




Pressures from inside: Listening to the poor and excluded

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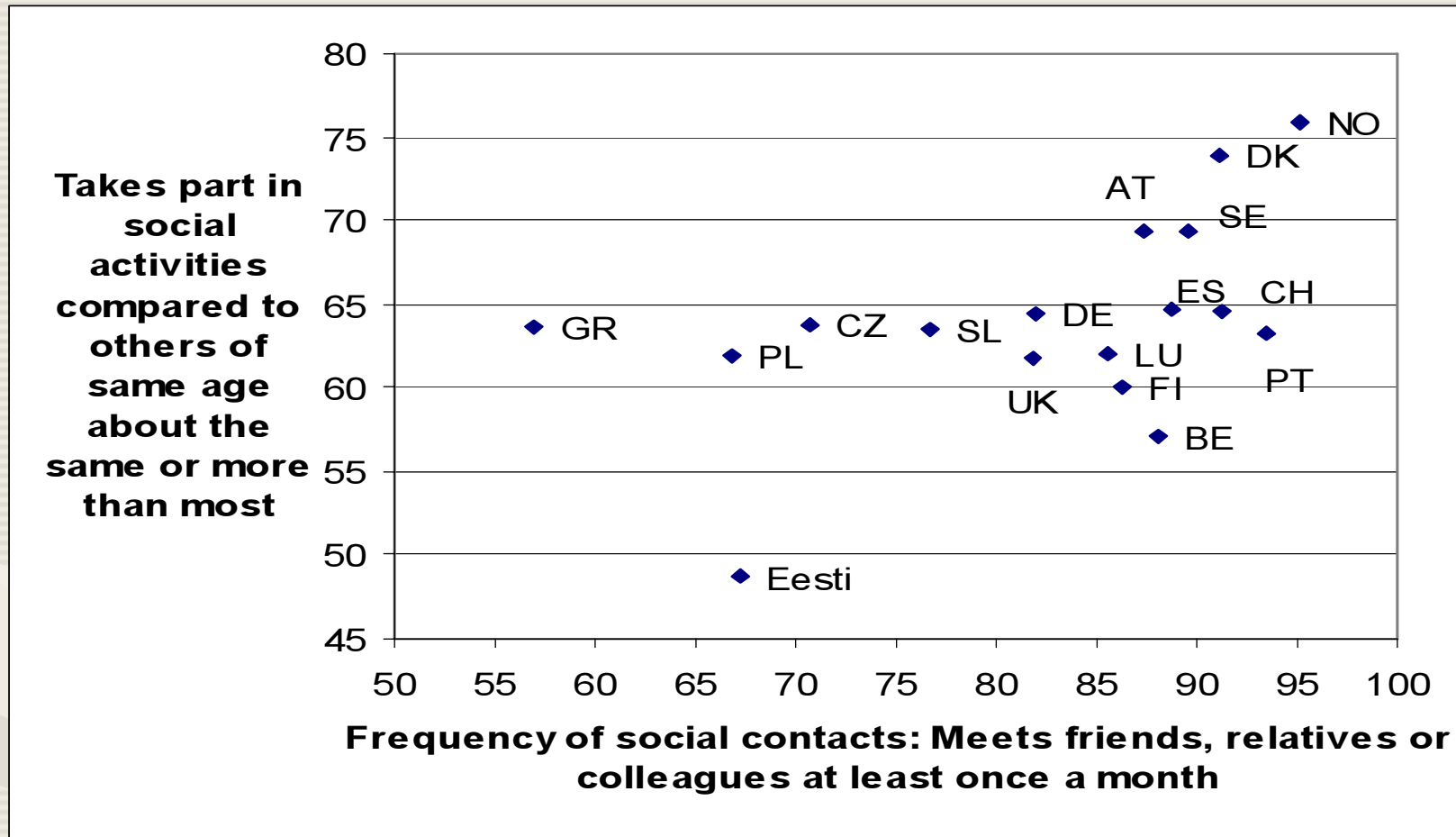
Learnings from “Poverty, social assistance and social inclusion – developments in Estonia and Latvia in a comparative perspective”

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- Introduction: Estonians among the Europeans
 - Negative career tracks and social exclusion traps of the poor and socially excluded
 - Looking for new paths towards higher inclusion

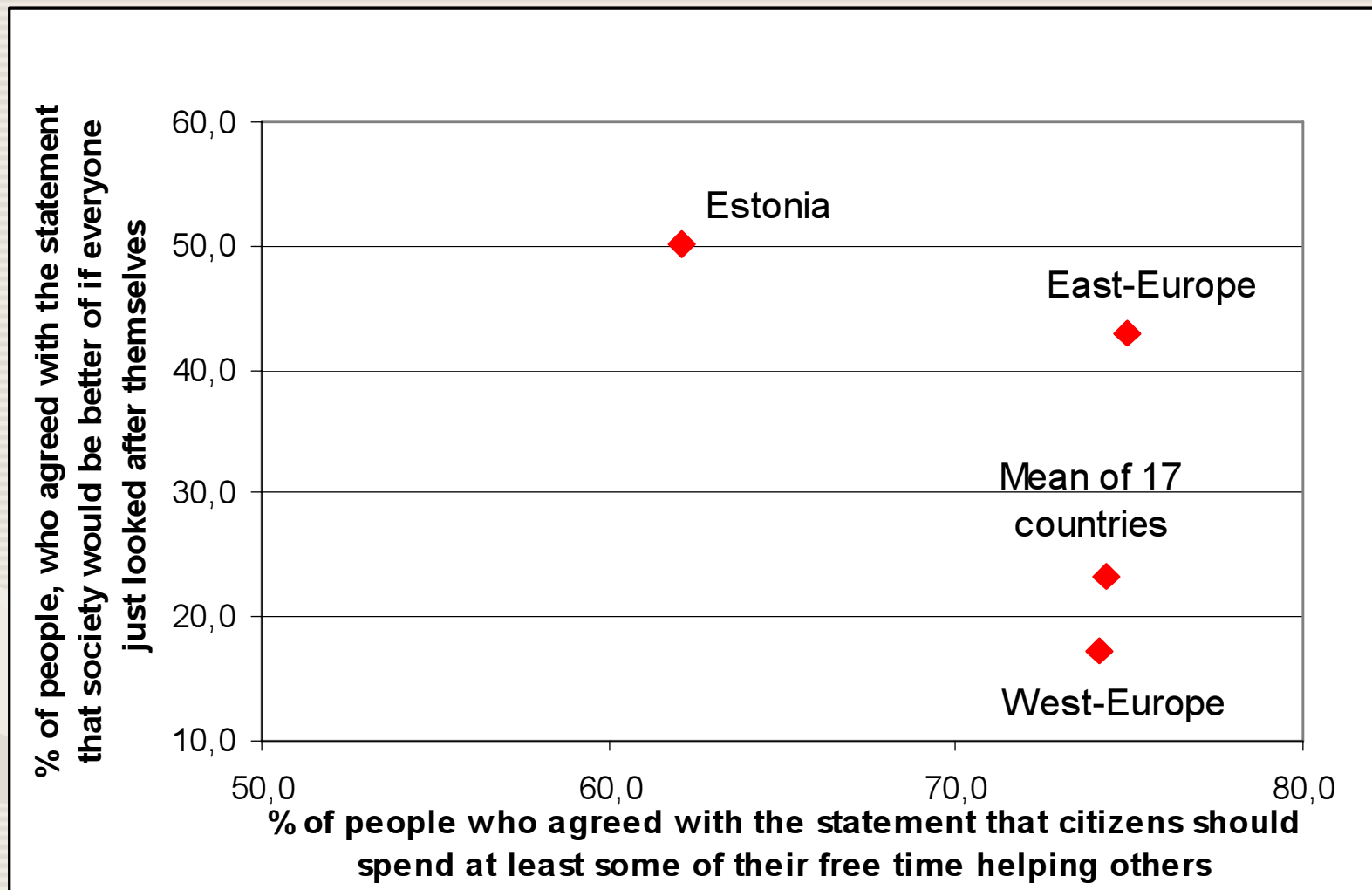
The data

- European Social Survey, Round 2: 2004
- Qualitative interviews with long-term unemployed entitled to subsistence benefit in a disadvantaged region (Kallas, 2005; Roop, 2005)
- Qualitative interviews with long-term unemployed men in rural area (Torjus, 2003)

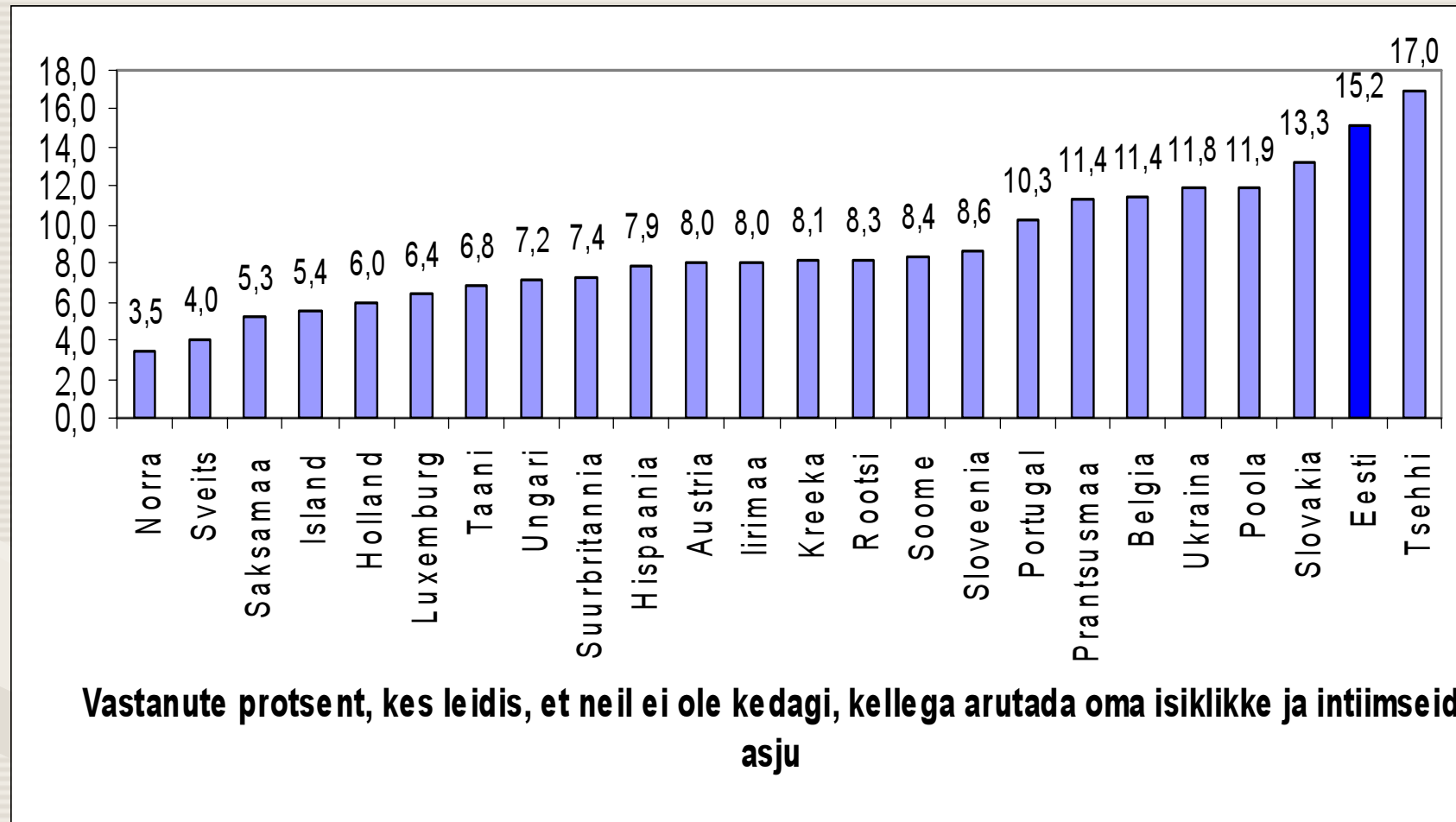
Estonians among Europeans: Sociability



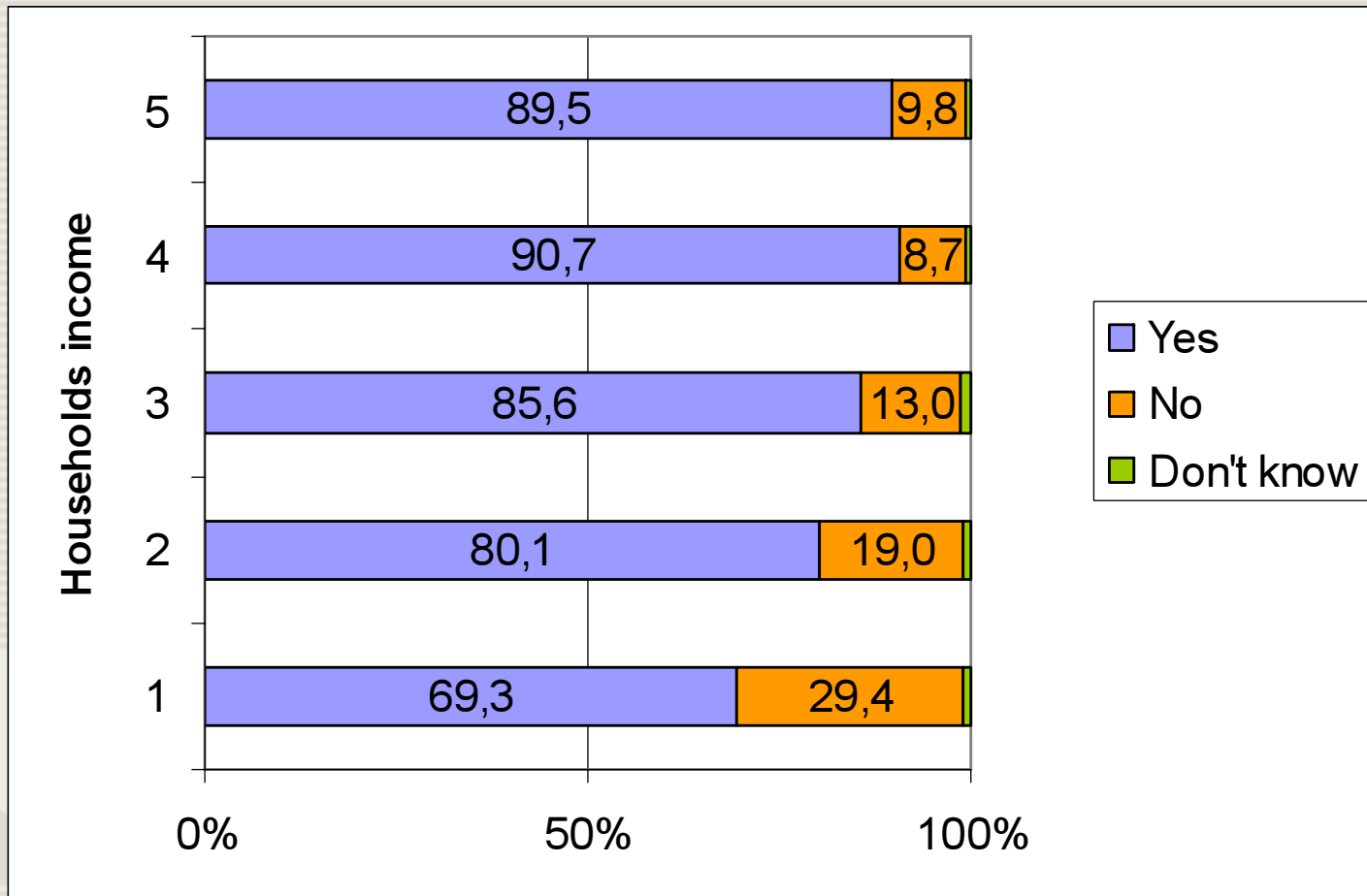
Estonians among Europeans: Self-reliance



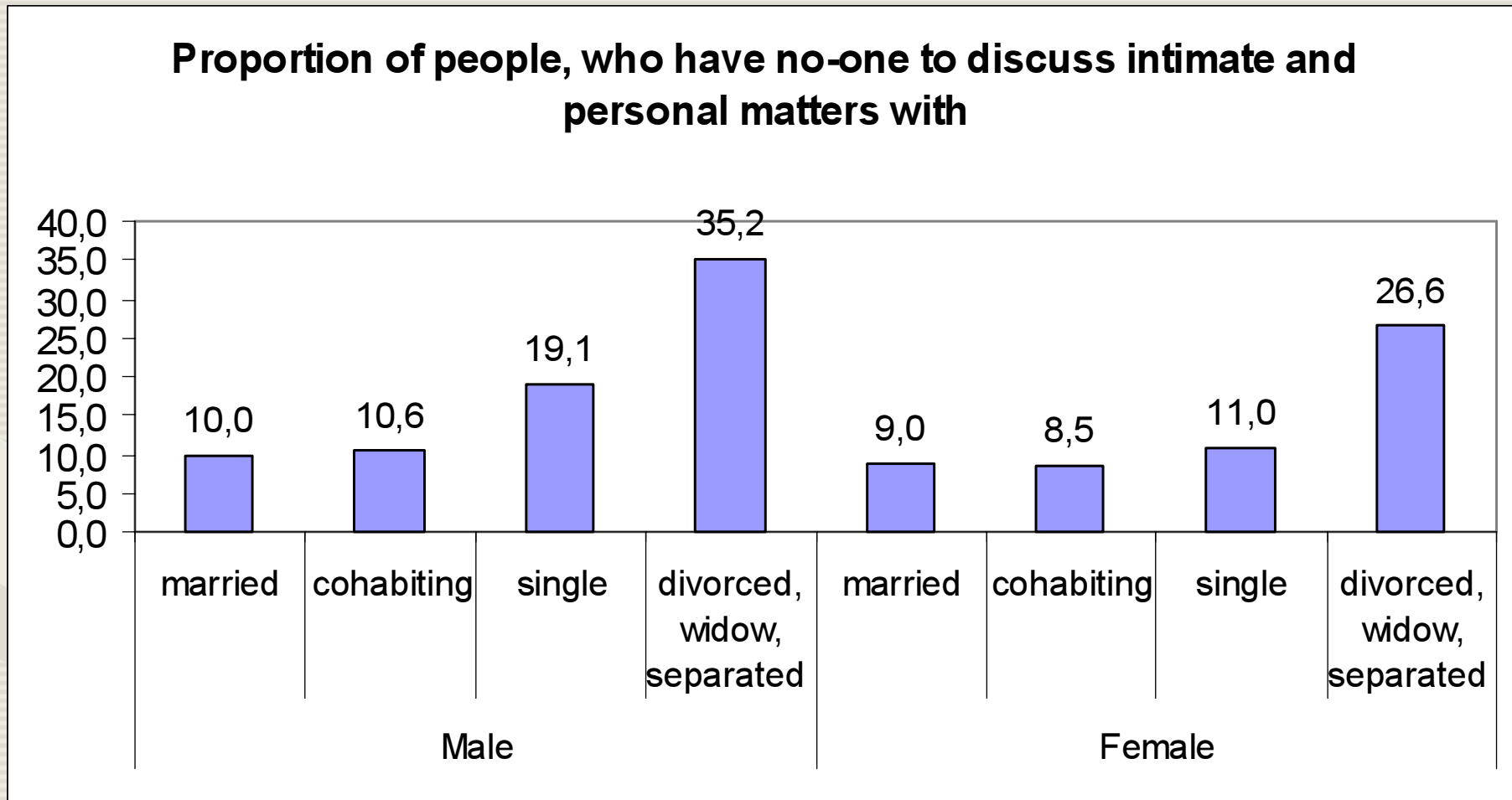
Estonians among Europeans: Anyone to discuss intimate and personal matters with



Anyone to discuss intimate and personal matters with



% of people, who have no-one to discuss intimate and personal matters with



Towards social exclusion

- Re-constructed and precarious labour market
- Increased emphasis on education and training
- Breakdown of traditional family forms, diversity of household structures
- Declining and alienating neighbourhoods

State helps those who help themselves (EE pol rhetoric)

“Listen to the poor”

Unemployed for a long time

- Not been able to find a job for a long time
- Discouraged, stopped looking for a job

Dependent on social welfare (entitled to subsistence benefits at least four last years)

→ *Poor and socially excluded*

Characteristics of the observed individuals

- The middle-aged (over 45)
- Educational level basic or less (with low study motivation and talent)
- More often separated, divorced or widowed
- Alcohol addiction (esp. men)
- Deteriorating health (both genders)
- Attached to the settlement (with caring responsibilities; own house; children's networks matter – both genders)

Loss of job: from formal towards informal support networks

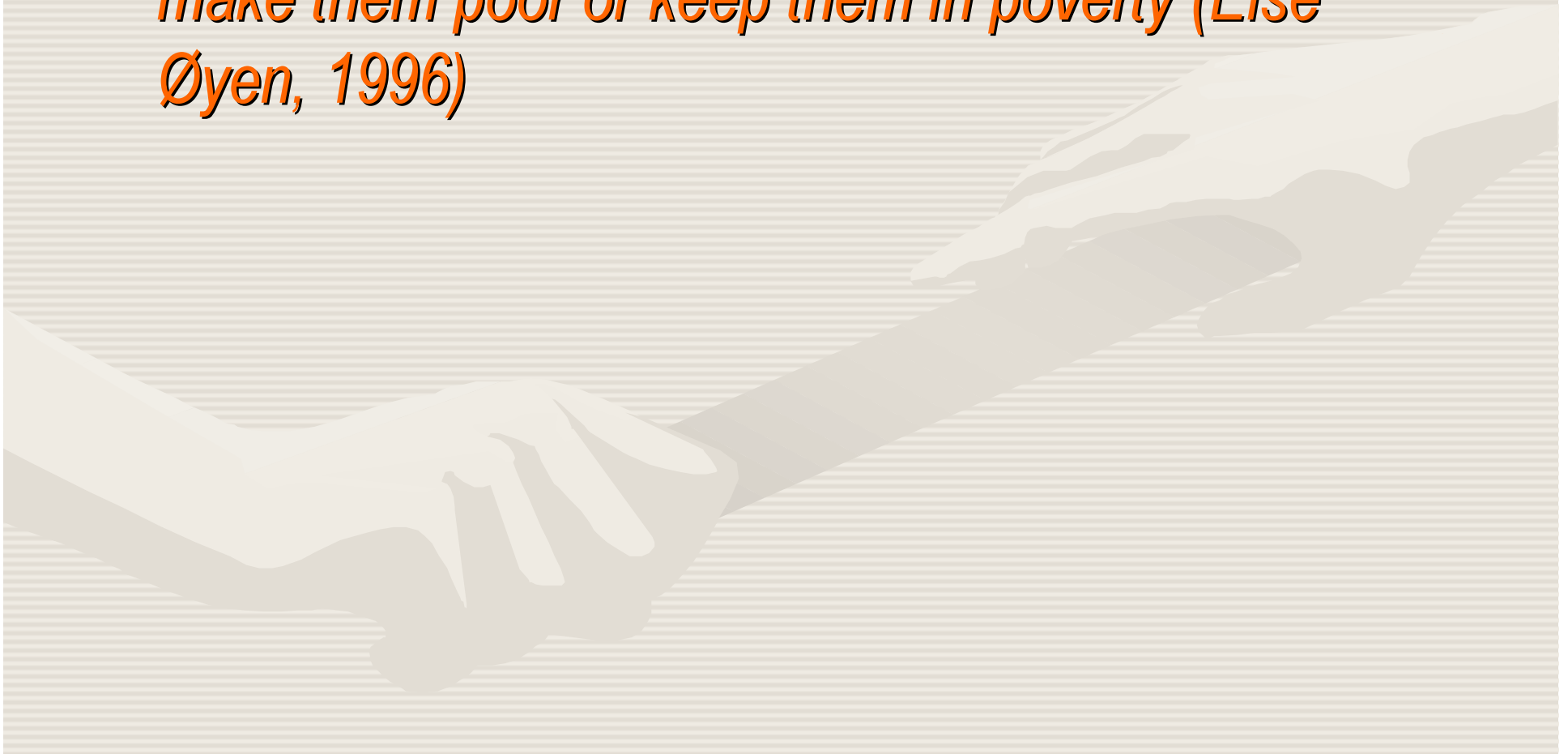
Changing formal networks

- Socialising with colleagues (decreases or disappears)
- Participation in community actions (decreases or disappears)
- Dependence on social welfare (increases)

Re-construction of informal support networks

- Gender differences in holding networks (women better than men)
- Age differences in connectedness into networks (younger better than older)

Poor people are not that passive but do things that make them poor or keep them in poverty (Else Øyen, 1996)



Negative life careers and social exclusion traps

- EDUCATION: Low school motivation → low school attainment → low re-training motivation → *bridging networks do not help*
- EMPLOYMENT: re-constructions and increasing demands → not qualifying → loss of job → low re-training motivation → *labour force measures are ineffective (linking to the society is weak)*
- FAMILY: family breakdown → loss of a home (esp men) → single parenthood (esp women) → *bonding contacts break*
- HEALTH: deteriorating health pre and post the job loss → *decreased access to health care (weak linking)*
- ADDICTIONS: alcohol abuse → loss of job → *addiction (incorporation instead of participation; negative bridging contacts)*
- AGE: discrimination by age (the drop-out's first job rejected; middle-aged not preferred by the employer)
→ *LOW ACCESS TO INFORMATION AND SOURCES*

Personal strategies of re-integration

Symptom-oriented strategies → *Effective in saving the status quo*

- Temporal work
- Restricted consumption
- Social benefits and services
- “Barter”-economy

Problem-oriented strategies → *Effective in helping out of the circle but not regular strategies*

- Improving education (training)
- Return to employment of some of the family members
- Moving to better region

→ *Social support networks are symptom-oriented not problem-oriented (self-help among the helpless)*

→ *Self-help strategies are more often symptom-oriented not problem-oriented*

Responding to pressures from inside

- Individualised social work measures
 - Social case work;
 - Medical, social and vocational rehabilitation
- Revision of social policies
- Increasing social capital
 - Access to education, starting from pre-school
 - School maintainance: strategies against school drop-out and truancy (with special focus on boys)
 - Community actions that reach the excluded
 - Formal participation instead informal incorporation
- Connecting social capital and social policy measures in more effective ways → *perspective for further research*