



MAGYAR TUDOMÁNYOS AKADÉMIA

KÖZGAZDASÁG- ÉS REGIONÁLIS TUDOMÁNYI KUTATÓKÖZPONT

REGIONÁLIS KUTATÁSOK INTÉZETE

Koós, Bálint:

The territorial dimension of social exclusion and child poverty in Hungary

**Research Centre for Economic and Regional Studies
Hungarian Academy of Sciences.**

Ostrava, 2012.

May 3 - 4.

The link between Poverty and Social Exclusion

There is a tendency to assume they are synonymous, but, they are closely related, but nevertheless distinct phenomena.

- **Social Exclusion** is:

- a **process** rather than simply a state
- and **multi-dimensional** characteristic (employment, housing, political act., education, social act. ... etc)

Poverty is

- a **state** (within a policy context: to be below the poverty line)
- **income-based** concept (less than 60% of the median income)

Social exclusion – inclusion

„the common problem of all EU member countries”

- Social exclusion has become one of the EU’s main social policy items in the 1990s.
- **The social inclusion policy** commenced with the 2000 Lisbon Summit.
- 2006-2008 **National Reports** on Social Protection and Social Inclusion
- Eu 2020 – one of the lead targets : Poverty and social exclusion

Eu 2020 targets:

- Employment,
- RD,
- Climate change
- Education
- Poverty and Social exclusion Objective - to reduce by 20 million the number of poor people in the European Union

„A concentration of disadvantaged people in certain neighbourhoods results in increased pressure on public services, reduced economic activity and private investment, the emergence of ghetto situations and an erosion of social capital.

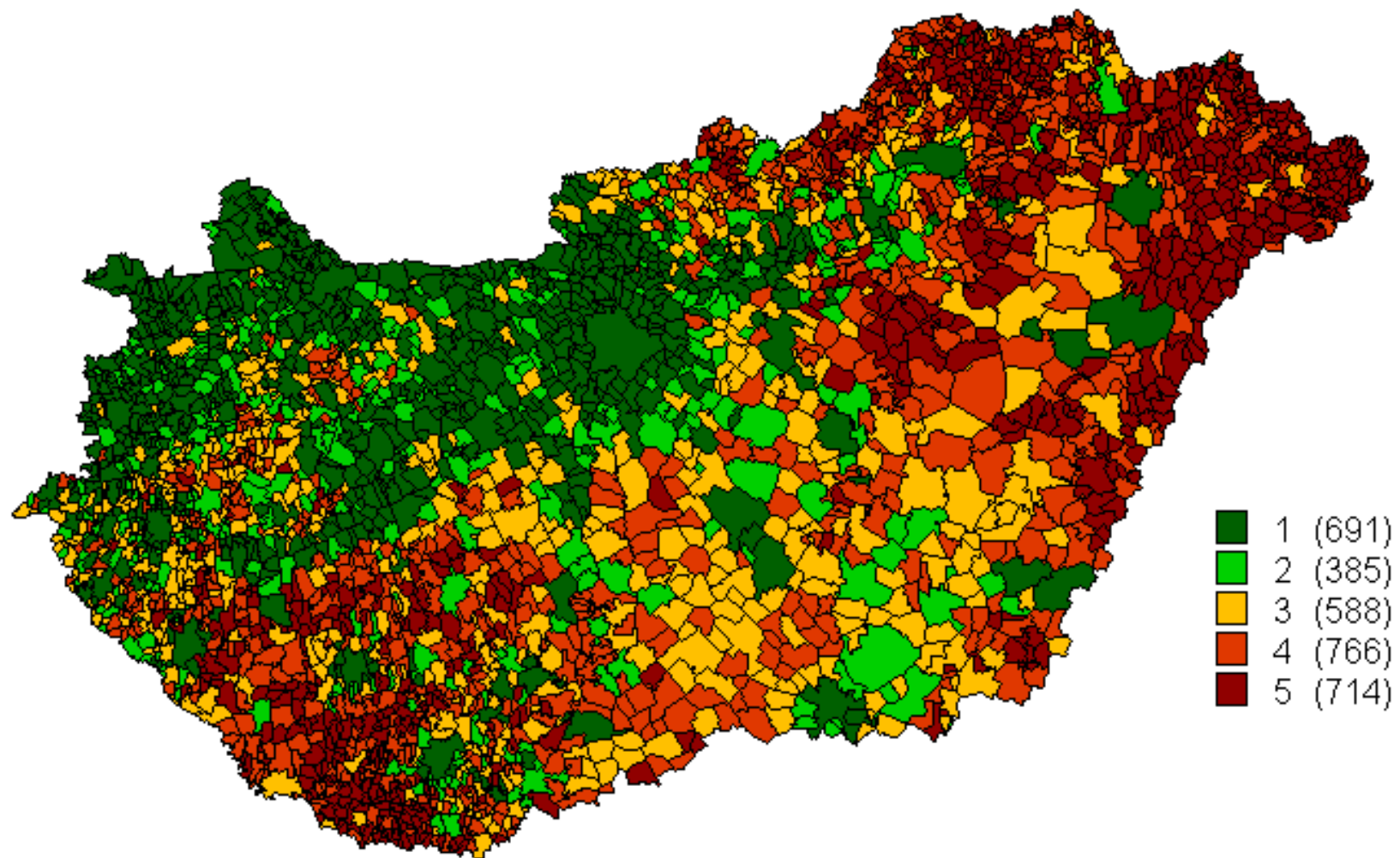
At the same time, living in deprived areas means reduced access to jobs, often inadequate public services, stigmatisation and discrimination. The concentration of disadvantage also appears to be a persistent phenomenon which can spread from one generation to the next.”

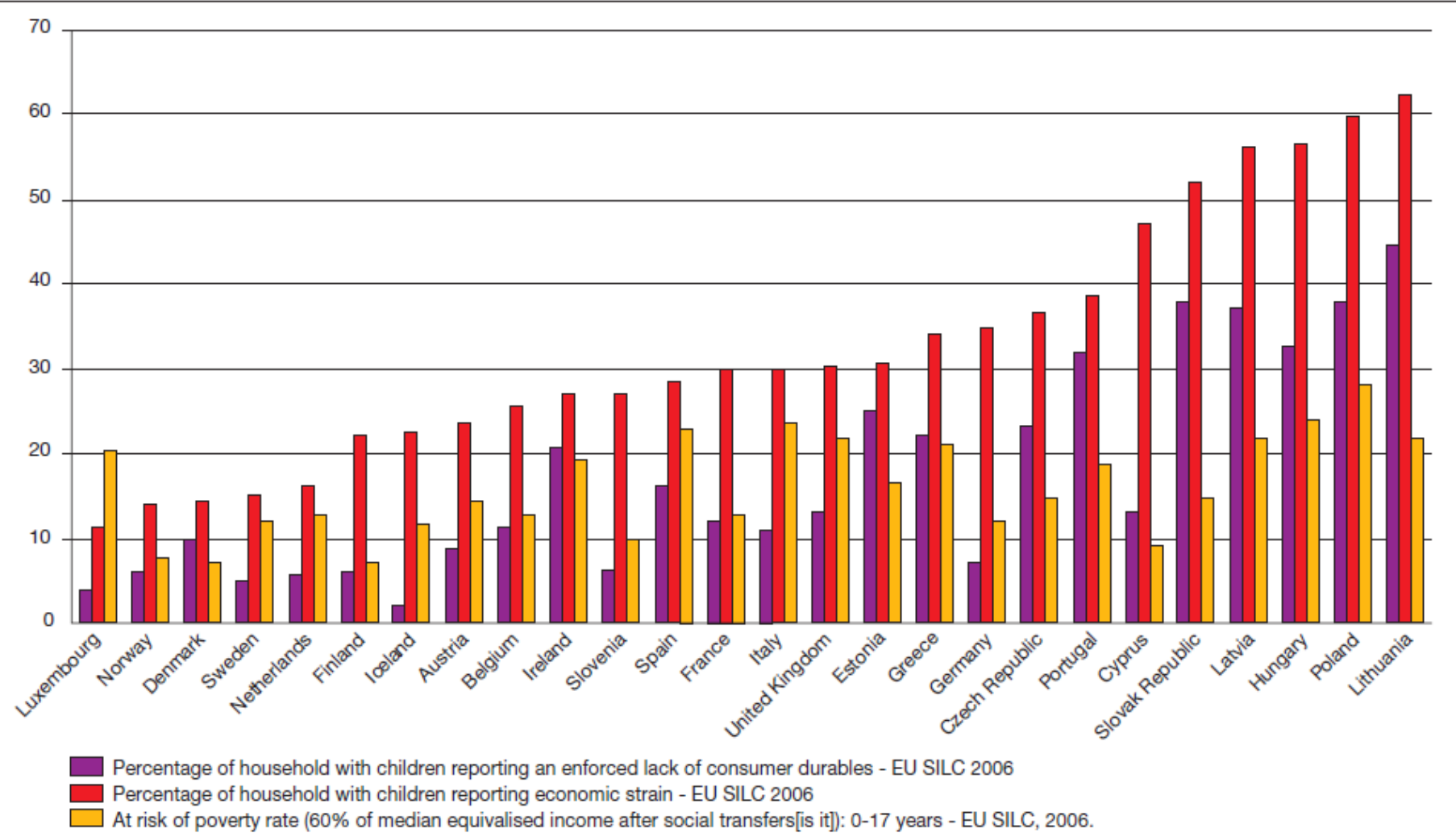
(EC, Fifth Cohesion Report, 2010, p. 187.)

Mapping the deprived areas in Hungary (socio-spatial segregatums)

The main characteristics of the deprived areas:

- Low education level;
- High rate of economic inactivity (and/or unemployment rate);
- High rate of Households without employed person;
- below-average net income and pension;
- Relatively young population (the young dependency ratio);





Source: Own analysis of SILC 2006

Facts:

- Hungary's children are poorer than the European Union average,
- Poorer in rural than in urban areas,
- 14 percent of Hungarian children live in homes in which no one has a job (Census 2001)

Experimental Program to combat the Child poverty in Hungary (www.gyerekesely.hu - „Give kids a Chance”, 2005-2011) - like „Sure start” in the United Kingdom (1998).

Program elements:

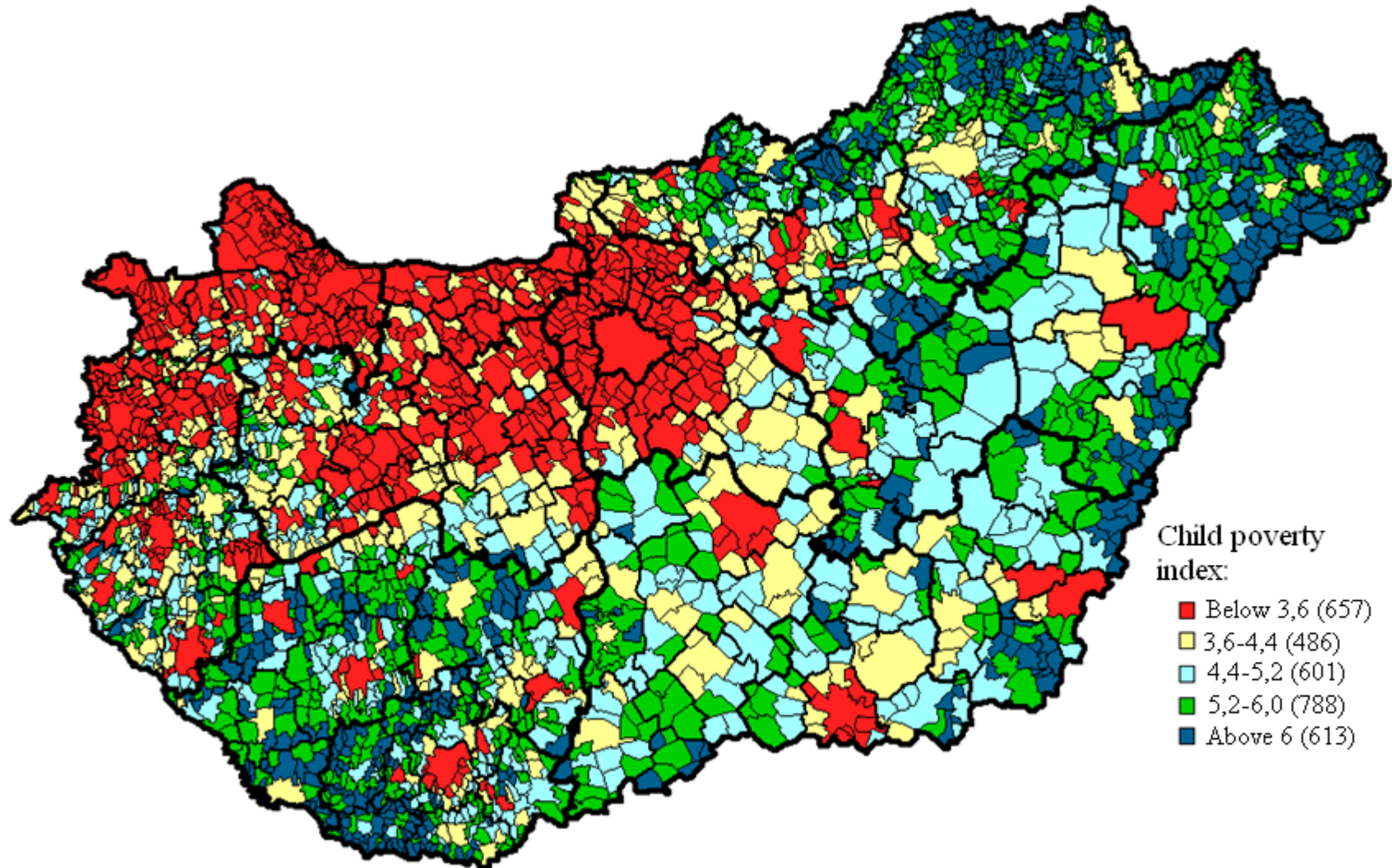
- Pre-primary education („Sure start houses”)
- Help the early school leavers
- Housing, social employment

Methodology:

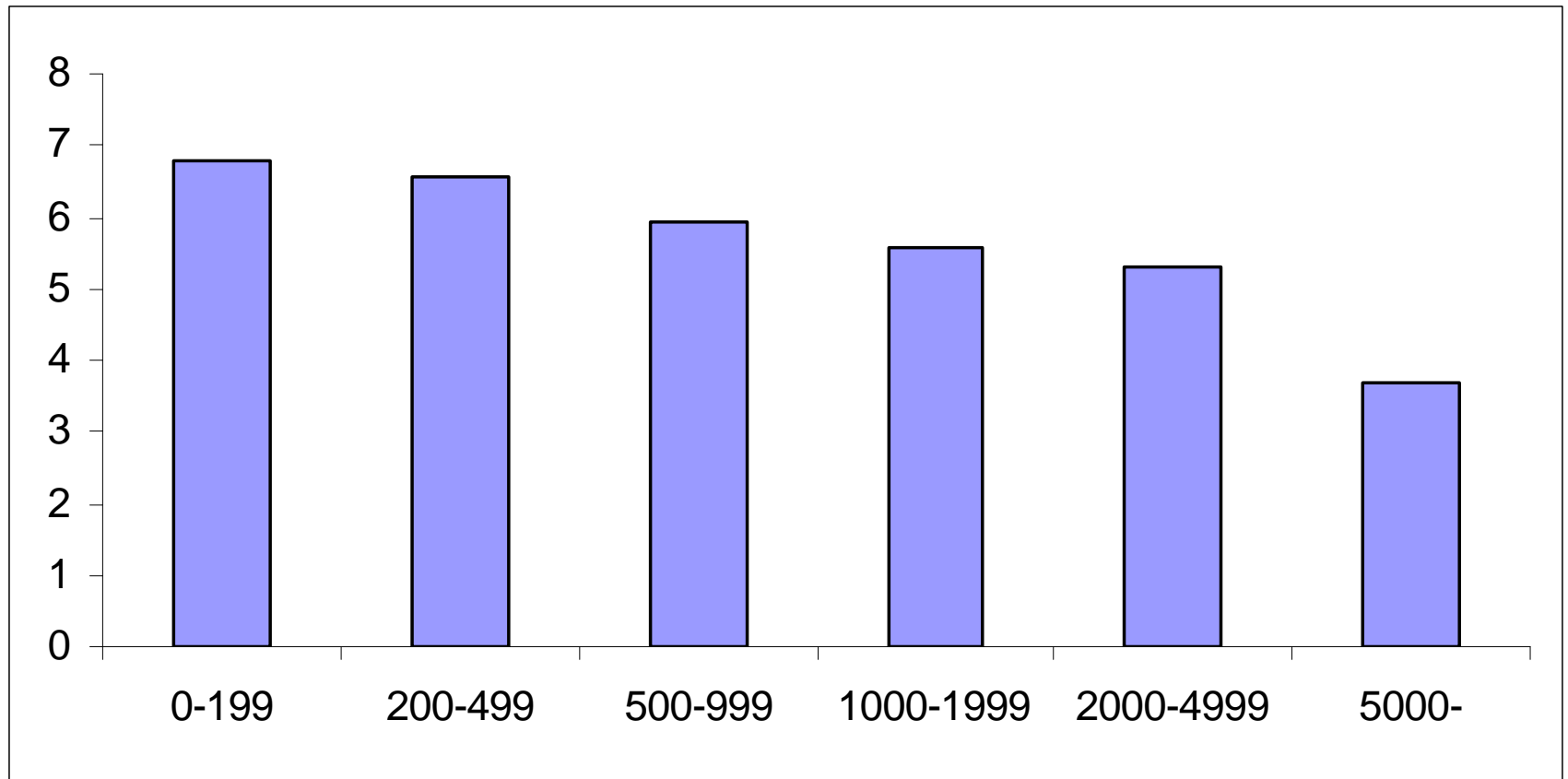
- Cluster creation

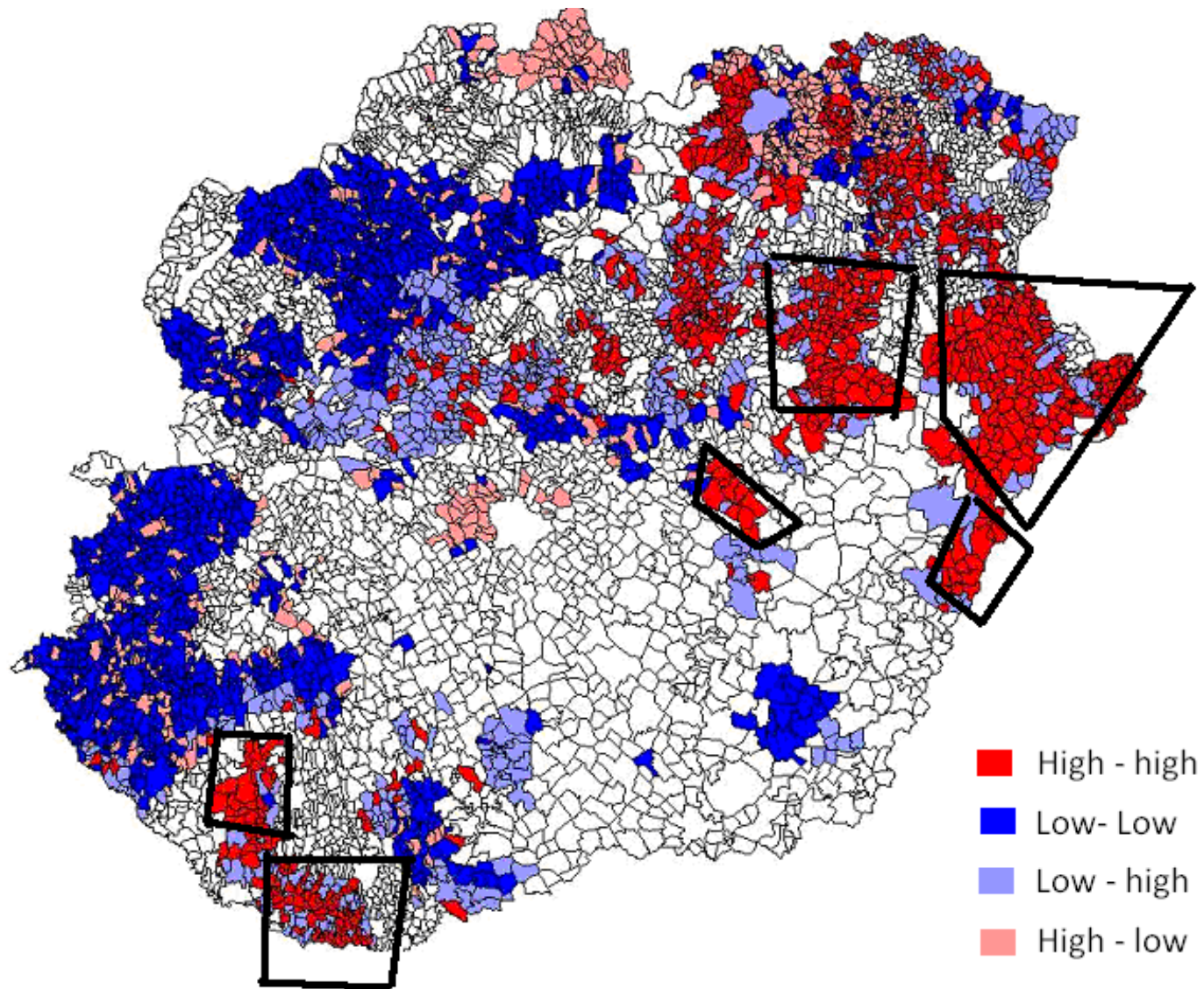
Variables, ratios:

- Unemployed people as percentage of the total active aged population;
- Age dependency ratio - Children (0-14 aged) as percentage of aged population (60-x)
- Child protection benefit ratio (benefited children/total 0-17)
- Ratio of households without employed
- Average net income and pension
- Secondary education



Variable/Child poverty index typ.	1	2	3	4	5
Population	58,5	9,7	13,0	11,5	7,2
Children aged 0-14, 2005	53,9	9,6	13,4	13,0	10,2
Enterprises, 2004	74,5	7,8	8,8	6,2	2,8
Personal cars, 2005	66,1	9,3	11,2	8,8	4,6
Number of known offenders (criminals), 2005	55,9	8,7	12,5	12,6	10,3
Population with scondary education, 2001	63,2	9,7	12,3	9,9	4,8
Roma population, 2001	23,4	7,0	12,4	21,9	35,3
Households without amenities, 2001	24,5	11,8	20,0	23,9	19,8
Unemployed, 2005	23,6	9,9	19,0	25,5	22,0
Child protection benefit, 2005	28,9	9,4	17,3	22,0	22,3





Methodology:

1. Measure spatial autocorrelation – local Moran I – spatial cluster formulation

2. Variables:

- Unemployed people as percentage of the total population;
- Children (0-14 aged) as percentage of the total population

Thank You!

koosb@rkk.hu