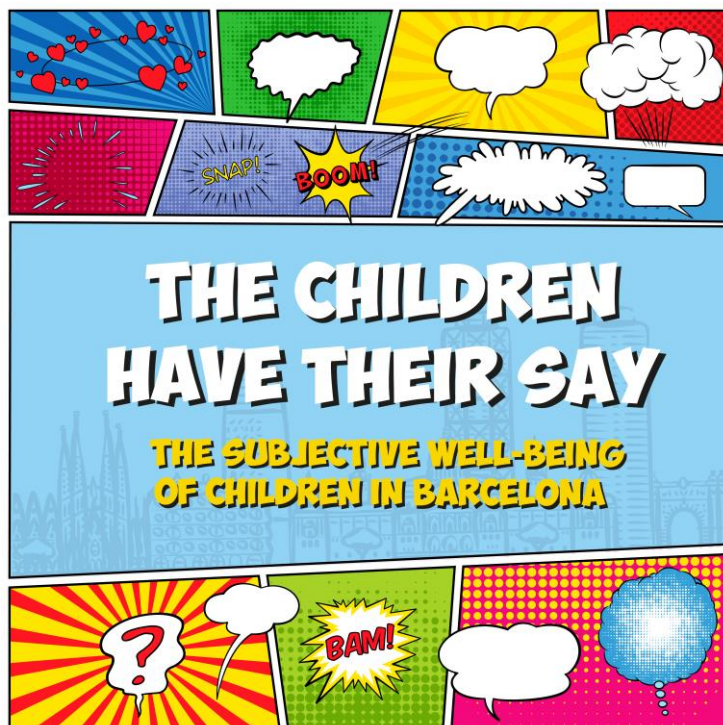


The Children Have Their Say:

The Subjective Well-Being of Children in Barcelona

→ Presentation



May 2019

#ParlenNensiNenes | #BenestarInfancia | #AgendaInfants

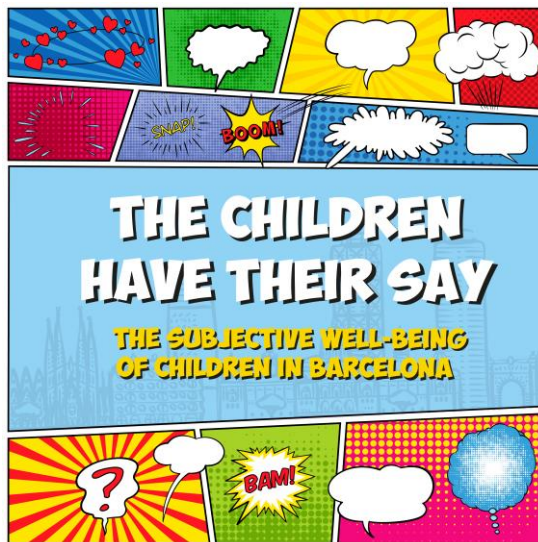


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Drets de
l'Infant



Ajuntament de
Barcelona

institut
infància i
adolescència



→ ***'The Children Have Their Say' is a program on children's subjective well-being in Barcelona, from their point of view and with them taking a leading role to improve their life.***



'It was some experience! Not everyday people ask you to complete a survey nor people carrying out an important project come at you for answers. I made me feel important' (Alba, 11)



'I really liked the fact that they asked us, because we are children, and adults do not usually ask for our opinion. I hope this project success and that boys and girls start to feel better' (Pablo, 12)



'I feel acknowledged, which I liked' (Andrea, 12)



'[Proposed actions] will produce a reaction, and I believe there will be changes in the city' (Iker, 12)



1 | **The Children Have Their Say: the Subjective Well-Being of Children in Barcelona. Program Highlights**

2 | **Results: 2 assumptions, 10 findings and 11 demands from boys and girls to improve their well-being**

1

The Children Have Their Say: Program Highlights

- 1) Institutional framework
- 2) Rights-based perspective
- 3) Epistemological approach
- 4) Objectives and phases
- 5) Mixed-methods
- 6) Products



1. Institutional framework



Program initiated in 2016/2017 lead by the local government:
Social Rights Area of Barcelona City Council



Produced by:
Barcelona Institute of Childhood and Adolescence-
Barcelona Institute of Regional and Metropolitan Studies
(Institut Infància i Adolescència de Barcelona, IIAB
-Institut d'Estudis Regionals i Metropolitans de Barcelona-IERMB)



With the collaboration of:
Barcelona Education Consortium



And the scientific guidance of:
Institute of Research on Quality of Life (University of Girona)



2. Rights-based perspective

- The United Nations Convention on the Rights of the Child (UNCRC) demands that all governments protect, respect and promote the progressive implementation of the rights of boys, girls, and adolescents.



Art. 12, UNCRC



Art. 3, UNCRC

The program 'The Children Have Their Say' helps realize the governmental duty of enforcing **the right of boys and girls to be heard**, assuring that **society as a whole acts with their best interest at heart.**

- The Catalonia Act on the Rights and Opportunities during Childhood and Adolescence (14/2010) demands the 'duty to assure proper means **to survey their points of view regarding policies, regulations or decisions that affect them**' (Section 34).
- The Barcelona's Charter of Citizenship, Rights and Duties (2010) establishes that boys, girls and adolescents '**have the right to be involved in the elaboration of the city project**'. The City Council must promote experiences and areas for citizen participation for children and adolescents (Section 22).

3. Methodological approach: 'to, from, and with' childhood



We start from acknowledging that boys and girls have their own abilities to be:



Group of boys and girls speakers

KEY INFORMANTS

SURVEY



RESEARCHERS

CO-INTERPRETERS
OF THE RESULTS



SIGNIFICANT CITIZENS

CONSTRUCTION OF THE
AGENDA OF PROPOSALS AND
DIALOGUES WITH ADULTS



4. Three objectives in three circular phases



PHASE 1:

UNDERSTAND CHILDREN'S WELL-BEING

Course 16-17: SURVEY to 4,000 boys and girls aged 10 to 12



PHASE 2:

INTERPRET AND CALL FOR ACTION

Course 17-18: 87 HANDS-ON WORKSHOPS to interpret results and call for actions



PHASE 3:

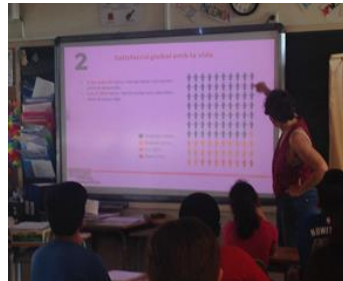
OPEN UP A DIALOGUE (AGENDA AND RESEARCH)

Course 18-19 and 19-20:

- 1) AGENDA
- 2) GROUP OF BOYS AND GIRLS: dialogues with social and political representatives of the city
- 3) RESEARCH REPORTS



5. Mixed methodology for creating knowledge



Quantitative Techniques: *Survey*

SURVEY
children's
subjective
well-being

FEED-BACK
early survey
results

**CO-
INTERPRETATION**
of the results with
the young
participants

CALL FOR ACTION
to improve
children's well-
being and
elaboration of the
Agenda

DIALOGUES
with political and
social
representatives to
discuss the Agenda

Qualitative Techniques: *Focus Group*

Survey on children's subjective well-being in Barcelona

■ SAMPLE AND SURVEY



4,000 boys and girls of 5th and 6th grade of primary school (15% of children between 10 and 12 years old in the city) of 52 randomly selected schools from the 10 districts of Barcelona city have answered an internationally validated survey ([Children's Worlds](#)) to inform adults about how they feel in different areas of their lives.

SURVEY ([CATALAN](#)/[SPANISH](#))

TECHNICAL
DATA SHEET:

[SAMPLE](#)

[SURVEY](#)

■ FIELD WORK



- ✓ **95% of the surveys completed online** (Computers/Tablets)
- ✓ Voluntary and anonymous participation
- ✓ Active listening, reading comprehension support and emotional support
- ✓ Closing of the survey with a discussion and acknowledgment

Hands-on workshops

■ COMMUNICATION AND CO-INTERPRETATION OF THE RESULTS WITH THE YOUNG PARTICIPANTS



87 workshops have been organized, in which 2,000 boys and girls of 6th grade (middle school) and 1st grade of Compulsory Secondary Education have participated to provide feedback and a joint interpretation of the survey results. Respondents are students from 48 of the 52 schools that participated in the survey the previous year, thus guaranteeing the presence of children from all districts, and from public and concerted schools.

[DIDACTIC GUIDE \(HAND-ON WORKSHOPS\)](#)

[ANALYSIS OF DISCOURSE](#)

■ CALL FOR ACTION



As part of the 87 hands-on workshops, boys and girls have made 5,000 suggestions for improving their well-being, addressing the Council and other governmental agencies, the school, the families and themselves, as improving their well-being requires the shared responsibility of all social agents.

AGENDA



■ ELABORATION OF THE CHILDREN'S AGENDA



The Children's Agenda is prepared based on the synthesis of the 5,000 suggestions on 3 criteria: suggestion frequency, geographical distribution and relevance (according to the survey results). The Children's Agenda specifies 11 demands and 115 suggestions for improving their well-being.

■ YOUNG SPEAKERS GROUP ESTABLISHING DIALOGUES WITH ADULTS



Municipal government 08/06/18

The thirty children who make up the Spokeskids Group open communication channels with social and political representatives of the city to present their demands and discuss how to find solutions, as well as the feasibility of putting their suggestions into action.



CMBS and ACBI 18/10/18



Municipal groups 29/10/18



Municipal response 19/11/18



Council of the City 13/12/18

6. Products



4 RESEARCH REPORTS

Report on the preliminary findings of the survey (October 2017) [CA]

In-depth analysis of the survey on children's subjective well-being (September 2018) [CA]

In-depth analysis of hands-on workshops with the young participants (September 2018) [CA]

Report The Children Have Their Say: the Subjective Well-Being of Children in Barcelona (April 2019) [CA]

THE CHILDREN'S AGENDA

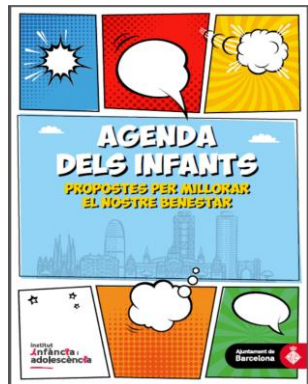
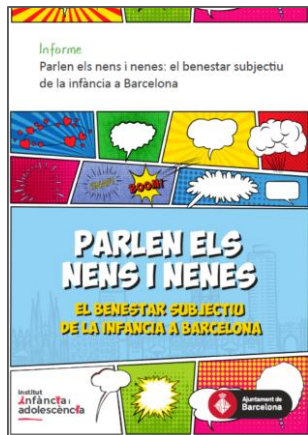
Agenda (pdf) [CA] + Video [CA; subtitling ES, EN]+ Poster [CA, ES, EN]

Boys and girls made 11 demands and 115 suggestions to improve their well-being and addressed them to the city council and other governmental agencies, to the school, to the families and to themselves.

THE SPOKESKIDS GROUP (made up of boys and girls)

Thirty children who have participated in the previous phases established a dialogue with the Mayor and the Advocate for Social Rights, municipal political groups, the Municipal Council of Social Welfare, the Citizen's Agreement for an Inclusive Barcelona, as well as the Council of the City (June-December 2018).

Institutions provided feedback to the boys and girls regarding the "Jornada de la Infància i l'Adolescència a Barcelona: present i futur" (Children's and Adolescents' Day in Barcelona: present and future) [CA]



2

Research Results

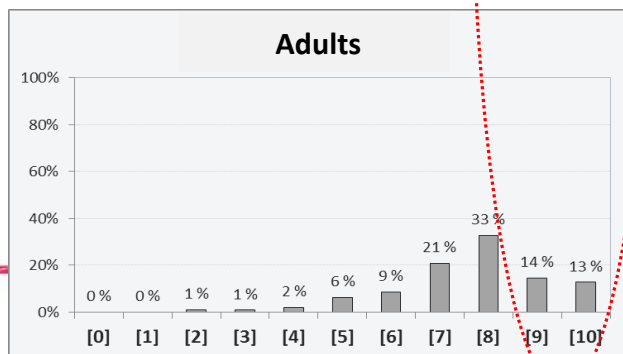
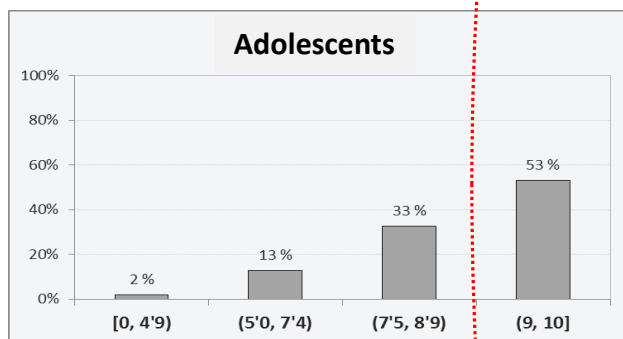
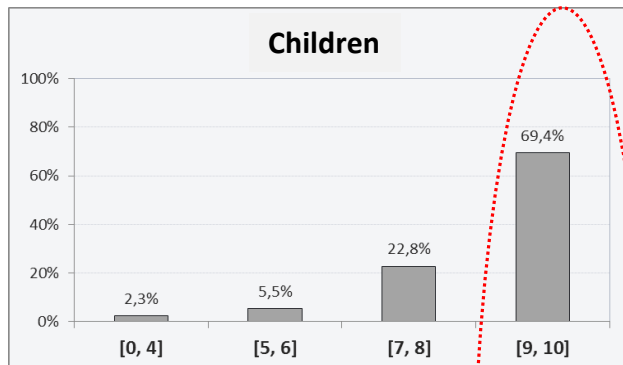
- 1) 2 assumptions
- 2) 10 findings
- 3) 11 demands from boys and girls to improve their well-being



1st ASSUMPTION: Special ears are needed to listen to boys and girls



GLOBAL SATISFACTION WITH LIFE, ACCORDING TO STAGE OF THE LIFE CYCLE



Institute for Opinion Studies
Catalonia 2015 (aged > 18)

Pattern Children's Worlds
Main 2013-14 (aged 12)

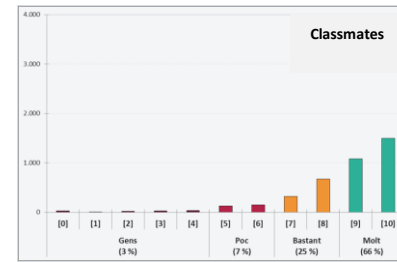
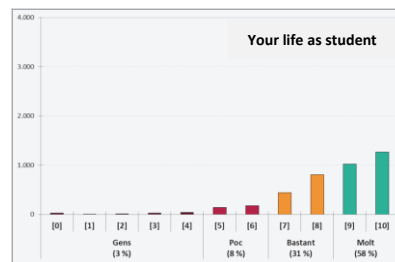
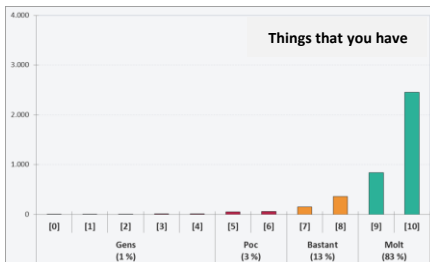
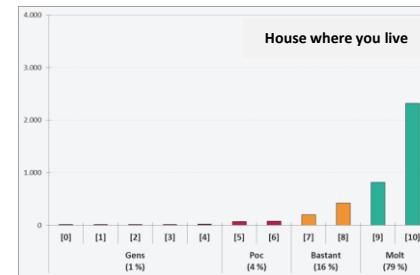
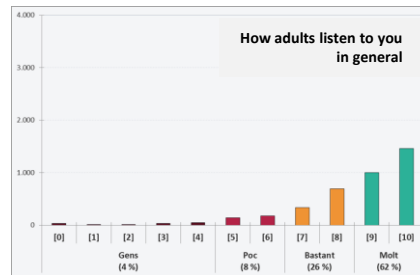
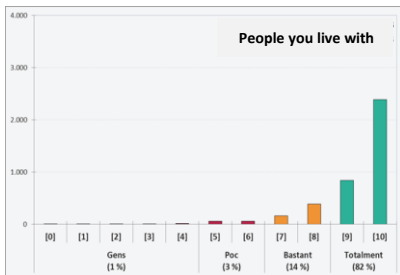
Pattern EBSIB-2017
Barcelona 2017 (aged 10-12)

The vital optimism bias, according to which boys and girls tend to respond more positively than adults when asked about their well-being, makes it necessary to have 'special ears' when listening and analysing what smaller children tell us.





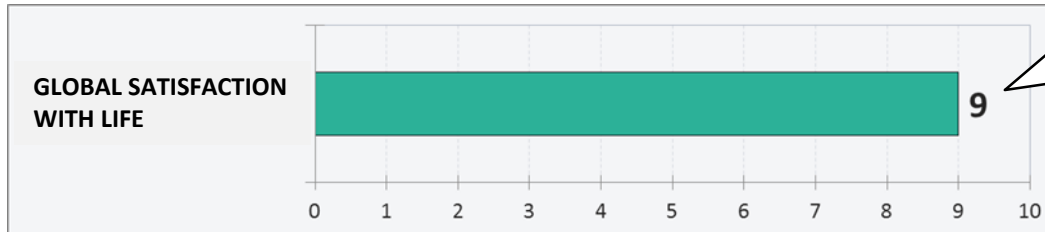
Aspects of children's lives in Barcelona (0-10)



The vital optimism bias is the phenomenon according to which the answers given by boys and girls do not follow the curve of normal distribution (most 5-value answers), but accumulate between the values of 9 and 10.

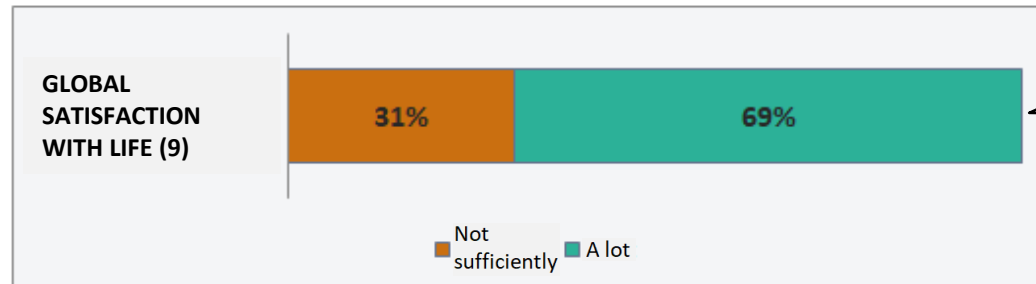
(...) As much as the general well-being scores are optimistic, we cannot make the mistake of simplifying and affirming that 'boys and girls are doing great, there's nothing else to be done'. Moreover, taking into account the vital optimism, the group of boys and girls with a low level of well-being, however small, may be representing quite complicated and delicate situations. These results must be accurately interpreted.

Interview with Drs. Ferran Casas and Mònica González (University of Girona), Childhood Well-Being Experts

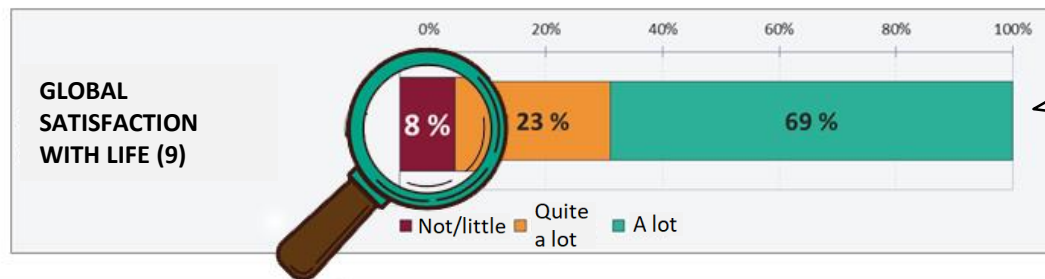


- Average satisfaction of boys and girls from 10 to 12 years of age in Barcelona: 9 over 10
- Vital optimism bias is confirmed
- Results consistent with the rest of the countries where the same survey was conducted

The vital optimism bias implies an specific analysis with the following:



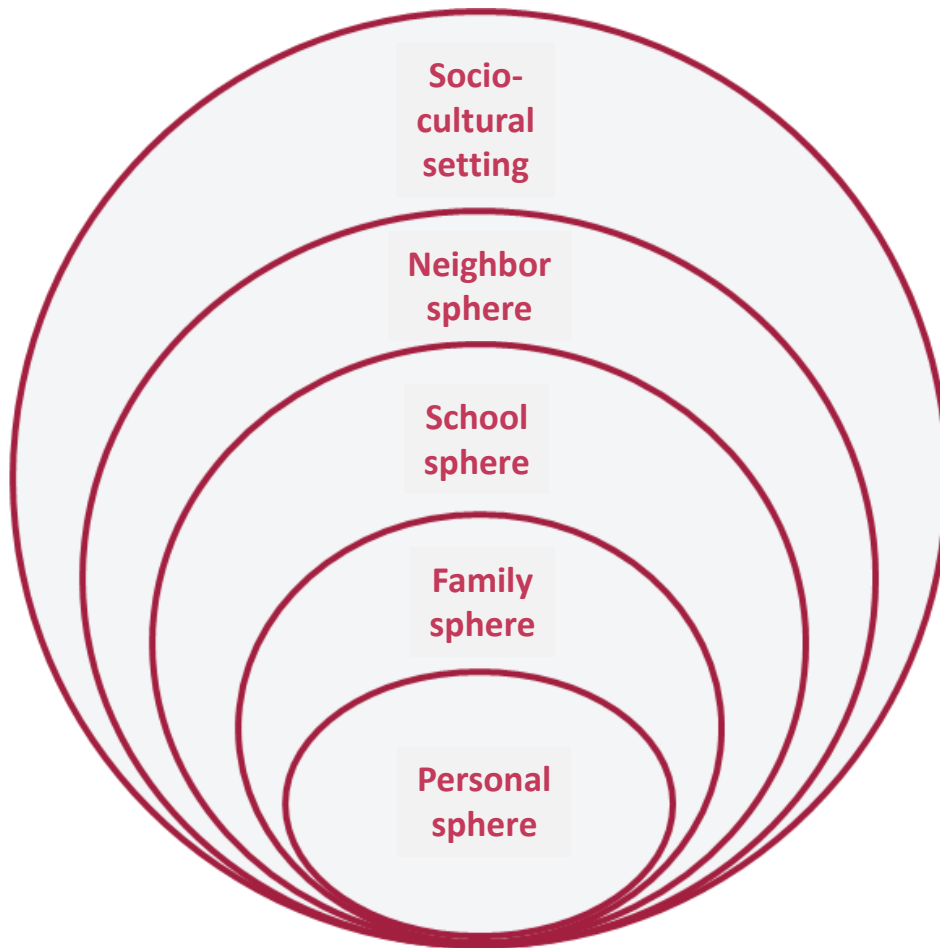
1) Identify children that express **not being sufficiently satisfied with their well-being**, grouping answers about 'not at all satisfied', 'little satisfied', and 'quite a lot satisfied'.



2) Among those who "are not sufficiently satisfied", identify the subgroup that express being little or not at all satisfied, bearing in mind that it is neither expected nor usual and that it may be indicating significant dissatisfaction in this group.



2nd ASSUMPTION: All areas of well-being are interrelated, and changes in one area impact others



→ The improvement of the perception of personal freedom/independency implies that the boy or girl feels more satisfied with his or her perception of safety and in how he or she perceives being listened to by adults.

→ Boys and girls who perceive that 'their mothers and fathers listen to them and take what they say into account' are more satisfied with their student life and their school learning.

→ Boys and girls who feel that 'their friends often treat them well' feel safer.

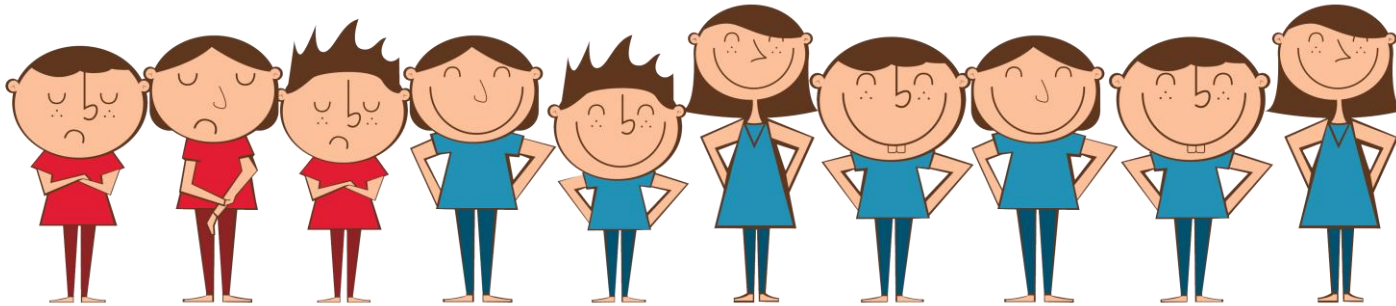
→ Those who consider that 'in the neighborhood where they live, they have enough freedom to do what they want' show more satisfaction with the amount of free time and use of their time





10 FINDINGS ON CHILDREN'S SUBJECTIVE WELL-BEING

Understanding children's subjective well-being means exploring what makes them feel satisfied with their life, what they like and what makes them happy, but also what worries them.



'If you have people who are with you and love you, you can already feel good' (Lidia, Sarrià-Sant Gervasi)



'If other children don't treat you well, you feel anxious and you get sick more' (Marc, Sants-Montjuïc)



'I would have liked you to ask me how many times I share a laugh with my family' (Alba, Sarrià-Sant Gervasi)



'When we have a problem, they do not pay much attention to us' (Adrià, Les Corts)



'Extracurricular activities are very time-consuming, and I would like to go out with my friends' (Carla, Sarrià-Sant Gervasi)

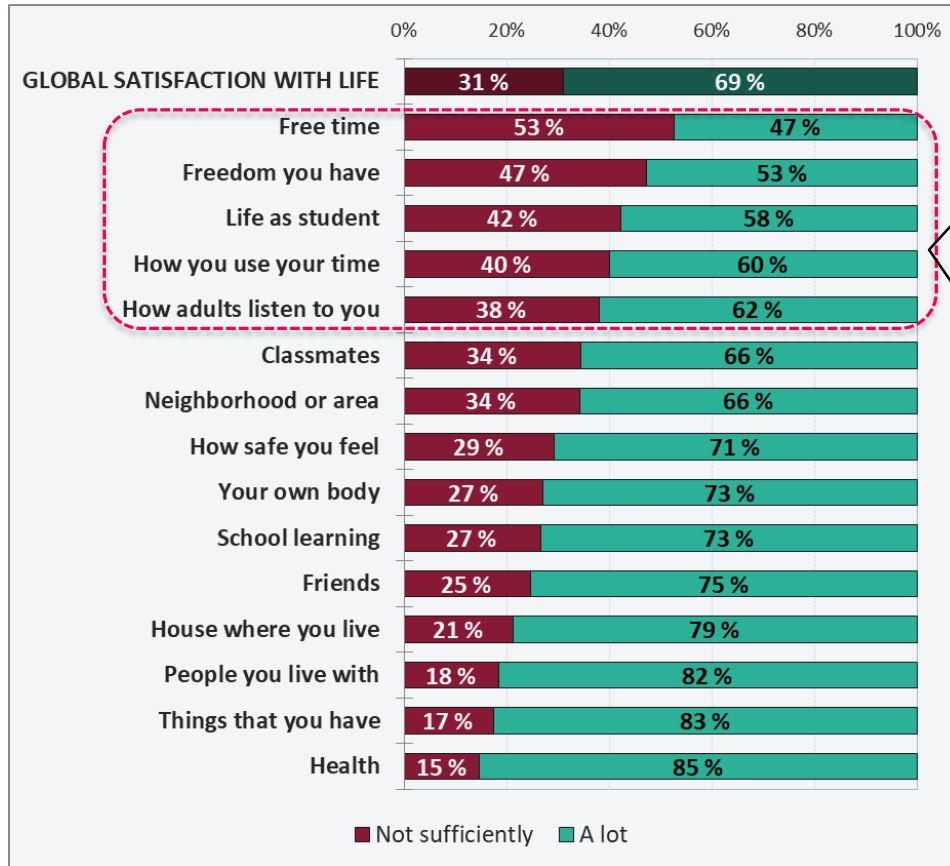


'Adults do not listen and they think they are always right' (Paula, Sant Andreu)

1

FINDING: Even taking into account the high levels of well-being expressed, there are wide margins of improvement in the satisfaction of the children population with their life in general and with different aspects of their lives

Boys and girls' satisfaction with 15 aspects of life, according to level of satisfaction



5 out of 10 boys and girls from Barcelona from 10 to 12 express not being sufficiently satisfied with the amount of **free time** and the freedom they have.

- ✓ They want more time to play and be with their friends and have more personal independence (being able to move around the neighborhood alone and for adults to trust their abilities more)

4 out of 10 boys and girls are unsatisfied with their **student life** and **adult listening**.

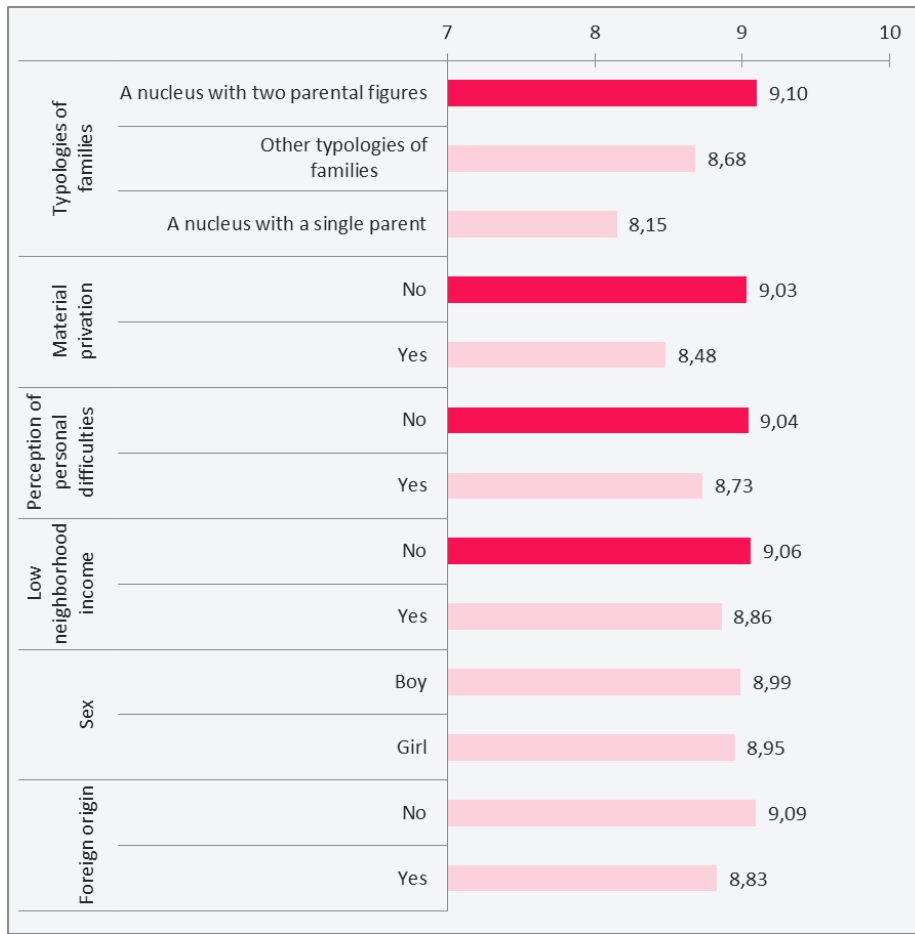
- ✓ They complain about having too many duties, problems with classmates, lack of support from their teachers and a feeling of insecurity at school. They also think that adults do not listen to them enough and do not take their opinions seriously.

2

FINDING: The negative impact of certain living conditions on childhood well-being is verified



Average global satisfaction with life, according to the living conditions of the child



→ They impact global satisfaction with life and specific aspects of their life:

- Family nucleus comprised of a single parent figure (single parents, separated families, mother and/or father outside the country, etc.)
- Living in low-income neighborhoods and/or adverse material conditions
- Perception of physical difficulty and/or chronic illness and/or learning difficulty

→ Impact on specific aspects of their life:

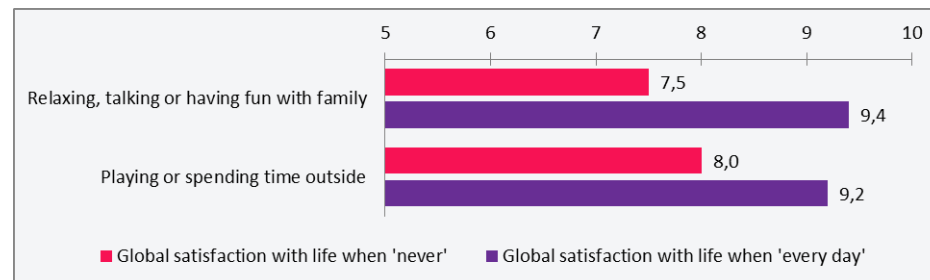
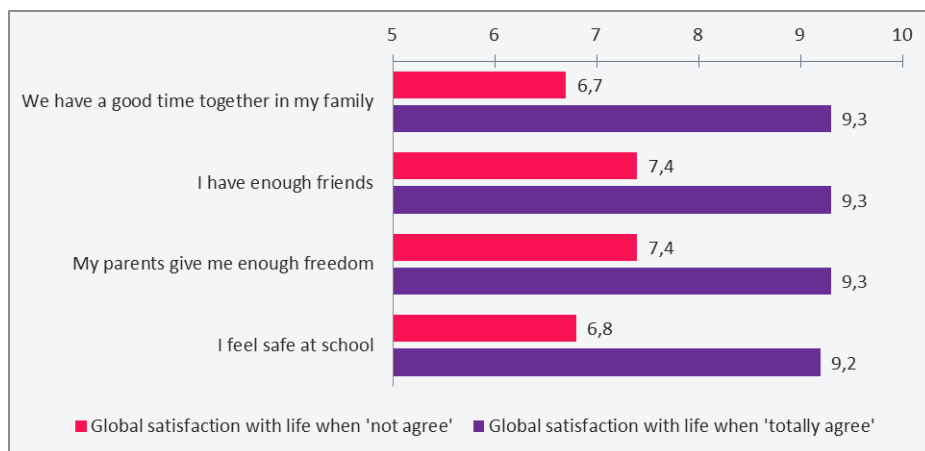
- Sex: safety, body image, friendships, student life and school learning
- Geographical origin of mother/father: home where they live, things they have, adult listening, friendships and classmates

Source: Enquesta de Benestar Subjectiu de la Infància a Barcelona (EBSIB).
2017 Ajuntament de Barcelona

3 FINDING: We discovered the importance of going through certain experiences during childhood and how they impact differently on the well-being of boys and girls



Six most significant experiences for boys and girls to be satisfied with their life in general

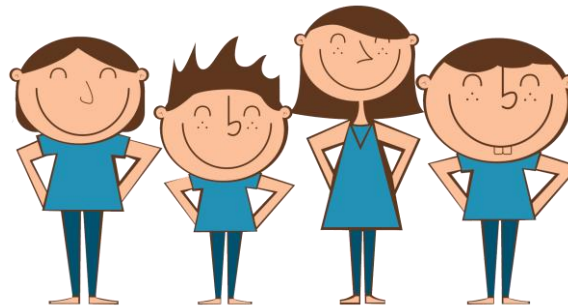


Source: Enquesta de Benestar Subjectiu de la Infància a Barcelona (EBSIB).
2017 Ajuntament de Barcelona

FINDING: We cannot “create a prototype” of what boys and girls are like when they not satisfied or a little satisfied with life in general, but we do identify conditions and experiences that impact either negatively or positively on their well-being

Living conditions that have a negative impact

- A single parent at home
- A low income at home
- Material deprivation
- Personal difficulties
- *Sex
- *Origin of mother/father

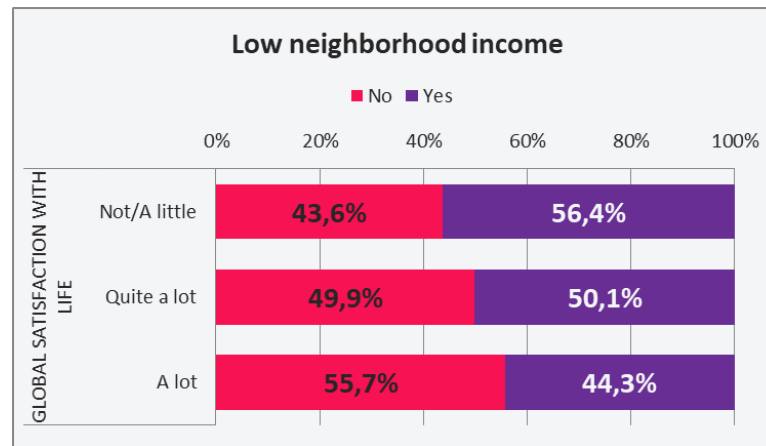
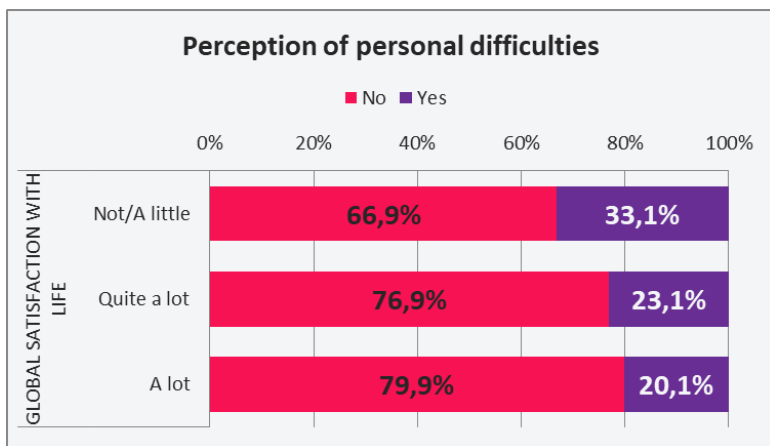
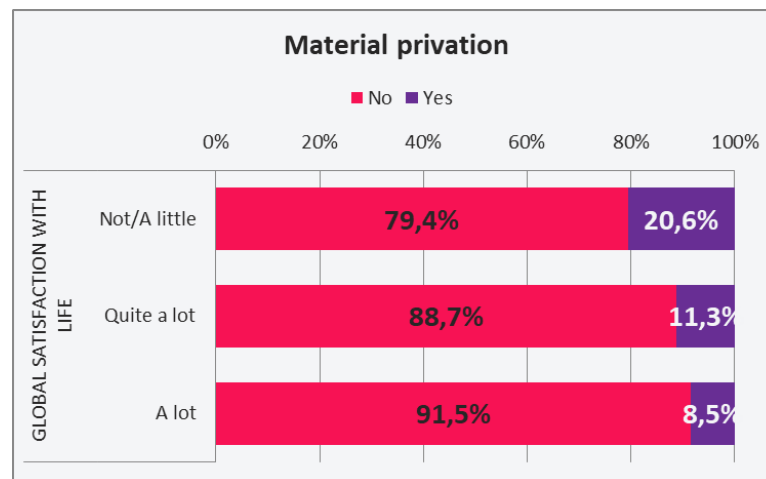
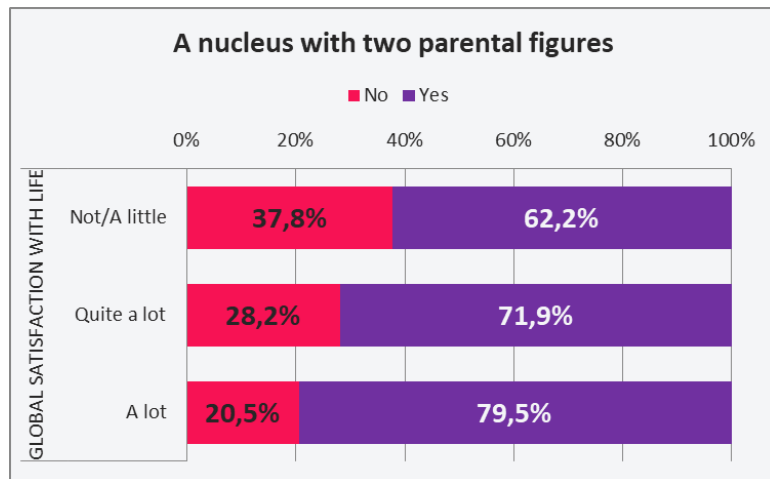


Experiences that have a positive impact

- Spending time with family and having fun (playing, talking, relaxing, sharing activities, etc.)
- Having enough friends
- Feeling their parents afford them enough freedom
- Feeling safe at school
- Having enough time for playing outdoors

→ Boys and girls who are not at all or a little satisfied with their lives are not a certain type of individuals, but rather boys and girls that, more likely than others, will suffer the effects of certain living conditions that have been proven to be harmful to childhood well-being, or boys and girls who have not experienced a series of events that have been proven to promote childhood well-being.

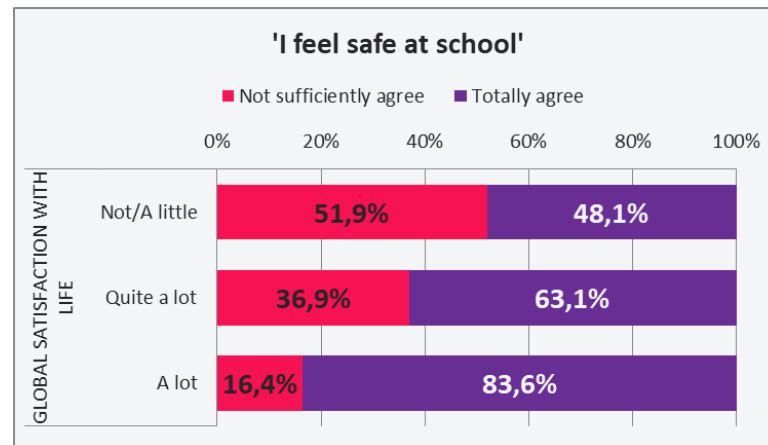
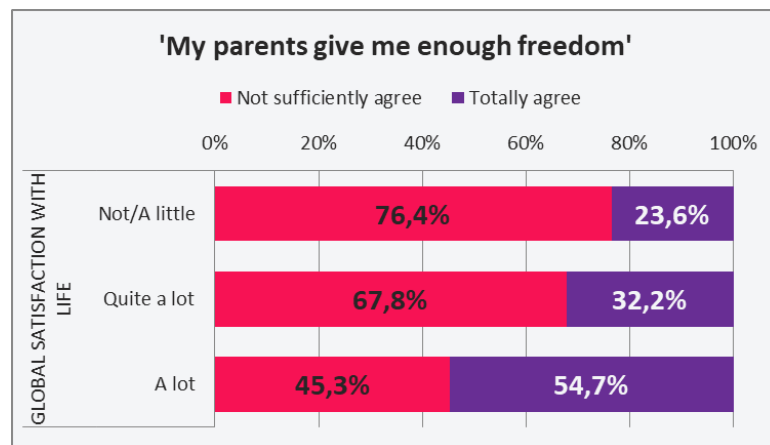
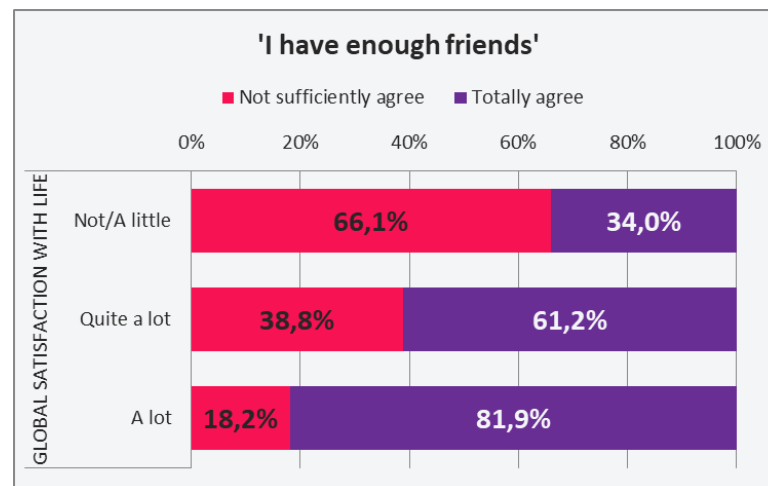
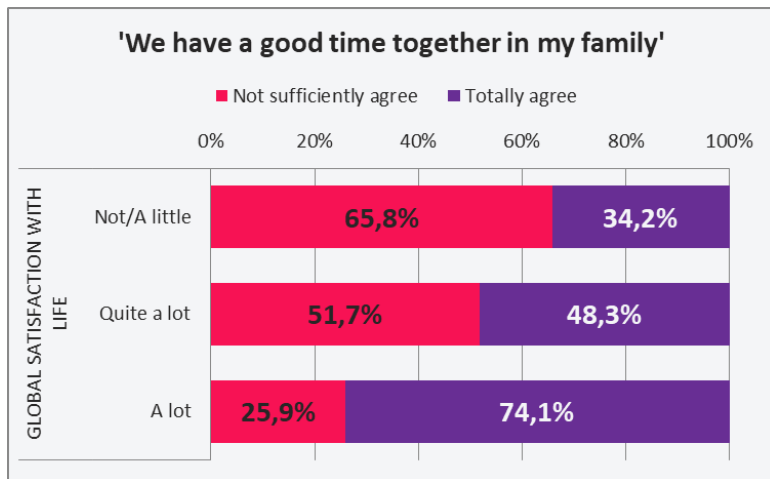
→ Living conditions that have been proven to promote childhood well-being



Source: Enquesta de Benestar Subjectiu de la Infància a Barcelona (EBSIB).
2017 Ajuntament de Barcelona

→ Experiences that have been shown to be relevant for promoting childhood well-being

Source: Enquesta de Benestar Subjectiu de la Infància a Barcelona (EBSIB).
2017 Ajuntament de Barcelona



5

FINDING: Self-esteem, health and free time are 3 key elements for boys and girls to be satisfied with the personal sphere of their lives



→ Having a good level of self-esteem is especially related to satisfaction with one's own body and acceptance of others

27% of boys and girls do not feel sufficiently satisfied with their body (especially girls). They attribute it to the imposition of beauty standards, by which girls feel more pressured.



'There was a part (of the survey) that asked you about your body, and there are girls who feel bad about their body and the magazines impose the need to be stunning, and we are not. There are girls who focus so much on their body that they end up having a rough time' (Georgina, Sant Andreu)

→ Enjoying good health is related to playing sports and healthy eating

Although 85% of boys and girls are very satisfied with their health, 30% had felt quite or very stressed in the last 15 days, and 31% had had difficulty sleeping at least once a week. They attribute this to school pressure and an excess of duties. The least satisfied with health are those who perceive having some type of physical (disability/condition) or learning difficulty, and those who face material deprivation. Although playing sports and/or exercising is very common (only 5% say they never do it outside of school), girls and those with low income do it less frequently than the rest. Boys and girls demand adults to insist on healthy habits (hygiene, rest, etc.) and help them to moderate screen-time.



'It is important to motivate children, encourage them, make positive comments and treat them well. Also to feed them fruit and vegetables every day' (boys and girls of Sants-Montjuïc)



'With all the homework, we do not have time to play' (Pau, Nou Barris)

→ Having free time to play with other children, being with friends and family

Half of the boys and girls (53%) are not sufficiently satisfied with the free time they have and with the use of this time (40%). 71% of boys and girls say they do homework at least 5-6 days a week or every day, and many of them consider they are involved in extracurricular activities in excess, thus lacking time to play and meet their friends. 38.4% consider that they do not spend much time outdoors, and 26.4% that they rarely (twice a week or less), relax, chat or have a good time with their family. Both events have a great impact on their well-being.



'My parents work a lot and often do not have time for me. Sometimes, I would like to spend more time together in their free time. The thing is that this is more difficult during the week' (Valeria, Sant Andreu)

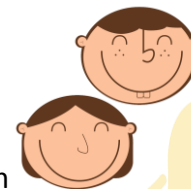
6

FINDING: Adult listening and support, spending time with family and independence are 3 key elements for boys and girls to be satisfied with the family sphere



→ Feeling supported and listened to by adults

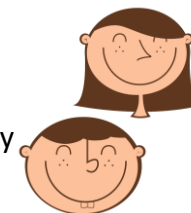
The data is very positive in this regard, since 87% of children completely agree that there are people in their family who care about them, and 82% feel safe at home. In any case, it is important to be very attentive to the 18% who are not sufficiently satisfied with the people they live with, and the 22% who, in case of a problem, think that they will not receive support from someone in their family. Boys and girls who live with a single parent are less satisfied with life in general. Satisfaction with adult listening is low (4 out of 10 are not satisfied enough). They think that adults do not take them seriously enough, and that their opinions are not taken too much into account.



'We want families to talk to their children to see what worries them and help us, and teachers to ask if we feel happy and safe at school' (boys and girls of Horta-Guinardó)

→ Spending quality time with family

Boys and girls express the importance of spending time with their family, but only 57% say they usually talk and relax with their family (at least 5 days a week). 26% say they never do it or only once a week (especially in low-income neighborhoods).



'We suggest that when fathers and mothers are reading or watching TV, they play with us, sing with us, dance with us or do silly things with us instead' (boys and girls of Nou Barris)

→ Feeling that the family gives them enough independence/freedom to go out to play with friends on the street

Half of the boys and girls (47%) are not sufficiently satisfied with the degree of independence that their parents grant them, for instance, to go out to play with their friends in the street or move around freely in the neighborhood, a fact that they relate to overprotection. It is worth remembering the potential of spending time with friends and playing on childhood well-being.



'Adults protecting us is fine, but they should let us choose some things' (boys and girls of Les Corts)

7 **FINDING:** Childhood well-being at school is not only related to learning, but relationship with friends, classmates and teachers are key, as well as feeling safe at school



→ Beyond learning, it is important to ensure that boys and girls feel satisfied with their student life

Satisfaction with student life is among the worst-valued aspects (42% is not satisfied enough). Beyond learning, relationship with friends (25% are not satisfied enough) and classmates (35% is not satisfied enough) are key. Having some type of physical, chronic or learning difficulty is related to less satisfaction at school, and this implies that these students require special attention.



'All in all, school is fun for me. We are not working all the time... We spend time with friends and playing...' (Lea, Les Corts)



'We ask that the school does not allow violence among boys and girls' (boys and girls of Horta-Guinardó)

→ Feeling supported by teachers in difficult times, especially in case of bullying

44% of boys and girls think that teachers do not care enough for them and that they do not listen enough, and 37% are not sure if their teachers would help them in case of a problem. Boys and girls acknowledge that there are conflicting relationships among classmates (70% say that at their school there are arguments at least once a week, and 43% have been ignored at least once during the past month). Feeling safe at school is one of the most relevant experiences for childhood well-being, but 1 out of 4 say they do not feel safe enough. In this sense, boys and girls demand strong action against bullying and for people not to minimize or standardize arguments and swearing among classmates.



'There are children who do not like their school, perhaps because learning is hard for them and they get nervous' (Gisela, Sant Martí)

→ Greater diversity in learning methods and more decision-making power at school

26% of boys and girls are not sufficiently satisfied with what they learn at school and claim to be more satisfied when they spend more time working with computers and less with books, and when doing outdoor or more hands-on activities. In addition, 7 out of 10 boys and girls think they do not have enough decision-making power at school and would like to be able to decide more about school hours and the amount of homework.



'We want teachers to ask for our opinion, for example, on how to distribute class' (boys and girls of L'Eixample)

8 FINDING: To promote greater satisfaction with the neighborhood and the city, boys and girls need to have more playing locations; they need to have a presence in their neighborhoods, as well as good relations with neighbors and clean neighborhoods; they also need to feel safe in order to move freely.

→ Availability of playing locations

3 out of 10 boys and girls claim not to be sufficiently satisfied with the neighborhood where they live, and half of them (47%) are not satisfied with the locations available to play and have fun (this is more common among boys and girls from low-income neighborhoods). Boys and girls demand that playing locations be designed with their needs and interests in mind. Despite being one of the main factors when explaining childhood well-being, 38% regret that they do not play or spend too much time outdoors (2 days a week or less).



'There are parks, but we are banned from entering because they are for smaller children' (Arnau, Horta-Guinardó)



'Happy people, passing by a person who says a good morning to you, people being nice' (Rebeca, Sant Martí)

→ Having good relations with neighbors and for boys and girls to be present in their neighborhoods

Boys and girls greatly value that neighbors know each other and that there are other children in the neighborhood to meet and play with, but 7 out of 10 consider that people in their neighborhood do not listen to them enough, and 6 out of 10 consider they are not friendly enough with them.



'I did not like to be asked if I feel safe in the neighborhood where I live because sometimes there are fights' (Alex, Ciutat Vella)

→ A safe, clean and non-polluting environment

Boys and girls consider safety as an essential condition to enjoy freedom in their environment, but 49% do not feel safe enough in the neighborhood where they live. Safety is of greater concern to boys and girls of low-income neighborhoods. It is unanimously claimed that there should be fewer cars on the street, which relates not only to the reduction of pollution, but also to their safety and the ability to be alone on the streets.



'I wonder if there could be more days without cars. Not necessarily every week, but more often' (Irene, Sants-Montjuïc)

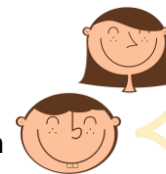
9

FINDING: Boys and girls are aware of the existence of social inequalities, of the different gender roles in which they are educated, and of the greatest difficulties for boys and girls who have a foreign parent



→ Ensuring that all the boys and girls in the city have what they need

Most children in Barcelona are very satisfied with the things they have (83%) and the house they live in (79%), but they are clearly aware of the inequalities that exist between neighborhoods and districts of the city and, in fact, there are many families that are struggling financially. 22% of boys and girls are always or often concerned about their family's finances, among which the double comes from a low-income neighborhood. Boys and girls from low-income neighborhoods and those suffering from material deprivation are less satisfied with life in general. In a unanimous way, it is claimed that the key is for boys and girls to have their minimum needs met (food, housing, healthcare or education).



'The city council could give money to poor families so they can live like us and have what we have' (boys and girls of Sant Andreu)



'We have to be aware of the money they spend on food, where we live, the bed we sleep in. We should not ask for so much, because parents already spend a lot in housing and food' (Bruna, Sant Martí)

→ Gender differences and their impact in many situations of their daily life

Despite the fact that no significant statistical differences are identified in global satisfaction with life based on gender, boys and girls show clear awareness that they have been educated according to stereotyped gender roles and that this has an impact on their everyday life and in what is expected of them. Significant differences are observed with regards to satisfaction with body image, friendships and perception of safety (girls feel less satisfied than boys), while in student life and school learning boys are less satisfied than girls.

→ The geographical origin of the parents has specific impacts on childhood well-being.

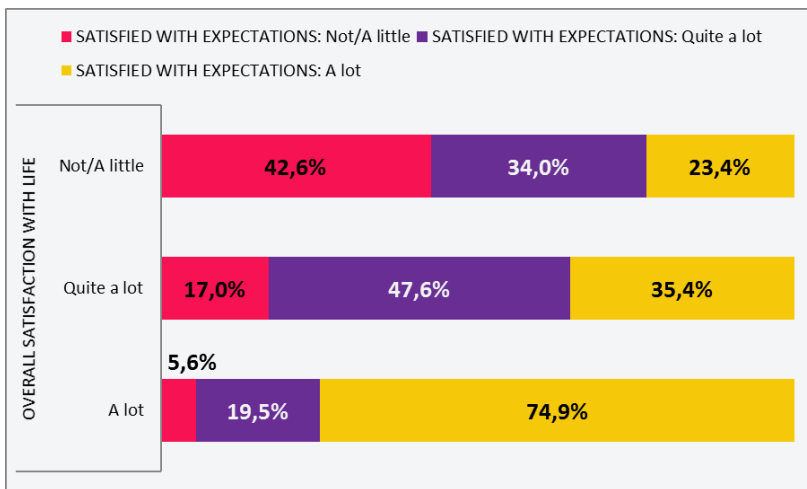
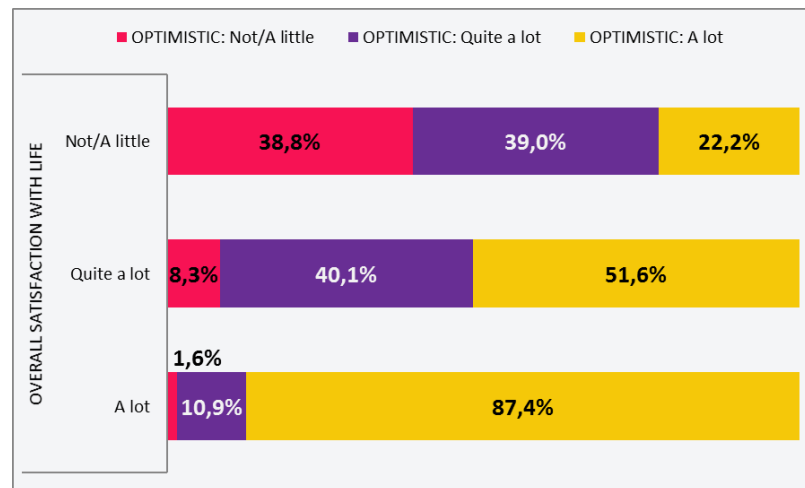
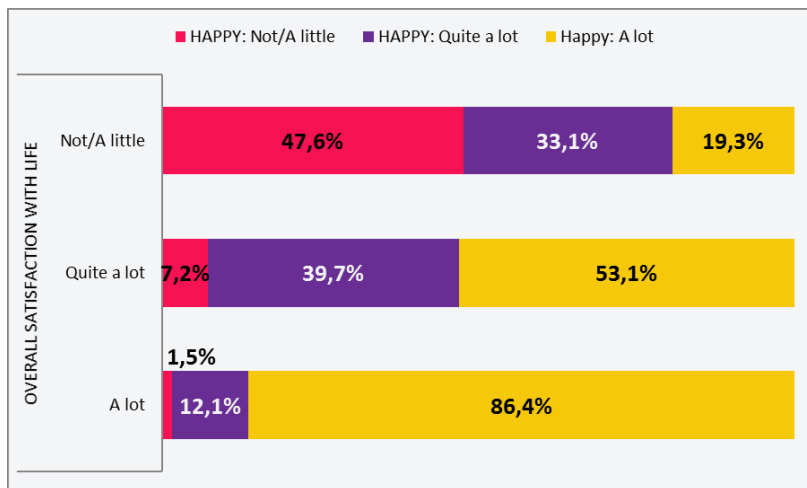
Although there is no significant impact on global satisfaction with life, significant differences in satisfaction are identified with regards to friendships and relationships with classmates, adult listening, the house they live in, and especially, the things they have (among those who are not very satisfied, 64% are of foreign origin and 36% are indigenous). Boys and girls agree on the fact that being of foreign origin can be a reason for discrimination in daily life situations.

10

FINDING: The greater the global satisfaction with life during childhood, the more happiness, more optimism and better future expectations children have



Relationship between the level of global satisfaction with life, happiness, optimism and future expectations



→ When boys and girls are satisfied with their lives, they feel happier (86.4%) and more optimistic (87.4%), and have better expectations for their future (74.9%).

→ When there is an improvement in...

... there is also an improvement in the expectations for the future

- Material conditions
- Safety
- Satisfaction with their own body
- Adult listening





11 DEMANDS FROM BOYS AND GIRLS TO IMPROVE THEIR WELL-BEING



Source: L'Agenda dels infants 2018 IIAB - Ajuntament de Barcelona



→ It is important to highlight the high consistency between the demands of boys and girls and the results of the research on children's subjective well-being.



CHILDHOOD IS A SOCIAL STRATEGICALLY STAGE IN WHICH INTERVENTION IS KEY

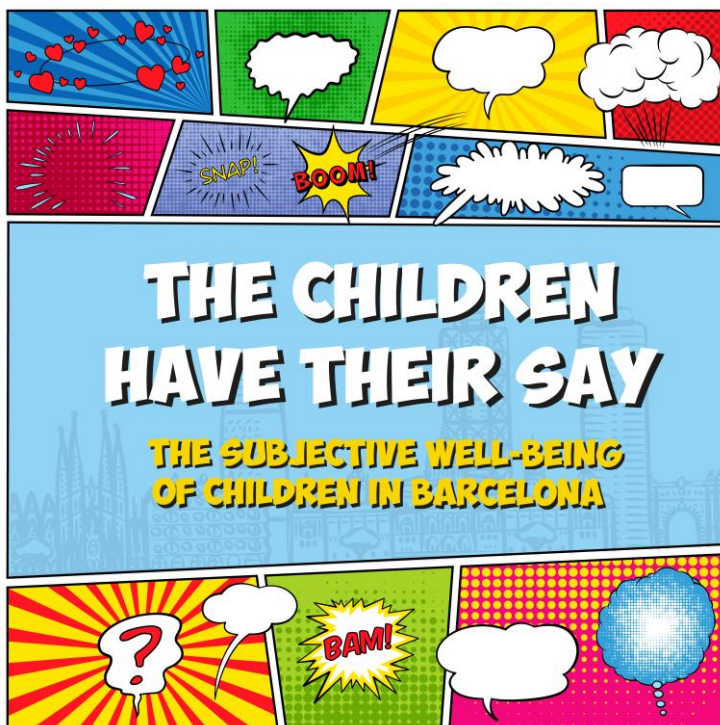


- Childhood is a strategic stage with specific human rights, a fact that implies that resources cannot be spared so that children can progressively exercise their rights and grow with equal opportunities to their maximum potential, as set out in the [Convention on the Right of the Child](#).

Investing in childhood is an essential condition to improve not only the well-being of boys and girls at the moment and during their lives, but also in social cohesion and the future of society as a whole, as the [European Commission](#) points out.



I think that the program (The Children Have Their Say) has asked about important things so that a child is happy (Martina, 11 years old)



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Appendix

Echoes in the media

- **PRESENTATION OF THE AGENDA**

[Summary of media coverage on the presentations of the Agenda \(June 2018\)](#)

[Vídeo](#)

- **HANDS-ON WORKSHOP**

[Summary of media coverage on the feedback phase and the hands-on workshop \(February 2018\)](#)

[Vídeo](#)

- **PRESENTATION PRELIMINAR FINDINGS OF THE SURVEY**

[Summary of media coverage on preliminar findings \(November 2017\)](#)

[Vídeo](#)

- **SURVEY**

[Summary of media coverage about the findings of the survey \(May 2017\)](#)

[Vídeo](#)



The Green Ear by Gianni Rodari

Special ears to listen to boys and girls



© Margarita Espertino

The Green Ear

One day as I took the train direct to Capranica-Viterbo
a man got on with an ear as green as an unripe tomato.

He wasn't exactly young at all, but rather somewhat older.
Except for his bright green ear, he was totally, totally in order.

I quickly moved and changed my seat to study this phenomenon
from head to feet.

"Sir," I said to him,
"I see you've reached a certain age, so why a green ear at this late stage?"

"Just say," he answered with courtesy,
"that I've become quite old. This ear is now the only thing left from my youth
—if truth be told. **This ear, a child's ear, is used to help me grasp what I can—
those voices adults don't ever hear and will never understand.** I listen to what
the birds say, to the words of all the trees. I listen to the clouds that pass as well as
the rocks and streams. I understand the children when they say some things I
hear, those things that seem so strange to every grown-up's ear."

That's what he said there with an ear as green as an unripe tomato on the day
that I took the train direct to Capranica-Viterbo.

(Translation by Zipes, 2014)