with disabilities?
4. Why has the social model of disability been so significant in relation to disability rights?
5. Why might some people with disabilities be unwilling to work closely with the state to improve social care services?

**Chapter 40**
1. How should we respond to the growing needs and opportunities offered by an ageing population? Prepare evidence for a House of Commons Committee focusing on how we might pay for an ageing population.
2. How far should the funding of different social services be devolved to Scotland, Wales, Northern Ireland and English local government? Prepare a paper for a pressure group representing service users in a service of your choice.
3. Write an article for a popular newspaper to convince its readers that ‘welfare’ is not just funding the ‘workshy’.
4. Brief an incoming Treasury minister on possible priorities for public expenditure in the coming five years.
5. Can we afford a welfare state anymore? If so how should we pay for it?

Chapter 41

1. In what ways can taxation affect well-being?
2. What trade-offs do policymakers face in setting tax rates?
3. Should tax policy be used to encourage or discourage certain behaviours?
4. Should particular taxes be earmarked for specific purposes?
5. How could the UK tax system better support social policy?

Chapter 42

1. Why might ‘top-down’ approaches to policy implementation appeal to decision-makers, but prove not to be straightforward in practice?
2. How might the views of some groups be excluded from the policy agenda?
3. In what ways might shifts in power from Westminster to the devolved administrations of Northern Ireland, Scotland and Wales and to the European Union affect policymaking and implementation in the United Kingdom?
4. Why might the use of ‘evidence’ and ‘expertise’ sometimes be problematic in policymaking?
5. Discuss, with examples, social policies under governments since 1997 that might be said to reflect ‘rational’ or ‘incremental’ approaches to policymaking.

Chapter 43

1. What are the main differences between the OPA and NPM?
2. If managers are so essential for public services, why are they so often cast as ‘villains’?
3. What are the main problems from which the NPM has suffered since the 1990s?
4. Give two examples of public service failure since the 2000s. What do these failures tell us about the pressures welfare services have faced?
5. One of the main challenges facing public managers is that public services often have professional groups (such as doctors or town planners), whose cooperation they need in order to deliver the services to the public. What do you think are the challenges involved in trying to manage professionals who know more about the service they offer than you (as a public service manager) may do?

Chapter 44
1. Think about a particular welfare service (for example, education, health, social care). In relation to this service, who should be held accountable? To whom should they be held accountable? What tensions arise between the needs of different groups?
2. In relation to a particular welfare service, what accountability mechanisms can you identify? How do these mechanisms overlap? Are any of them in conflict with each other?
3. What are the advantages and disadvantages of increasing accountability?
4. Identify any recent proposals for increasing accountability and/or cutting the costs of accountability. What implications do these proposals have for the issues raised in this chapter?
5. How do democratic and ‘user’-focused accountability mechanisms conflict with each other? How could mechanisms be improved to take account of both?

Chapter 45

1. Which council or councils are responsible for overseeing what services in your locality?
2. What is the political complexion of your local council or councils, and what are the electoral arrangements?
3. What do you think could be done to increase participation in local elections, civic engagement and local decision-making?
4. What do you think are some of the advantages and disadvantages of directly elected mayors being in charge of local councils?
5. Discuss what roles and responsibilities you think elected local government across the UK should have in the future.

Chapter 46

1. How has the relationship between economic and social policy evolved since the establishment of the EEC in 1957?
2. To what extent has the autonomy of national social protection systems been undermined by the growing EU social policy competence?
3. What has been the impact of different waves of enlargement on the EU social policy remit?
4. To what extent are national social policy models compatible with a European social model?
5. Assess the evidence for and against the European Union’s growing social policy competence from the perspective of individual member states.

Chapter 47

1. What is the scope of social security?
2. What are the advantages and disadvantages of using means-tested support to alleviate poverty?
3. Is it better to provide people with either vouchers (such as Food Stamps in the US) or cash?
4. Is the wide variety of different benefits justified, or is a move to a ‘Universal Credit’ to be preferred?
5. Have changes in economic and social conditions rendered obsolete the Beveridge plan for the benefits system.

Chapter 48
1. What have been the biggest changes to the nature of employment in the UK over the post-war period and what has caused these changes?
2. Should we seek to reshape job search requirements of the unemployed around the conditions of ‘fair reciprocity’?
3. What policy interventions could be taken to improve the nature of employment in the UK?
4. Is it acceptable that people can work full-time and still be poor?
5. What are the key challenges regarding employment in the UK and what policy interventions could be implemented to respond to those challenges?

Chapter 49

1. Why is healthcare a prominent political issue?
2. Why is it important for government to ensure equitable access to healthcare?
3. Should we spend more on healthcare? If so, how should these extra resources be generated?
4. Why are partnerships important in health and social care?
5. Does an increasing role for the independent sector in providing services funded by the NHS strengthen or weaken the NHS?

Chapter 50

1. What is public health? Why should it be a priority for government?
2. What were the main policies of the Labour governments on public health and how successful were they?
3. What were the main Coalition policies on public health?
4. What are the main criticisms of the Coalition’s policies on public health?
5. Compare and contrast the public health policies of the Labour governments and the Coalition government.

Chapter 51

1. How do school systems across the UK vary?
2. What market-oriented policies have been implemented?
3. What approaches have been adopted to try and reduce achievement gaps between different groups of pupils?
4. Why is early education considered to be important?
5. How does the provision of school-based education vary between the countries of the UK?

Chapter 52

1. Who should have access to lifelong learning?
2. Who should pay for post-compulsory education and training – the government and taxpayers or individual learners and employers?
3. Are post-compulsory education and training a private good or a public good?
4. Who should decide what post-compulsory education and training courses are available and to whom?
5. Is lifelong learning important and, if so, why?

Chapter 53
1. Where does housing fit in the UK welfare state? How much influence do government policies have on housing in comparison with market drivers?
2. How do supply-side (construction subsidies) and demand-side (housing benefit) subsidies affect the roles of private landlords and social housing?
3. Is the stock transfer equivalent to privatisation?
4. How did ‘localism’ affect mainstream housing policies under the Coalition government?
5. What can governments do to increase housing supply and revive flagging home ownership markets? Where does ‘Help to Buy’ fit?

Chapter 54

1. How can social care be encouraged to work effectively with other services (such as education or health) without losing its distinctive contribution and values?
2. How can services carry on meeting the needs of people in crisis whilst also trying to invest in longer-term preventative approaches?
3. What impact will personal budgets have on the nature and delivery of social care?
4. What impact will funding cuts have on adult social care, on workers and on people using services?
5. How fit for purpose does social care feel in the early twenty-first century, and what needs to change moving forwards?

Chapter 55

1. What are the two main sources of data about crime?
2. What has been the general trend in crime over the past forty years?
3. How might the dominant characteristics of criminal justice policy over the same period be described?
4. What explains the rise in the prison population between 1990 and 2015?
5. In what ways have penal politics changed in recent times?

Chapter 56

1. What are the key features of the current unemployment policy approach?
2. What evidence exists around the impact of conditionality and sanctions?
3. How might divisions between workers and non-workers affect out-of-work benefit claimants?
4. What criticisms might be made of the current approach to unemployment policy?
5. What do we learn from looking at how unemployment policy is experienced by those directly affected?

Chapter 57

1. What have been the key changes in family patterns in the UK over the past thirty years?
2. What are the challenges for social policy arising from increased employment among mothers?
3. Define family policy.
4. Did the Labour governments from 1997 onwards transform family policy? If so, how?
5. What are the main challenges for family policy in the UK today?

Chapter 58
1. How has childhood changed in Britain over the last thirty years?
2. What role do children’s rights play in policy?
3. What is the Child Poverty Act 2010, and what are the implications for children of this legislation?
4. How has devolution in the UK affected policies for children?
5. What are ‘social investment’ policies and how do they affect children?

**Chapter 59**

1. What are the key stages in youth policy development described in the chapter and what are the key features of each stage?
2. What were the main reasons for the development of a more holistic approach to youth policy between 1997 and 2010?
3. What is meant by ‘social exclusion’ and what were the main categories of young people thought to be at risk?
4. Why do you think ‘NEET’ became such a predominant policy concern after 1997 in the UK and in the European Union in the twenty-first century?
5. In the UK, do party politics matter when it comes to youth policy? How did youth policy change following the 1997, 2010 and 2015 general elections?

**Chapter 60**

1. How is old age socially constructed?
2. What factors affect a person’s life expectancy and healthy life expectancy?
3. If people are living longer, should everyone work longer? What might make this difficult?
4. Should older people fund their own care, even if it means they have to sell their home?
5. What are the biggest challenges related to a diverse ageing population facing policy makers?

**Chapter 61**

1. What is the difference between ‘individual’ and ‘social’ models of disability, and what are the implications for social policies?
2. How convincing is the argument that ‘disability’ is a flexible or fluid policy category and that who counts as ‘disabled’ changes in response to socio-economic conditions?
3. What combination of regulatory and redistributive policies is most likely to deliver equality and full participation for disabled people?
4. To what extent are national disability policies now influenced by compliance with European and global governance?
5. How are disabled people and their organisations represented in the policy process and how influential have their voices been?

**Chapter 62**

1. What are the main processes underpinning contemporary migratory movements?
2. Why is it important to go beyond the generic category of ‘migrant’?
3. Why does UK migration policy distinguish between EU nationals and third-country nationals?
4. Identify the key elements of the UK’s managed migration strategy.
5. Giving examples, examine the ways in which immigration, asylum and welfare policies have intersected through history in the UK.
Chapter 63

1. How would you account for the growing interest in comparative social policy?
2. What are the main methodological problems faced by comparative policy researchers?
3. Taking any two countries and one social policy issue, what factors would you include in a comparative study?
4. What are the main drawbacks of using typologies in comparative analysis?
5. How would you explain cross-national variations in social policy?

Chapter 64

1. Why might policymakers engage in cross-national policy learning and transfer?
2. How do coercive and voluntary processes of transfer differ?
3. What are the common barriers to cross-national policy transfer?
4. Why might a policy that appears to work well in one country not work well in another?
5. Why are processes of cross-national policy learning and transfer more complex than they might appear at first sight?

Chapter 65

1. Does it make sense to contrast US American with European social policy?
2. What is typical for European welfare states?
3. In what sense is the UK a typical European welfare state?
4. In what sense is the UK different from most other European welfare states?
5. Critically discuss the claim that there is no such thing as European social policy.

Chapter 66

1. In what sense does social policy in the US differ from other OECD countries?
2. In what sense is social policy in the US similar to other OECD countries?
3. What are the institutional features which influence social policy in the US?
4. How does social policy in the US exhibit the tension between market and state interventions?
5. What do you consider the distinguishing characteristics of social policy in the US?

Chapter 67

1. Explore the distinctiveness of East Asian welfare regimes in relation to the role of each sector
2. Are ‘developmentalism’ and ‘productivism’ still useful labels to examine welfare systems in East Asia?
3. What are the major implications of demographic change (such as ageing of the population, changing families) for future social policy in East Asia?
4. How do you explain causes and consequences of widening social inequalities in East Asian societies?

Chapter 68

1. Is there a BRICS model of social policy?
2. What are the key trends in social protection policies and instruments in BRICS countries?
3. Does the BRICS group have legitimacy when it comes to global social policy matters?
4. What are the main principles guiding South–South cooperation?
5. What are the challenges to the sustainability of the BRICS alliance in the long term?

**Chapter 69**

1. What is a Rentier state? Does the concept help or hinder the classification of social policy in the MENA?
2. Why is it important to consider the role of international development institutions such as the World Bank or the United National Development Project (UNDP) when studying social policy in the MENA?
3. How well does Esping-Andersen’s typology of welfare regimes help us to understand the nature and scope of social policy in the MENA?
4. What are the shortcomings of a state-centred approach to social policy in the MENA?
5. In what ways do the MENA countries demonstrate corporatist and residual social policies?

**Chapter 70**

1. What have been the role and impact of international institutions in shaping social policy in developing countries?
2. How effective has social policy been in promoting well-being in developing countries?
3. Are cash transfers the answer to vulnerability and inequality?
4. Are categorisations of different parts of the globe or types of welfare systems helpful in developing social policies to address vulnerability and inequality?
5. What are the drivers of inequality and vulnerability in developing countries and how can they be overcome?

**Chapter 71**

1. Why are IOs important in the study of social policy?
2. How are IOs important in shaping social policy as a political practice?
3. How influential are IOs in matters of social policy?
4. Social policy concepts are often developed and discussed in relation to national welfare states. How can these be adapted to the global dimensions of social policy?
5. What are the key challenges for social policy in a globalising world? Are international organisations and the international community addressing them? How are they doing this? What more should they be doing? What should they be doing differently?