

2021-2030 Childhood plan

Challenges and actions for improving the lives and rights of children and adolescents in Barcelona



Plan
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Summary version

Department for the
Promotion of Children.
- Division of Services
for Children, Youth and
Elderly People - Area
of Social Rights, Global
Justice, Feminism
and LGBTI, Barcelona
Institute for Children
and Adolescents
(IIAB-IERMB)

institut
infància i
adolescència

Directed by:
Department for the Promotion of Children
Directorate of Services for Children, Young People and Older People
Area for Social Rights, Global Justice, Feminism and LGBTI Affairs
Barcelona City Council

Coordination and author:
Barcelona Institute for Children and Adolescents (IIAB- IERMB)

Editorial coordination:
Communications Department
Area for Social Rights, Global Justice, Feminism and LGBTI Affairs
Barcelona City Council

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Presentation

Designing and presenting a strategic plan in the midst of a pandemic is no mean feat; however, it is precisely because we are aware of the impact that COVID-19 has had on children that this Childhood Plan has represented a new challenge that has motivated us now more than ever.

The challenge has been twofold. Firstly, because unlike previous childhood plans, which tended to last for four year periods, this time we have set a horizon of 2030, in line with the sustainable development goals (SDGs) of the 2030 Agenda. Secondly, the pandemic has placed us in an unprecedented position, which has jeopardised a number of rights we have taken for granted, such as the right to education, with schools closing during lockdown, often labelling children as “super spreaders”, when it was later proven to be just the opposite. For these reasons, this 2021-2030 Childhood plan focuses on children’s rights as citizens, employing a universal approach.

Childhood policies are cross-cutting. We are aware that social, family and education policies have a direct impact on children. However, we must also bear in mind that the way in which the city is designed (town planning, environmental, mobility, employment policies, etc.) have a direct impact on the lives of children and their families. Therefore, it is essential to put ourselves in children’s shoes when designing policies, which is exactly what we have done when designing this plan.

With years of experience, I can safely say that it is the strategic plan that has the most political, social and academic consensus of all those that have been prepared to date. I would like to thank the experts and academics, entities, municipal groups and most importantly, the children who have participated in the process.

Children are citizens with full rights and we must ensure their well-being and growth in a city full of opportunities, both in the present and in the future.

Children are the stars of our city. They are the ones who have inspired this 2021-2030 Childhood plan.

Joan R. Riera Alemany

Councillor for Children, Young People, Older People and People with Disabilities

Introduction



The “**2021-2030 Childhood Plan. Challenges and actions to improve the lives and rights of children and adolescents in Barcelona**” establishes the principles, the diagnosis, the cross-cutting pillars and the challenges facing the city in relation to children's rights, as well as the important municipal actions launched and managed by the City Council (not all exhaustively), in collaboration with other agents.

This plan is a summarised version; however, if you would like more comprehensive information about each section of the plan, we recommend that you consult the plan in full.

A number of characteristics of the plan:

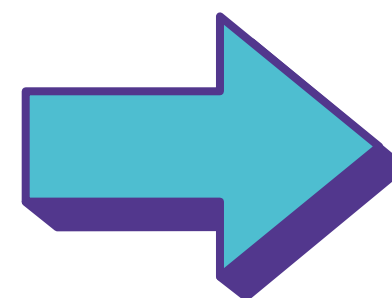
- **Its preparation has been a participatory process, with a view to** switching up from municipal policies to city policies, with the involvement of the different areas of Barcelona City Council, **the districts**, experts in the field of childhood and adolescence; children's institutions and **including the voices and opinions** of the city's children (based on the different consultancy processes performed: the “Speak up boys and girls” programme, the Children's Agenda, the contributions made to PAM-PAD or the public hearings).
- **It is a living plan, which will be updated and assessed periodically.**
- The aim is not to encompass all the actions and services promoting childhood and adolescence in Barcelona, rather, it aims to focus on the main challenges through the most relevant measures that provide a qualitative step forward in the lives of Barcelona's children.
- **It combines a universal outlook at the service of all children, with a specific outlook structured around three pillars of action on which the city government wants to place a particular focus:**
 1. Situations of greater vulnerability, poverty and/or risk of social exclusion.
 2. Inequalities arising from gender, disability and/or the geographical origin of children.
 3. Territorial balance, bearing in mind the specific features of each territory and, in particular, those of the most impoverished.

01 Goals

The purpose of Barcelona's Childhood Plan is to focus on the main challenges in childhood and adolescence to improve their lives, with specific municipal actions that place childhood and adolescence in the city as a **key phase in the life cycle** (investing in children is investing in future social cohesion), from a **comprehensive perspective** (looking at both early childhood, childhood and adolescence) and **recognising the interests and growing skills** of children and teenagers as they grow up.

Specific goals

1. **Proposing an agenda with a comprehensive perspective, focussing on rights and adopting a universal approach to all childhoods.**
2. **Transversally identifying notable municipal actions, with a particular emphasis on prevention and attending to the situations of highest vulnerability and risk of social exclusion.**
3. **Monitoring progress or setbacks with priority childhood and adolescence challenges, in a way that involves the main spaces of the plan's governance, monitoring the indicators and assessment of the actions' objectives.**



02 Frameworks

2.1 Children's rights

The Childhood Plan bears in mind and is framed from the perspective and by the reference regulations in relation to the specifically recognised childhood and adolescence rights.

- [the Convention on the Rights of the Child, 1989 \(CRC\)](#) (international law).
- [Law 14/2010, on the rights and opportunities of children and adolescents](#) (in Catalan law).

The approval of the Convention on the Rights of the Child in 1989 represented in a regulatory shift in relation to minors, reflected in the above-mentioned Catalan law of 2010: rather than being conceived as objects subject to protection, belonging to their families and representing future citizens, they are not considered subjects not only with rights, but also with growing skills to be exercised as citizens of the present and valuable members of social life.

As indicated in the preamble to the above-mentioned Catalan law “the aim is to assume our social responsibility for children and adolescents, because we aspire to be a better society and we must take preventive and proactive measures to provide children and adolescents with opportunities we had not thought about until now”.

Article 22 of the 2011 [Barcelona Citizen Charter](#) also specifically addresses the right of all children and adolescents to live in conditions that allow them to develop comprehensively and makes reference to their right to participate in the preparation of the city project.

The local government, in cooperation with the other authorities, is jointly responsible for ensuring the progressive exercise of all children and adolescents' rights. To ensure city-wide action that is in line with the perspective of the rights they encompass, municipal actions must include the four fundamental principles of the Convention on the Rights of the Child:

- **Principle of non-discrimination:** all children have the same rights, under all circumstances, at all times and without exceptions. No matter the colour of their skin, religion, background or ideology of their parents (Article 2)

- **Principle of the child's best interest:** any decision, law or policy that may affect children must bear in mind what is best for the children themselves. When adults make decisions, they must think about how they could affect children (Article 3).
- **Principle of the right to life, survival and development:** children and adolescents have the right to an adequate quality of life in terms of their physical, mental, spiritual, moral, social and political development. Their parents are responsible for them having everything they need to live accordingly; however, if they are unable to provide this, the authorities must help them (Article 27).
- **Principle of participation:** minors have the right to be listened to and consulted about situations that affect them and their opinions must be taken into consideration. The ability to participate must increase with age as children and adolescents become more mature (Article 12).

2.2 International commitments

At an international level, consideration has also been given to the following commitments when preparing the Childhood Plan:

- The recommendation from the European Commission [“Investing in children: breaking the cycle of disadvantage” \(2013\)](#), which proposes an equal focus based on three pillars: appropriate resources for families (work, assistance and taxation); high-quality, affordable services (education, health, housing and social services); and social and community participation (play, leisure and being heard).
- The [UN 2030 Agenda for the sustainable development goals \(SDGs\) \(2015\)](#). Specifically, from the 17 SDGs, consideration has been given to the ten most linked to childhood and adolescence and those most closely linked to context of rich OECD countries.
- The [European Pillar of Social Rights \(2017\)](#), which refers to assistance and support for children, asserting that children have the right to enjoy affordable, high-quality education, promoting the right to protect against poverty.
- The first [EU Strategy on the Rights of the Child \(2021\)](#) and, more specifically, the Council recommendation establishing the [European Child Guarantee](#), both having previously consulted around 10,000 children and the main childhood organisations. The European Child Guarantee is currently being rolled out (Spain is one of the 7 European countries piloting the guarantee) and it must guarantee access to a series of key services for under 18s at risk of poverty or social exclusion.

The creation of Barcelona's Childhood Plan also sets calls for the voice of children to be heard as part of different participatory processes. Consideration has been given to the following:

- The 11 demands and 115 proposals of the [Children's Agenda \(2018\)](#) that was the result of an extensive listening process in the framework of the ["Speak up boys and girls"](#) participation and research programme (first subjective childhood well-being survey in Barcelona involving 4,000 children and participatory workshops with 2,000 children).
- The contributions of 657 ten and eleven-year-old children from across the city as part of the preparation of the [2020-2023 PAM \(Municipal Action Plan\)](#).
- Proposals made by children as part of the participatory workshops entitled ["Focus on Children and Citizens" 2017-2020](#) (previous Childhood Plan).
- The latest [public hearings](#) with children from across the city (this programme is currently known as the Participatory Process for Adolescent Citizens).

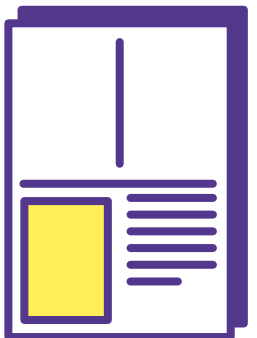
The voice of children will be gradually incorporated into the 2021-2030 Childhood Plan starting from the new edition of the "Speak up boys and girls" programme (2021-2025), with the Childhood Agenda updated in line with the other channels for listening to children.

At a city scale, consideration has been given to the five programme commitments:

- [Barcelona's 2030 Agenda](#), which identifies milestones and key indicators in relation to SDGs in Barcelona, with specific milestones in relation to childhood and adolescence.
- The [2020-2023 PAM+](#), is the current mandate's Municipal Action Plan and sets out the goals and policies envisaged as part of the different activities and services performed by Barcelona City Council.
- The [2020 Agreement for Barcelona](#) which is the result of a collective work process, between a variety of sectors across the city, bringing together the immediate priorities agreed upon in relation to Barcelona in light of the crisis unleashed by COVID-19.
- The proposals worked on in the framework of the [Municipal Social Welfare Council](#), which in 2020 prepared a document containing municipal social policies in response to the impact of COVID-19, with contributions from the childhood opportunities equality work group.
- The 2018-2022 technical assessment report by UNICEF as a [Child-Friendly City](#), with the strengths and improvements that can be made in relation to protecting children's rights.

Finally, the plan also takes into consideration the different strategies and municipal plans with an impact on childhood and adolescence:

- 2021-2024 Plan for Early Childhood Education and Childcare
- 2017-2021 Adolescence and Youth Plan
- The 2030 Public Space Play Plan Horizon
- 2017-2030 Barcelona Strategy for Inclusion and Reducing Social Inequalities
- 2021-2024 Barcelona Neighbourhood Plan
- 2020-2030 Municipal strategy for combating loneliness
- 2016-2022 Barcelona Mental Health Plan.
- 2017-2020 Government measure for a democratisation of care
- 2019 Government Measure "Towards a Public Education and Culture Policy"
- Barcelona, World Sustainable Food Capital, 2021
- 2021-2023 Government Measure on Social Innovation
- 2021-2030 Barcelona Interculturality Plan
- 2021-2025 II Plan for Gender Justice
- Barcelona Time Pact
- 2021-2023 BcnFemTech government measure for gender equality in the ICT sector
- Zero Child Poverty Country Alliance
- 2016-2025 Barcelona Right to Housing Plan
- Encouraging children's participation in municipal services and projects
- Programme for the prevention of sexual violence in childhood and adolescence
- Action plan against segregation, for equal opportunities and educational success

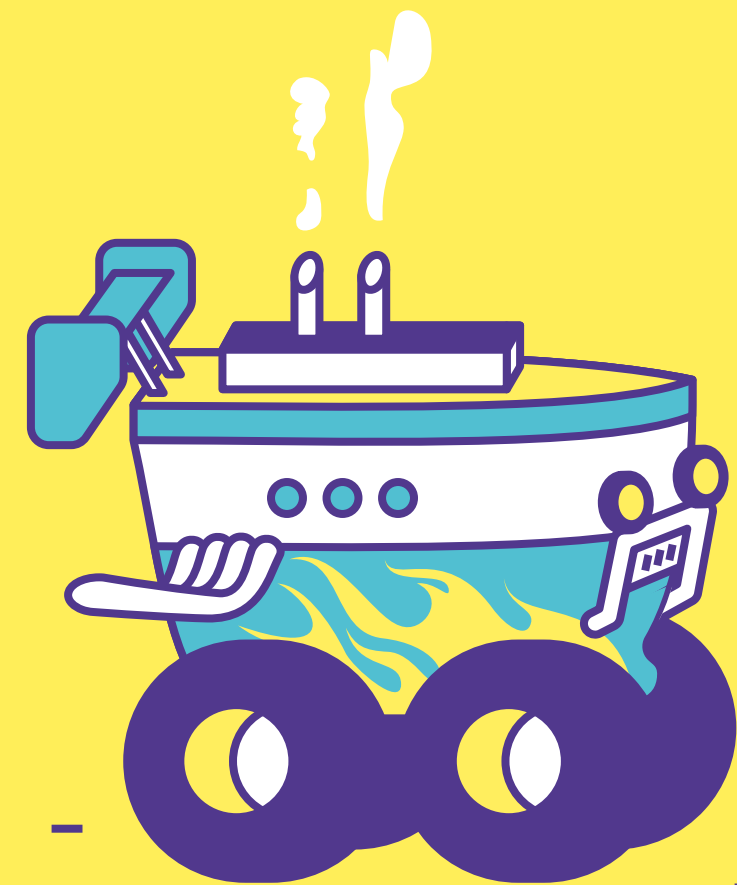


03 Principles

Based on the regulatory frameworks, a series of principles and approaches have been defined:

- 1. Human rights and universal outlook.** The focus on human rights entails the City Council, in cooperation with the administration, assuming obligations when it comes to generating the conditions that encourage the progressive exercise of all children and adolescents' rights, including a universal outlook and the legal principle of the best interest of the child.
- 2. Equality and equal opportunities.** There is also growing social equality when it comes to families with children. The impact of poverty and economic hardship on children and adolescents represents a major social risk for the social cohesion of the future. This deserves a clear focus on equality, prioritising assistance for those who are in the most vulnerable situations. Furthermore, special emphasis must be placed on gender equality, geographic origin or disability, and the territorial outlook, which demonstrates that Barcelona is a heterogeneous city with significant inequalities in the residential contexts in which children grow up in.
- 3. Children at the centre and mainstreaming.** The fact that children and adolescents are placed front centre in local policies, with an integrated outlook, ensures that their specific needs are taken into consideration in a cross-cutting way, surpassing the difficulties of administrative fragmentation.
- 4. Networks and co-design.** Working in networks that coordinate services together as well as with social entities and community resources that attend to and accompany children and adolescents and their families in the neighbourhoods is essential. Impetus and recognition is necessary and, wherever possible, incorporating processes jointly created with children.
- 5. Citizen participation.** The idea of children and adolescents as active subjects, who have their own rights and perspectives and growing capacities, entails them playing a role, as a group, in terms of contributing to the city and actively enjoying it. Their citizen participation should be encouraged, as should listening to their interests.

Situation diagnosis of childhood and adolescence in Barcelona



Correctly diagnosing the reality we want to transform into is an **essential requirement** when it comes to preparing any plan that seeks to improve and transform our reality. Fortunately, this is not the first childhood plan pursued in the city of Barcelona, rather it has taken the baton from previous editions, which feed into and strengthen the current plan.

The 27 actions selected as part of the *“2017-2020 Focus on Children and Citizens”* included promoting the **Barcelona 0-17 Observatory**, a municipal programme launched in 2017 that seeks to improve the knowledge of children and adolescents and articulate this knowledge to strengthen local policies with a view to improving living conditions, equality and opportunities. Three years after the **Barcelona 0-17 Observatory** was set up, it has started to bear fruit. Thanks to this fledgling commitment and its renewal year after year has generated a **comprehensive system with around 150 indicators** from 28 sources of surveys and administrative registers fed by 19 municipal services and public institutions that have freely decided to align with this important task of gathering and monitoring data. The indicators are divided into six areas: sociodemographic context, education, health, time outside school-public space and citizenship, poverty-exclusion and inequality and security-violence relationships and protection systems.

The diagnosis of the comprehensive plan, structured into six areas, also includes a point on the specific impact of COVID-19 on childhood and the associated social crisis. This, however, has been excluded in this summarised version. The fact that diagnoses are performed using the most recent data for the previous year (2019 data for the Childhood Plan diagnosis performed in the first semester of 2021) meant it was necessary to round off the available data with other research initiatives¹.

The countless impacts of the pandemic on the lives of children have included an even older population with less children and adolescents; the impact of school closures, which aggravated the situation of children in a situation of social vulnerability due, in large part, to the digital gap; the strategic role of public space for equal opportunities in relation to the health and development of children who live in small homes, with no outdoor space; children and adolescents who were more exposed to developing mental health problems on account of the restrictions and social distancing measures imposed; the reduced opportunity for contact and social relations of children and adolescents at residential centres; and the worsening of living conditions of many families is increasing child poverty.

1

The point on COVID-19 is based on the [monitoring of “emergency social research” \(ESR\)](#): 32 emergency research initiatives pursued by university research groups and teams at different institutions with a view to capturing the specific impacts of the pandemic on children’s lives and rights. The most recent [2020 Barcelona Metropolitan Annual Directory](#) also looked at the main impacts identified in the ESR by updating the Barcelona 0-17 Observatory.

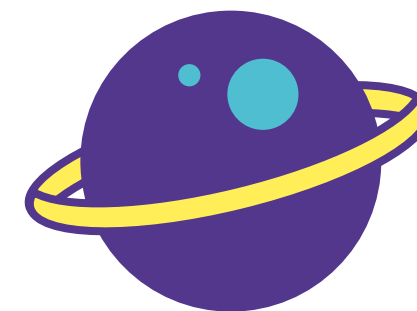
01 Demographic, social and territorial context of childhood and adolescence

1.1 Child and adolescent population: numbers, distribution and characteristics (gender, age groups, origin and disability)

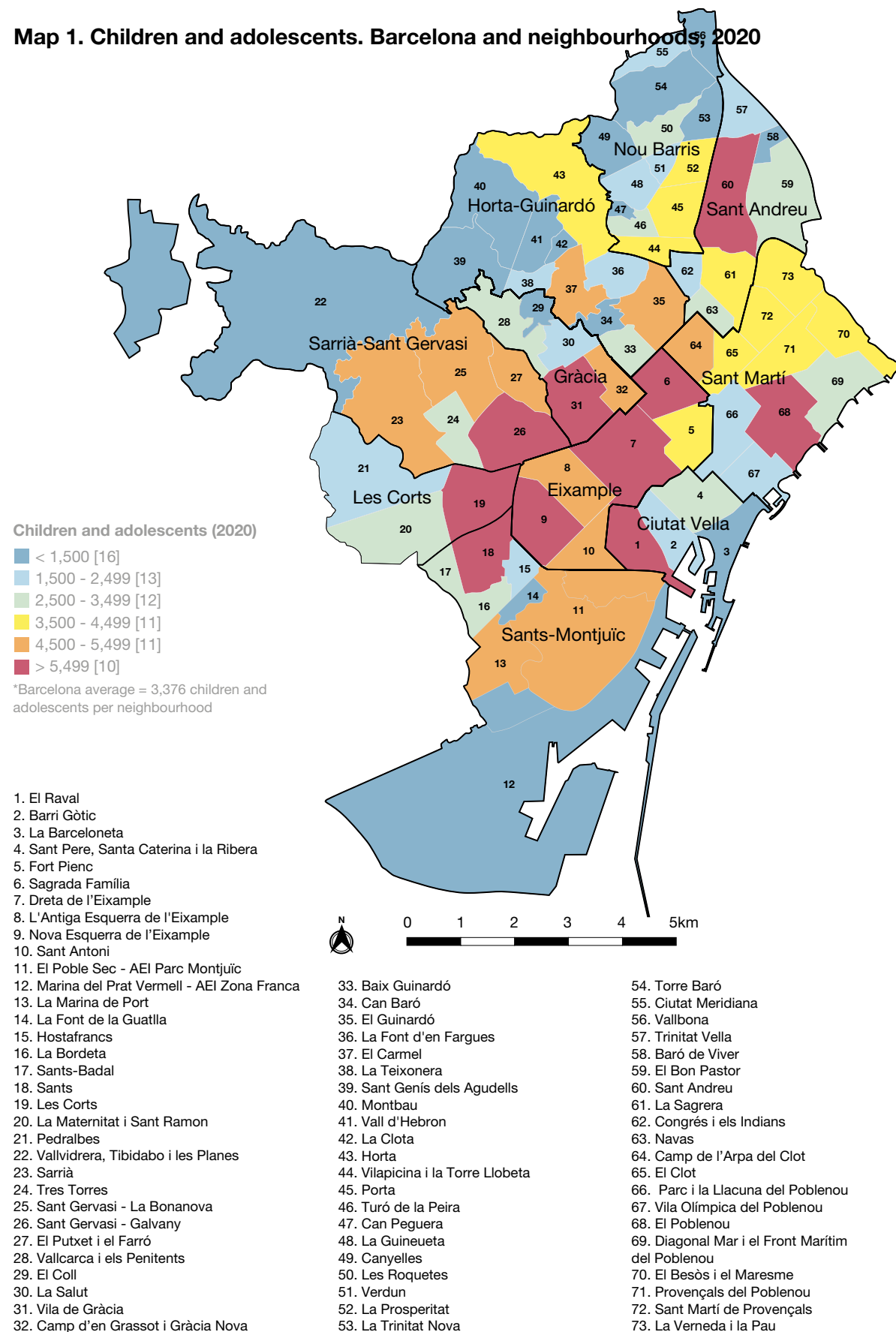
In 2020, in the city of Barcelona there were 246,453 children and adolescents aged between 0 and 17, accounting for 14.8% of the total population (OMD, 2020). This age band is the smallest, compared to the young person-adult population, which accounts for 21.8% (18 to 34), the adult population, which accounts for 42.3% (35 to 64) and the elderly, which accounts for 21.1% (65 and over).

In line with the standard pattern, 51.3% are boys and 48.7% are girls. In almost equal proportions, 1 in 3 is aged 0-5, 1 in 3 is aged 6-11 and 1 in 3 is aged 12-17. Almost 2 out of 10 children and adolescents were born abroad (18.8%; 46,286) (OMD, 2020). What's more, 1.9% (4,562) of children and adolescents aged between 0 and 17 have a legally-recognised disability (Ministry of Employment, Social Affairs and Families, 2018).

The city's children and adolescents are distributed unequally across the city's different districts and neighbourhoods. Thus, the districts can be divided into three main groups by the volume of the population aged 0-17 out of the total in the city: 1) Sant Martí and Eixample (between 13%-15% of children and adolescents, each); 2) Sarrià - Sant Gervasi, Nou Barris, Horta-Guinardó, Sants-Montjuïc and Sant Andreu (about 9%-12%, each); and 3) Gràcia, Ciutat Vella and Les Corts (7% or less, each) (OMD, 2020). The three neighbourhoods with least children and adolescents in the city are Clota (134), La Marina del Prat Vermell (181) and Vallbona (302), while those with the most are Raval (7,300), Sant Gervasi - Galvany (8,477) and Sant Andreu (9,247).



Map 1. Children and adolescents. Barcelona and neighbourhoods, 2020



Source: Original prepared by the IIAB (Barcelona Institute of Childhood and Adolescence) based on 2020 municipal population register (accessed 1 January 2020). Department of Statistics and Data Dissemination. Barcelona City Council.

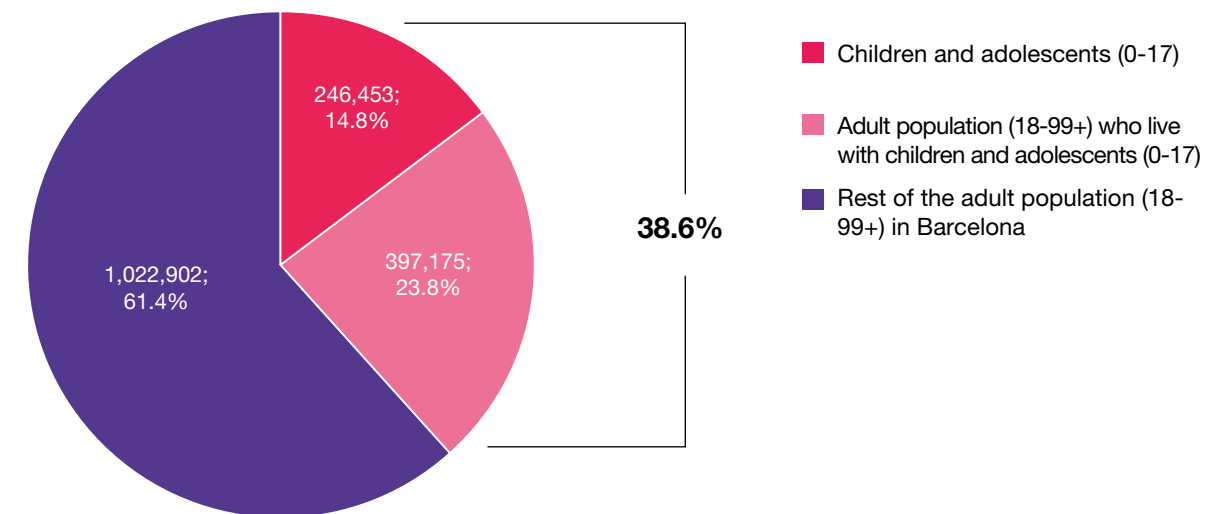
The distribution by characteristics, by gender and age group of children is very similar between districts, with the exception of nationality: in Ciutat Vella, 4 out of 10 children are foreign nationals, while in Sant Andreu, Les Corts and Sarrià-Sant Gervasi, only 1 out of 10 children are (OMD, 2020).

1.2

Childhood beyond children: who children live with and types of homes

The 246,453 children and adolescents aged between 0 and 17 in the city account for 14.8% of the total population. However, when bearing in mind the 23.8% of the adult population who they live with or care for them, it is safe to say that 4 out of 10 city residents (38.6%) experience what childhood and adolescence means on a daily basis.

Graph 1. Childhood and adolescents (0-17), adult population who live with children and adolescents adult population who do not (N and %). Barcelona, 2020



Source: Original prepared by the IIAB (Barcelona Institute of Childhood and Adolescence) based on 2020 municipal population register (accessed 1 January 2020). Department of Statistics and Data Dissemination. Barcelona City Council.

1.3

Types of homes with children and number of children and adolescents in the home

One out of every four homes in Barcelona is home to a child or adolescent: 154,011 of the 664,476 homes in Barcelona, 23.2% of total homes (OMD, 2020).

In terms of the type of homes with children, 12.9% live with just one parent (possibly² single-parent households); 55.5%, two (possibly two-parent households), and the remaining 31.5% corresponds to other types of homes (OMD, 2020).

In terms of the number of children and adolescents in the home, 54.1% are homes with just one child or adolescent (possibly single-child families), 36.8% are homes with two children and 9.1% are homes with three or more children (possible large families) (OMD, 2020).

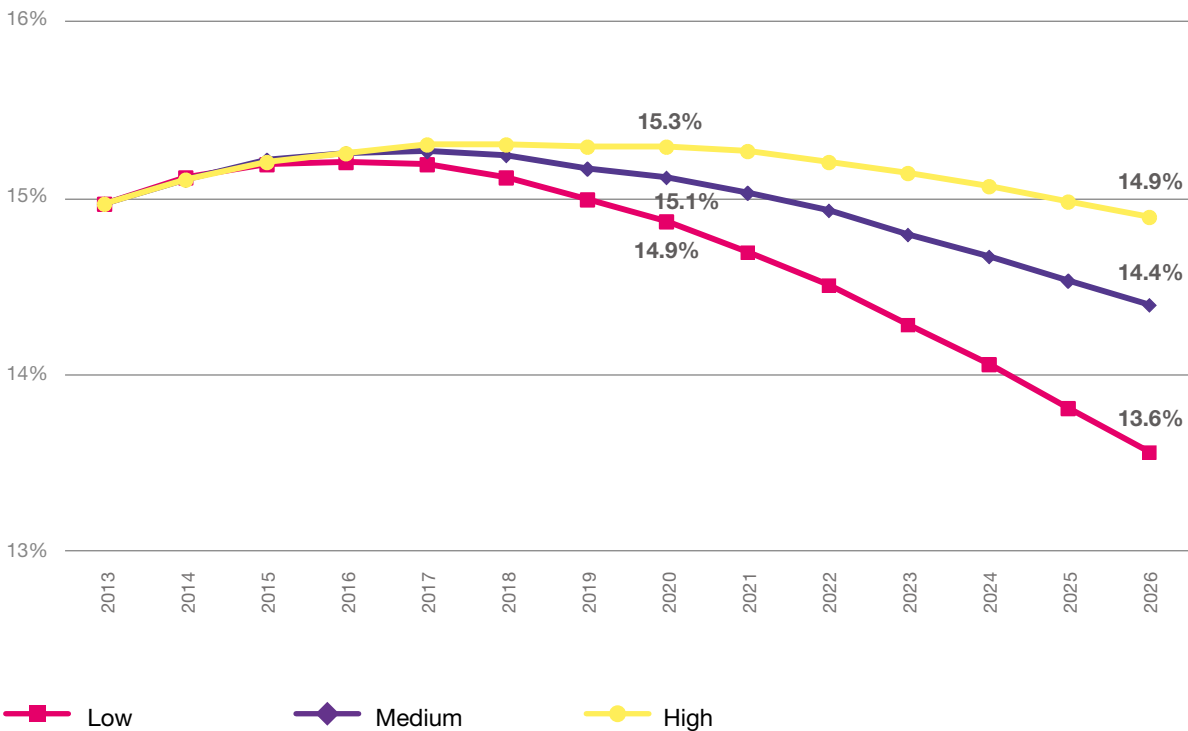
In terms of districts and relative numbers, Sarrià - Sant Gervasi is the district where most three or more children and adolescent homes are located, 15.9%; Les Corts and Sarrià - Sant Gervasi are the two districts with most homes with two children and adolescents, accounting for 40.9% of homes; and Sants-Montjuïc has the most homes with just one child or adolescent, with 57.5% (OMD, 2020).

Development and future trends

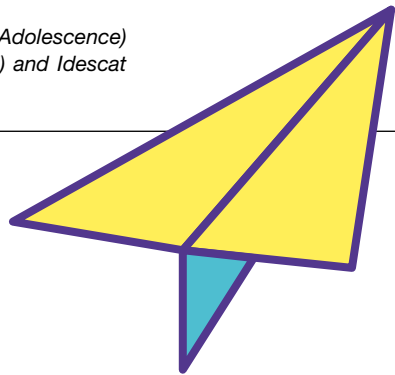
The number of births has dropped by 14.2% since 2008, reducing the birth rate by 1.4 per thousand, following the same trend seen across Catalonia and Spain. In 2019, 12,560 babies were born in Barcelona, 2,077 less than in 2008 (OMD, 2000-2019). This trend accentuates the ageing of the city's population.

Thus, although the population aged 0-17 has grown by 5.5% over the past 10 years (in particular thanks to migration), the outlook for 2013-2026 estimates there will be a slight decrease in the population of children and adolescents, to 14.4% by 2026 (in the medium-term scenario); however, it could drop to 13,6% bearing in mind the context caused by COVID-19 (lowest projection scenario).

Graph 2. Children and adolescents forecast based on types of growth scenarios. Barcelona (2013 base official population), 2013-2026



Source: original prepared by the IIAB (Barcelona Institute of Childhood and Adolescence) based on data from the Department of Statistics (Barcelona City Council) and Idescat (Statistical Institute of Catalonia). Population projections, 2013-2051.

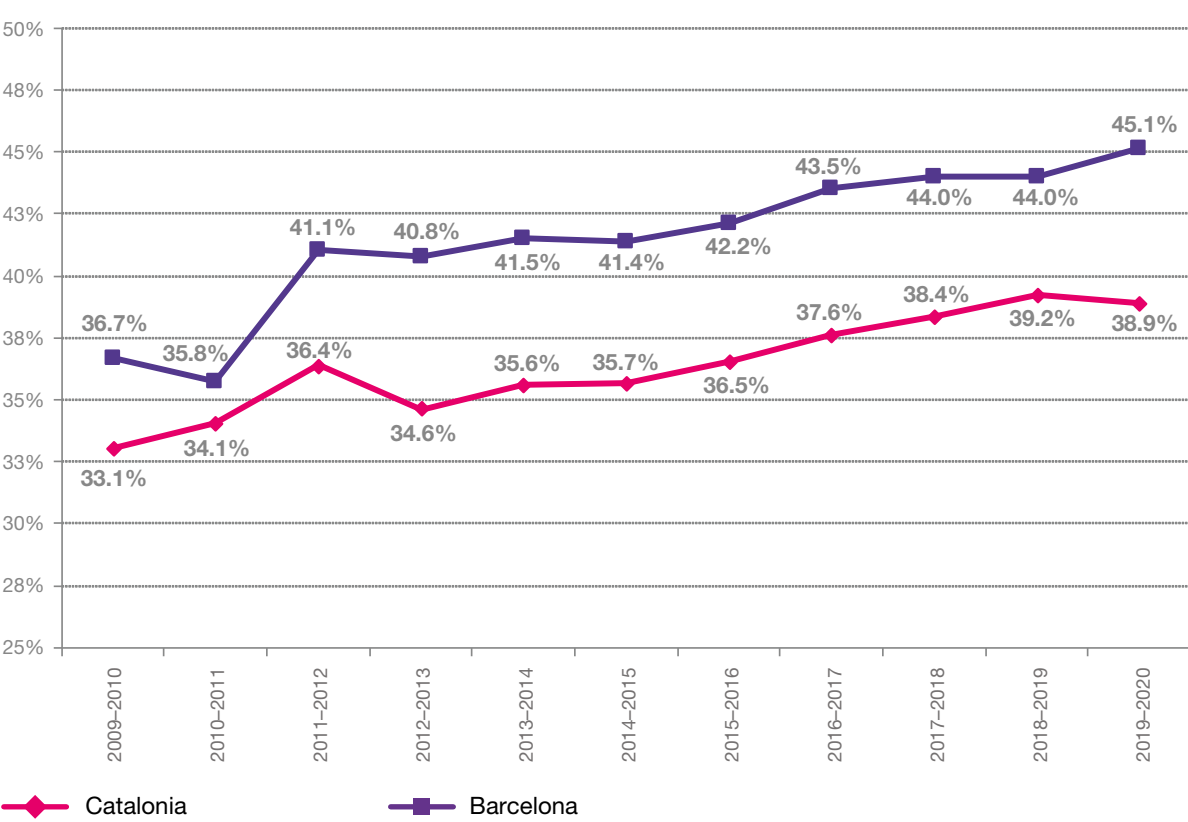


02 Education: early childhood, school attendance and post-compulsory transitions

2.1 Education in early childhood

From the 39,702 children aged between 0 and 2 living in Barcelona (2019), 4 out of 10 were enrolled at school (45.1%). Schooling in early childhood increased from 36.7% in 2009-2010 to 45.1% in 2019-2020. The trend over the past 10 years has been upward (8.4 percentage points more) and is 6 percentage points higher than the Catalan rate (38.9%).

Graph 3. Rate of school attendance 0-2 (%). Catalonia and Barcelona, academic years 2009-2010 to 2019-2020



Source: original prepared by the IIAB (Barcelona Institute of Childhood and Adolescence) based on data from the records of the Barcelona Education Consortium and the Department of Education. Indicators and Statistics Service. Education Statistics.

More than half (53.0%) of enrolled children attend private daycare centres. From all children aged under 3 in the cities, municipal nursery schools cover just 20%, despite the increase in the supply of this public service (Ministry of Education, 2019-2020).

Thanks to the social tariff system used at nursery schools, implemented in 2017-2018, the number of children accessing nursery schools at more affordable fees in line with their family's income has doubled (71.8% of families during 2019-2020), as under the previous fixed public price system (2015-2016), just 33.9% received subsidies (IMEB, 2015-2020).

At the same time as the increase in public nursery schools, the City Council has promoted municipal family spaces. In 1991, the first family space in Barcelona was set up: “La Casa dels Colors” in Zona Franca. There are now 16 around the city that utilise different models and care for 651 children aged between 0 and 2 and their families (IMEB, 2020).

2.2

Universal and mandatory schooling: P3 to ESO (compulsory secondary education) Schooling, entitlement and mobility to study

Although schooling is not mandatory until the age of 6, children in pre-primary education account for 96.5% of all children aged between 3 and 5, indicative of the universality of this level of education. In recent years, there has been a significant increase in demand for P3 places at public schools across the city (pre-enrolment in 2020-2021 saw demand of 52.8% at public schools compared to 47.2% at private schools) (CEB, 2011-2021), while in 2020-2021 the student enrolment trend had not been reversed (50.5% at public schools and 49.5% at private schools) (Ministry of Education, 2014-2021). Furthermore, when looking at children enrolled at school across the city, it is worth noting that Barcelona continues to have a level of private schooling that is much higher than the Catalan average.

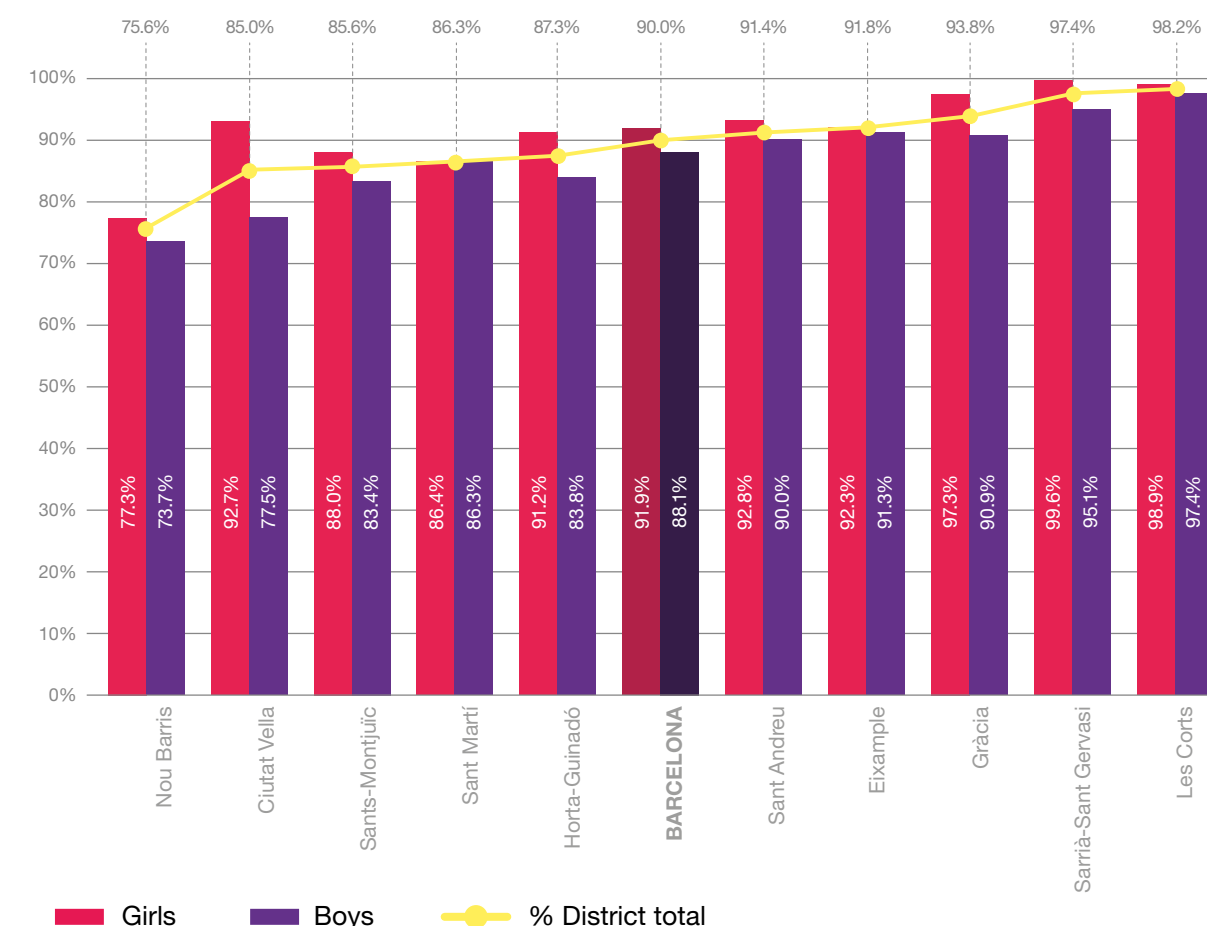
2.3

Educational journey, satisfaction with school attendance, basic skills and graduation

At primary school, the unsuitability rate (percentage of students who are in a year that does not correspond to their age and, therefore, will not complete mandatory schooling at the expected age) stands at 4.0% whereas by ESO, this has increased significantly to 12.5% (although slightly below the average for Catalonia as a whole). The difference grows between the different districts: in Ciutat Vella, Sants-Montjuïc and Nou Barris, almost 1 in every 5 students is a year below the year they should be in based on their age (19.9%, 19.6% and 19.3%, respectively). In contrast, in Gràcia, Les Corts and Sarrià - Sant Gervasi, this is less than half, with less than 1 out of 10 (8.5%, 7.8% and 7.2%, respectively) (CEB, 2019-2020).

As regards successfully completing compulsory secondary education, despite the positive trend, it should be noted that there are still 1 out of 10 adolescents in the city of Barcelona who fail to obtain a High School Diploma (GCSE equivalent), with significant differences between districts. Although the aim must be for 100% of students to complete their secondary education, the positive trend in recent years is cause to celebrate, with 90.0% of enrolled students graduating in 2018-2019, 7.4% up on 2008-2009, when 82.6% successfully completed their studies.

Graph 4. Completion of compulsory secondary education of enrolled students by gender (%) Barcelona and districts, 2018- 2019



Source: original prepared by the IAB (Barcelona Institute of Childhood and Adolescence) using Education Statistics records. Department of Education.

In terms of schooling results reflected in basic skills, around 11% of adolescents in the city failed to achieve any of the basic skills when completing their compulsory secondary education. There are also significant differences between districts: when it comes to basic skills at a primary school level, at opposite ends of the scale are Nou Barris where 25.5% of children and Sarrià - Sant Gervasi where just 3.3% of children failed to pass the basic English skills test (21.7 percentage points). In the case of compulsory secondary education, at opposite ends of the scale are Ciutat Vella, where 23.3% of adolescents failed the Catalan exam and Gràcia, where just 5.2% of adolescents failed the exam (18 percentage points).

It is important to bear in mind that unequal educational results can be explained, for the large part, to the unequal presence of high or very high complex environments in different districts, based on the different socioeconomic contexts in the city.

Educational results aside, consideration must be given to the experience of children and adolescents at their school. To this end, 3 and 4 out of 10 children in the city express dissatisfaction or a lack of well-being in their school environment. For example, while 26.6% of children aged between 10 and 12 in primary education were not very satisfied with their school education, 42.2% were not very satisfied with their student life. What's more, 34.7% said they were not satisfied with their peers. The main reasons for this dissatisfaction include excess homework that take up time outside the classroom that they would prefer to spend playing or seeing their friends (EBISB, 2017). When it comes to adolescents, there is much less data about their satisfaction at high school, although we do know that 32.2% of adolescents at school were not happy (FRESC, 2016).

2.4

After compulsory secondary education: continuing to study or prematurely abandoning studies

Once compulsory education is complete, 8 out of 10 adolescents continue studying without any break (81.9% in 2018 according to the Department of Education). The vast majority choose A-levels(80% according to the CEB cohort analysis); however, in the most recent year for which data is available (2019-2020), 60.6% of students enrolled chose A-levels; 35.3% chose intermediate level vocational training and education (CFGM), and 4% chose workplace insertion programmes (PFI), with significant differences between gender and district (Department of Education, 2019-2020).

In terms of adolescents and young people who, having finished compulsory secondary education and choose not to continue studying, it is worth bearing in mind that 2 out of 10 adolescents in Barcelona are not enrolled at school at the age of 17 (18.1% in 2018 according to the Department of Education), although this figure does not distinguish between those who take a temporary break from studying to later resume and those who never return to their studies (associated with premature abandonment of studies). The percentage of adolescents not studying aged between 18 and 24 is lower in the city (8.2% in 2019, according to the most recent municipal services survey) than in Catalonia (19%) and Spain (17.3%) (Idescat, 2019 respectively); however, as is the case with the percentage of young people who do not finish compulsory secondary education, combating the premature abandonment of studies is particularly important to ensure that all adolescents go out into the job market with the minimum necessary skills.

In this age band (18 to 24), 11.8% continued studying and 79.9% had already finished compulsory secondary education (ESSMM, 2019).

3

Consideration must be given to the fact that the data from the Department of Education encompass all students enrolled, adding together those enrolled in the year as expected (those passing through the compulsory education process without having to repeat a year), and those who enrol at “non-ideal” aged, as a result of a temporary break from studies or having to repeat a year.

03

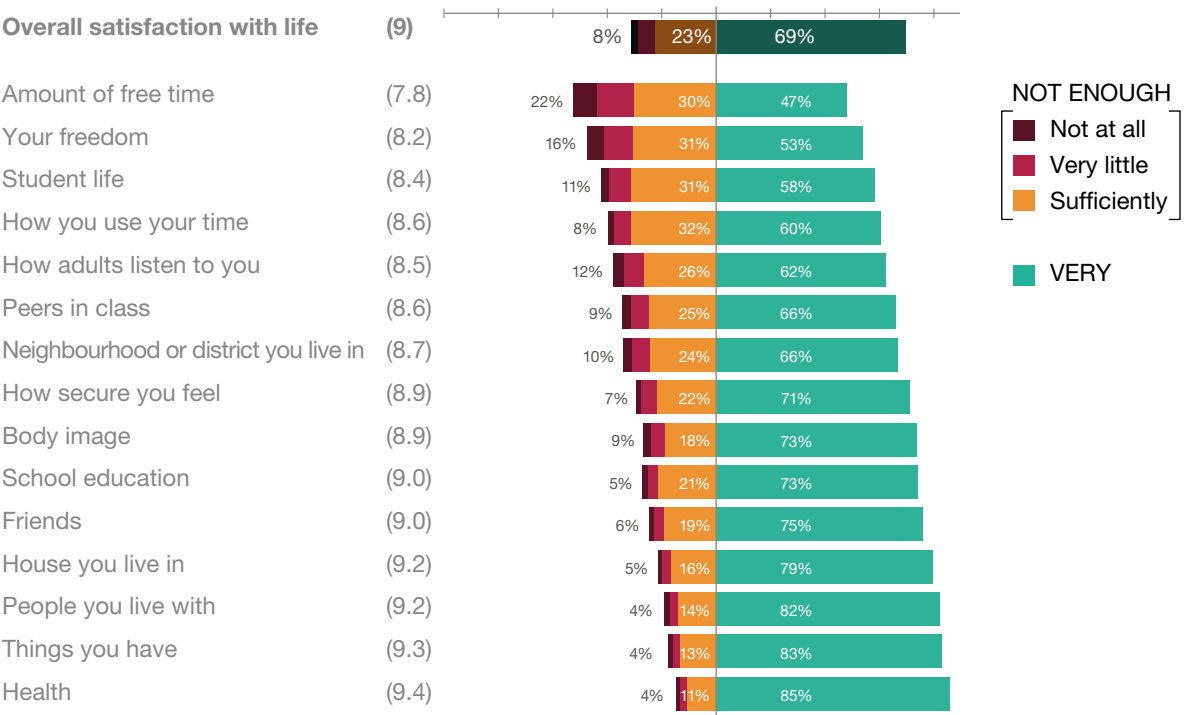
Children's time, out-of-school activities, public space and citizenship

3.1

Time in childhood: availability, use and satisfaction

The amount and use of free time are two aspects that children seem most dissatisfied with. In total, 52% of children report not being *very satisfied*⁴ with the amount of free time they have (22% are not at all or not satisfied) and 40% are not very satisfied with the use of their time (8% are not at all or not satisfied). The low level of satisfaction with amount and use of time are general themes across all children, with no major differences between gender and neighbourhood level of income.

Graph 5. Children (10-12) according to level of satisfaction with 15 aspects subject to assessment (%). Barcelona, 2017



Source: original prepared by the IIAB (Barcelona Institute of Childhood and Adolescence) based on the Subjective Well-Being Survey for Children in Barcelona (EBSIB), 2017. Barcelona City Council and Barcelona Institute for Children and Adolescents (IIAB).

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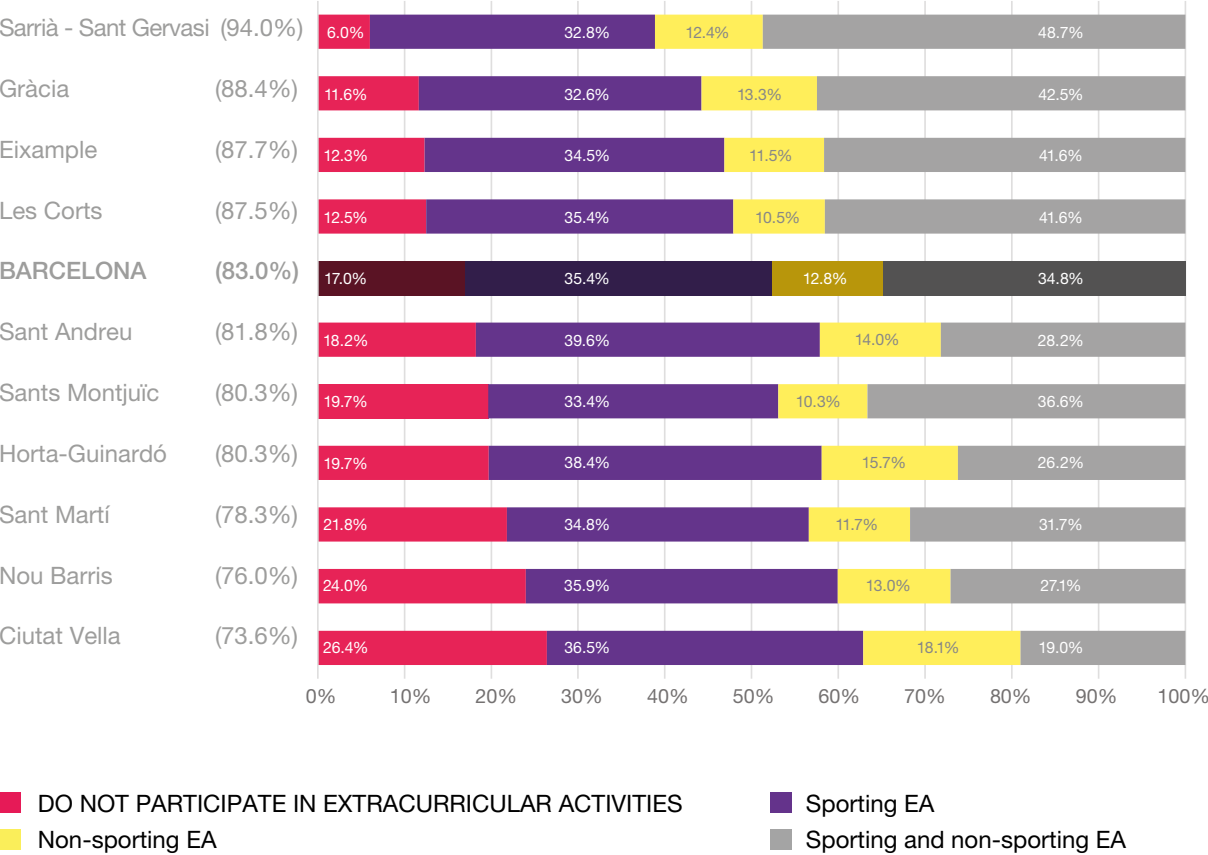
As part of the Subjective Well-Being Survey for Children in Barcelona (EBSIB, 2017), children are considered as dissatisfied when they respond between 0-8 on a scale of 0-10.

Outside school hours, 7 out of 10 children aged between 10 and 12 do homework or study at least 5 days a week and 26.4% relax, chat or have fun with their family not very often (2 days a week or less). Furthermore, around 66% do not see their friends outside of school often enough (EBSIB, 2017) and 26.1% of children and adolescent aged between 3 and 14 do not play in the park or on the streets any day (ESB, 2016).

3.2 Extracurricular and educational leisure activities

In Barcelona, 8 out of 10 (83.0%) children and adolescents aged between 6 and 16 undertake extracurricular activities (both sporting and non-sporting) when they leave school. Of these, 70.2% are enrolled in extracurricular sporting or physical activities and 47.6% in extracurricular non-sporting activities (theatre, music, languages and catch-up classes). In terms of equal educational opportunities outside school, it is worth mentioning that when it comes to the districts, while in Sarrià - Sant Gervasi, Gràcia, Eixample or Les Corts only 1 out of 10 children and adolescents do not participate in extracurricular activities, in the other districts, where family income tends to be lower, the proportion increases to 2 out of 10 and even to 3 out of 10 in Ciutat Vella.

Graph 6. Children and adolescents (6-16 years) who take part in extracurricular sporting and non-sporting activities (%). Barcelona and districts, 2018



Source: Original prepared by the IIAB (Barcelona Institute of Childhood and Adolescence) based on a study of the sporting habits of the school-age population in Barcelona (EHEEB). Barcelona City Council and Barcelona Institute of Sports (IBE). Methodology note: the grey label refers to children and adolescents who do both sporting and non-sporting extracurricular activities.

5 The percentage of sporting and non-sporting activities does not add up to 100% as some children perform both types of extracurricular activities: sporting and non-sporting.

In relation to sporting activities, there has been a constant increase in grants to encourage participation in sports covering 8.1% of the population aged 6 to 17 in the city (13,328 children and adolescents), distributed in such a way as to prioritise children and adolescents from disadvantaged environments (IBE, 2019-2020).

In terms of educational leisure in Barcelona, in 2017-2018, 10,514 children and adolescents aged between 5 and 16 participated in youth clubs (the city has 138 youth clubs), representing 6.4% of the city's population aged 5 to 16 (7.5% of children aged 9 to 12, the age range of maximum participation). At a territorial level, participation is distributed very unequally across the city, as supply often tends to respond to the tradition of education in leisure in the districts: Gràcia is the district with the highest participation of children and adolescents in youth clubs (12.0% of the total), followed by Horta-Guinardó and Eixample (8.1% in both cases). In 23 of the city's neighbourhoods, there is no educational partnership entity and despite the characteristics of these neighbourhoods being diverse, this number includes all neighbourhoods where family income is lowest, hindering the access of children and adolescents from different social backgrounds. It is worth noting that 1 out of 7 children participating in youth clubs receive economic assistance to cover the cost of the activity (14.6% of the total), and 72% of sponsored children and adolescents attend entities located in medium-low (19%), low (11%) or very low (42%) income neighbourhoods (Department of Young People, 2017-2018).

Against this backdrop of inequality, the socio-educational support activities at open centres and/or daily socio-educational assistance centres are particularly important, as they provided support to children diagnosed at risk of social exclusion (68% of the total in 2019) and other children (remaining 38%), who tend to be located in the most disadvantaged regions. The number of socio-educational assistance centres per 10,000 residents aged between 3 and 17 across Barcelona is approximately 1.4, although in Ciutat Vella, Nou Barris and Sant Andreu, this ratio is higher: 7.6 , 2.6 and 2.0 , respectively, in line with the most disadvantaged socio-economic characteristics of these districts (IMSS, 2019).

3.3 Summer and activities during the holidays

Holidays have traditionally been a time of significant inequality, as 1 out of 4 children and adolescents (26.1%) live in homes that cannot afford going on a one-week holiday each year (EMCB, 2018-2019) with significant differences between districts: for each child in Sarrià-Sant Gervasi who cannot afford to go on a one-week holiday per year, there are seven who cannot afford to do so in Nou Barris (ESDB, 2017).

Despite the efforts of the administration to offer children, adolescents and families a bolstered municipal summer campaign (both in terms of places and access grants) to compensate the impact of lockdown measures and the closure of schools in 2020, participation at summer camps and in leisure activities (during the Summer Holidays Campaign) dropped by 35.1% compared to 2019. 18.2% of places taken were grants (Department for the Promotion of Children, 2020).

3.4 Public space: strategic space for play, meeting with friends and community life

In total, 34% of children aged between 10 and 12 in Barcelona responded that they were not very happy with the neighbourhood they lived in and 47% (almost half) that they were not very happy with the spaces in their neighbourhood for playing and having fun (EBISB, 2017). Prior to COVID-19, children had limited time to play outdoors: 1 out of 4 children

aged between 3 and 14 (26.1%) did not play in the park or on the streets every day (ESB, 2016), and 4 out of 10 children aged between 10 and 12 (38.4%) did not play or spend any time outdoors (either never or at most 1 or 2 days a week). Just 42.4% of children played outside at least 5 days a week, while 49% of children aged 10 to 12 used social media and 65% watched television at least 5 days a week. Although there are some differences between neighbourhoods, the territorial dynamic is quite similar and there is no pattern that links level of income to use of time (EBSIB, 2017),

Playing in the street cannot be disassociated from security and autonomy; therefore, to better understand the low rates of play and the presence of children in the street, consideration must be given to the fact that, as well as other factors, 5 out of 10 (49.5%) children do not feel safe in their neighbourhood, particularly children who live in low-income neighbourhoods, and that 7 out of 10 (68.3%) replied that they did not think their neighbours would come to their assistance should they have a problem. What's more, 59% of children do not believe that their neighbours are friendly to them (EBSIB, 2017).

3.5 Adult listening, knowledge of rights and citizenship

Adults listening to the opinions and interests of children is considered a necessary practice in the transition towards active citizenship (children can participate actively in society to the extent that adults listen to them and bear their desires in mind); however, 37.9% of children aged between 10 and 12 are not satisfied with the extent to which adults listen to them, without there being major differences between gender, although there is a difference based on socioeconomic context (low income: 40.5% not very satisfied with how adults listen to them; high income: 32.0%, a 9 percent difference) (EBSIB, 2017). These percentages should be given some consideration, especially when bearing in mind that adult listening is one of the life aspects that has most "weight" in a child feeling satisfied with their life in general (IIAB, 2019)⁶.

In adolescence, 2 out of 10 (18.6%) adolescents exercise their citizenship more actively, through activities related to membership of associations, such as scouting and youth clubs, or through affiliation to political or religious organisations (FRESC, 2016).

In terms of the knowledge of recognised rights, only 55.4% of children aged between 10 and 12 are aware of their rights, with a different pattern in relation to socioeconomic context than might be expected, given the educational actions and practices in education centres rather than the income levels of the neighbourhoods in which children live (EBSIB, 2017).



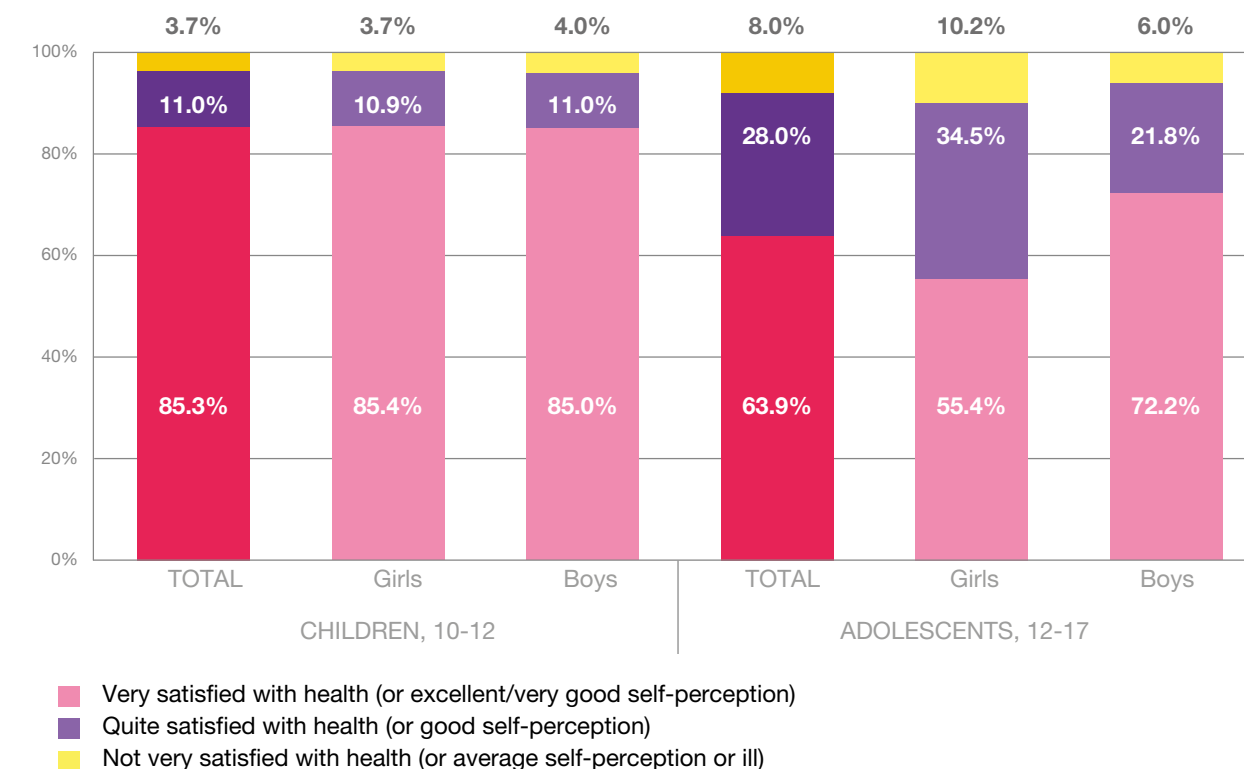
6 Barcelona Institute for Children and Adolescents. (2019). [Speak up boys and girls: subjective well-being in childhood in Barcelona](#) (Truñó, M.; Pineda, L.; Curran, M.; Corominas, M.; Curcoll, L.). Barcelona Institute of Childhood and Adolescence - Barcelona Institute of Regional and Metropolitan Studies (Barcelona City Council).

04 Physical, mental and emotional health of children and adolescents

4.1 Satisfaction of children and adolescents with their own health

Health is an aspect that is rated very highly among children aged between 10 and 12 (85.3%, very satisfied) and by adolescents aged between 13 and 17 (63.9%, very satisfied), despite the significant decrease seen as children become adolescents and between genders once they reach adolescence (55.4% of girls responded very satisfied compared to 72.2% of boys).

Graph 7. Degree of satisfaction with health amongst children and adolescents, total and by gender (%). Barcelona, 2016 and 2017



Source: original prepared by IIAB (Barcelona Institute of Childhood and Adolescence) based on the EBSIB (2017) and the FRESC survey (2016), Barcelona Public Health Agency.

Furthermore, the perception of good or bad health by children and adolescents in Barcelona is not equal across the city: children and adolescents who grow up in disadvantaged socioeconomic contexts are less satisfied with their health than others. Amongst the children who live in low income neighbourhoods, 82.6% are very satisfied with their health, while in high-income neighbourhoods, this increases to 89.4% (EBSIB, 2017). The seven percent difference between low and high income contexts remains into adolescence, where 60.2% of adolescents from more socioeconomically disadvantaged contexts perceive themselves as having very good health (in socioeconomically privileged neighbourhoods, the percentage increases to 67.3%) (FRESC, 2016).

4.2 Healthy rest, food and physical exercise habits

When it comes to food, rest and level of physical activity, there is significant room for improvement given that healthy habits are below the recommended levels.

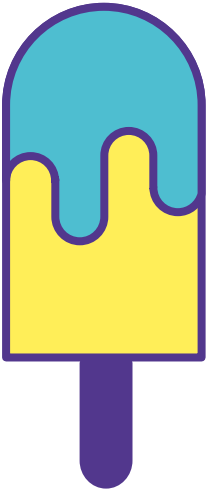
Concerning rest, many children and most adolescents do not sleep enough hours per day (43.0% of children and 70.0% of adolescents), with significant differences depending on the socioeconomic background of the family during adolescence (80.8% of adolescents from very low income households drop below the recommended number of hours sleep, compared to 65.4% of adolescents from high or very high income households) (ESB, 2016).

In terms of eating habits, 91.3% of children and adolescents aged between 3 and 17 have breakfast every day before they leave home, whereas only 7.1% eat the five recommended portions of fruit per day (ESB, 2016).

As regards physical exercise, 76.6% of children and adolescents report doing physical exercise regularly outside school hours (twice or more a week), although 1 out of 4 report doing so insufficiently (less than once per week) or not doing any at all. There are significant differences depending on the city district, with less children not doing exercise regularly in Ciutat Vella (just 60.9%) and more children in Sarrià-Sant Gervasi, where 86.2% of children and adolescents report doing so (EHEEB, 2018).

4.3 Being overweight, obesity and satisfaction with body image

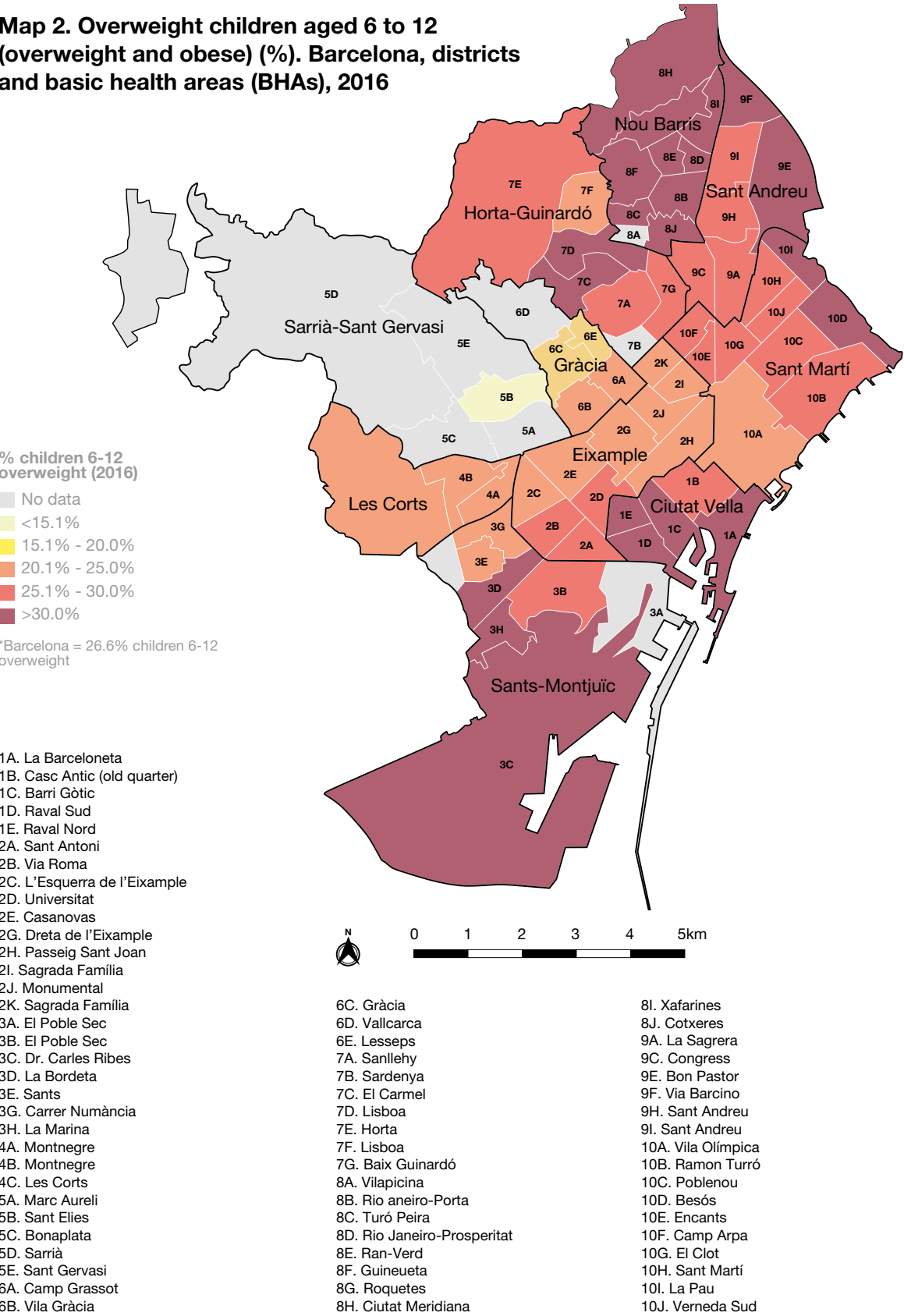
Almost 3 out of 10 children and adolescents are overweight (either overweight or obese), with more cases amongst socioeconomically disadvantaged backgrounds. Despite not having a single source of data for analysing weight in children and adolescents⁷, we know that 26.6% of children aged 6 to 12 are overweight (47,636 cases diagnosed at the city's primary health care centres), of which 16.1% were diagnosed as overweight (28,870 cases) and 10.5% as obese (18,766 cases). Amongst adolescents aged between 13 and 17, the percentage of those overweight is similar (25.6%), although the percentage of those diagnosed as being obese is lower (18.7% overweight and 6.9% obese).



7

The data for children aged 6 to 12 correspond to diagnosed cases in BHAs (2016), the data for adolescents aged between 13 and 17 has been taken from the 2016 FRESC survey.

Map 2. Overweight children aged 6 to 12 (overweight and obese) (%). Barcelona, districts and basic health areas (BHAs), 2016



Source: original prepared by the IIAB using data from the Department of Health at the Generalitat de Catalunya. Note: division corresponds to the 68 basic health areas (BHAs) about which the Department of Health had updated information (November 2020) about overweight children in 2016.

As regards to satisfaction with body image, 34.9% of children aged 6 to 11 said they were not very satisfied, which doubles to 75.1% amongst adolescents aged 12 to 16 (40 percentage points more). Despite the level of dissatisfaction being very high amongst both genders, adolescent girls (practically 80%) tend to be less satisfied with their body than adolescent boys (71.9%, 8 percentage points less) (EHEEB, 2018).

4.4

Well-being, mental health and addictions in childhood and adolescence

Three out of 10 children aged between 10 and 12 in the city of Barcelona report not being very satisfied with their life in general (31% when adding together not at all [2%], somewhat [6%] and quite [23%] satisfied). Amongst children who grow up in an environment of material hardship, 4 out of 10 report not being very satisfied with their life in general (Corominas i Pineda, 2020)⁸.

Amongst children and adolescents, the risk of suffering from a mental health problem⁹ between the ages of 4 and 14 is 5.9%, while the risk of suffering from depression or anxiety amongst those aged 15 to 17 is 3.5% (ESB, 2016). Based on these figures, it is estimated that at least 11,000 children and adolescents in the city of Barcelona suffer from a psychological illness. The number of people receiving assistance at mental-health centres for children and adolescents (CSMIJ) has grown in recent years, surpassing 10,000 since 2015 (CSB, 2012-2019); however, it would be worth establishing whether this is because of the surplus demand for public services (for which data is not available), as quickly responding to these illnesses is key to prevent them from becoming chronic.

In terms of initial contact with addictive substances, 7 out of 10 adolescents aged 13 to 17 have tried alcohol (68.6%); 4 out of 10 have tried tobacco (37.5%), and 3 out of 10 have tried cannabis (29.7%), although, in the case of cannabis, just 11.6% of adolescents have made this a daily (8.3%) or occasional habit (3.3%) with slightly higher percentages amongst girls. These figures are worse in privileged areas of the city. While in disadvantaged socioeconomic contexts, 65.9%, 35.4% and 27.5% of adolescents reported having tried alcohol, tobacco and cannabis, respectively, in more privileged contexts, these percentages increased to 71.0%, 39.3% and 31.7%, respectively (FRESC, 2012-2016).

4.5

Sexual and reproductive health

In total, 12.5% of adolescents who have sexual relations involving penetration do not use any method of contraception or the method used is not effective (FRESC, 2016). In 2018, 529 teenage girls fell pregnant (16 out of 1,000). Of these, 386 voluntarily interrupted the pregnancy (12 out of 1,000) and 143 became mothers (4 out of 1,000). Between 2006 and 2018, the number of pregnancies in teenage girls decreased (267 in 2006 to 143 in 2018), meaning that voluntary interruptions and births in teenagers also dropped, by 44.3% and 46.4%, respectively, during this period (ASPB, 2018).

When analysing territorial distribution, the districts with most voluntary interruptions were Nou Barris (65), Eixample (63) and Sant Martí (55), with 17.4‰, 13.2‰ and 11.5‰ of the female teenage population in the district, respectively. In terms of births amongst teenage girls, the districts where most were recorded were Nou Barris (27; 7.2‰ of teenage girls in the district), Sants-Montjuïc (24; 6.9‰), Sant Martí (17; 3.5‰), Sant Andreu (17; 5.4‰) and Ciutat Vella (17; 10.7‰) (ASPB, 2018).

8

Barcelona Institute of Regional and Metropolitan Studies (2020). [“Social inequality, relationship environments and well-being in childhood in Barcelona”](#). A: Corominas, M.; Pineda, L. 2019 Barcelona Annual Yearbook.

9

Percentage of children (4-14) at risk of suffering from a mental health problem, calculated using the Strengths and Difficulties Questionnaire (filled in by parents). The SDQ system is based on the scores returned in four areas (relationship problems with peers, emotional problems, conduct problems and attention problems and hyper activity).

05

Poverty, exclusion and inequalities in childhood and adolescence

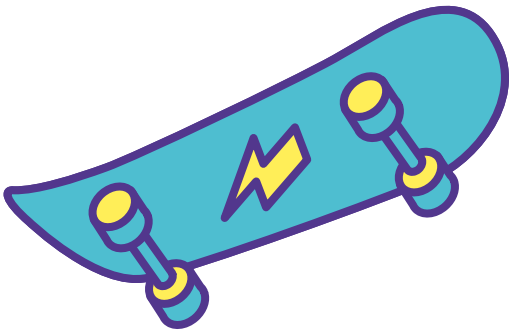
5.1

Unequal contexts in which children and adolescents live and grow up

The living conditions of children can be linked to the level of education of their parents, their geographic origin, household income, conditions of the dwelling, whether they live in situations of job insecurity and/or unemployment, as well as the residential characteristics of the neighbourhoods they live and grow up in. To this end, the territorial context and social conditions of children's surroundings are the first indicators of inequality in childhood.

Growing up in low or very low income contexts or in degraded residential contexts has an impact not only in the short term, but also in the long term in children's lives.

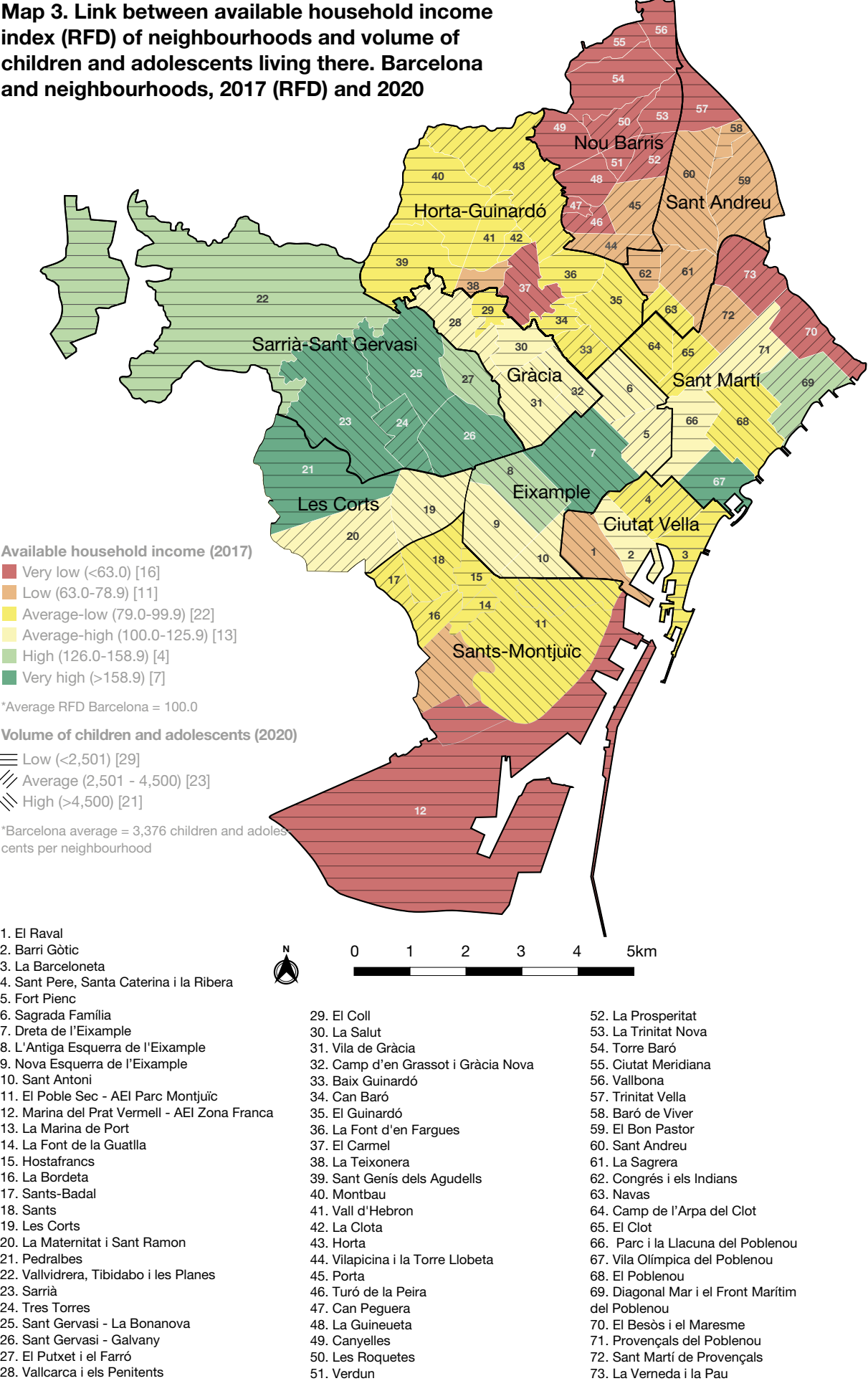
In the city of Barcelona, prior to COVID-19, 80,003 children and adolescents grew up in neighbourhoods with a low¹⁰ (44,365) or very low (35,368) disposable household income. These children and adolescents accounted for 32.5% of all children and adolescents in the city.



10

The disposable household income index (DHII) is calculated by combining five weighted variables with different weights against an average for the city aligned with 100 (OMD, 2018).

Map 3. Link between available household income index (RFD) of neighbourhoods and volume of children and adolescents living there. Barcelona and neighbourhoods, 2017 (RFD) and 2020



Source: Original prepared by the IIAB (Barcelona Institute of Childhood and Adolescence) based on available household income data (2017) obtained from the Municipal Data Office and data from the municipal register of residents (accessed 1 January 2020) from the Department of Statistics and Data Dissemination (Barcelona City Council)

In the context of the current economic crisis, unemployment has affected the lowest income neighbourhoods, which is where, for the most part, most children live: in 8 out of 10 neighbourhoods with the highest unemployment rates in the city (Ciutat Meridiana, Trinitat Nova, Trinitat Vella, Marina del Prat Vermell – AEI Zona Franca, Vallbona, Raval, Guineueta and Torre Baró), the volume of children and adolescents is higher than the city average, which means that, in relative terms, childhood is very present in more vulnerable social environments. In just 2 out of 10 neighbourhoods most affected by unemployment (Canyelles and Barceloneta), the percentage of children and adolescents is below the city average (OMD, 2020).

5.2 Poverty in the workplace and increase in the cost of housing

Two of the various critical risk factors in relation children suffering from situations of poverty or risk of social exclusion are poverty in the workplace and the cost of housing. From these two, the increase in the cost of housing in the city in recent years has seen many families with their backs against the wall (IERMB, 2019)¹¹. A total of 18.4% of children and adolescents live in households where the cost of housing is considered excessive (more than 40% of income) and 14.0% live in households where there is some form of lateness paying housing-related costs. 13.3% of children and adolescents live in households where it is not possible to maintain an adequate temperature and 56.5%, live in homes with humidity problems, lack of natural light or environmental pollution (EMCV, 2018-2019).

Furthermore, 2 out of 10 children and adolescents live with adults considered to be in situations of poverty in the workplace¹², which has a more significant impact on adults with children than childless adults (22.7% vs. 16.0%, respectively) (EMCV, 2018-2019).

The impact of excess spending on accommodation on children and adolescents by district¹³ suggests that, once the costs of accommodation have been assigned to the economies of households with children, these costs mean that almost 4 out of 10 children and adolescents in Ciutat Vella (38.1%) are beneath the moderate poverty line and that 3 out of 10 children in Sants-Montjuïc (29.8%) and Nou Barris (28.3%) are. In contrast, in the other districts, the impact of overspending on accommodation would be below the average for the city (18.4%) and the lowest figure would be in Les Corts and Sarrià - Sant Gervasi, with 9.9% of children in a situation of poverty once the costs of accommodation have been allocated (ESDB, 2017).

11 Antón-Alonso, F.; Porcel, S. (2019). Childhood and homes: higher costs, gentrification and emergency accommodation in Barcelona. Barcelona Institute of Regional and Metropolitan Studies. Barcelona City Council. Pending publication.

12 Poverty at work: population aged 18 to 64 with children and adolescents, despite having worked at least six months the previous year, live beneath the moderate poverty threshold, i.e., with income below 60% of the average income of households with children in the city.

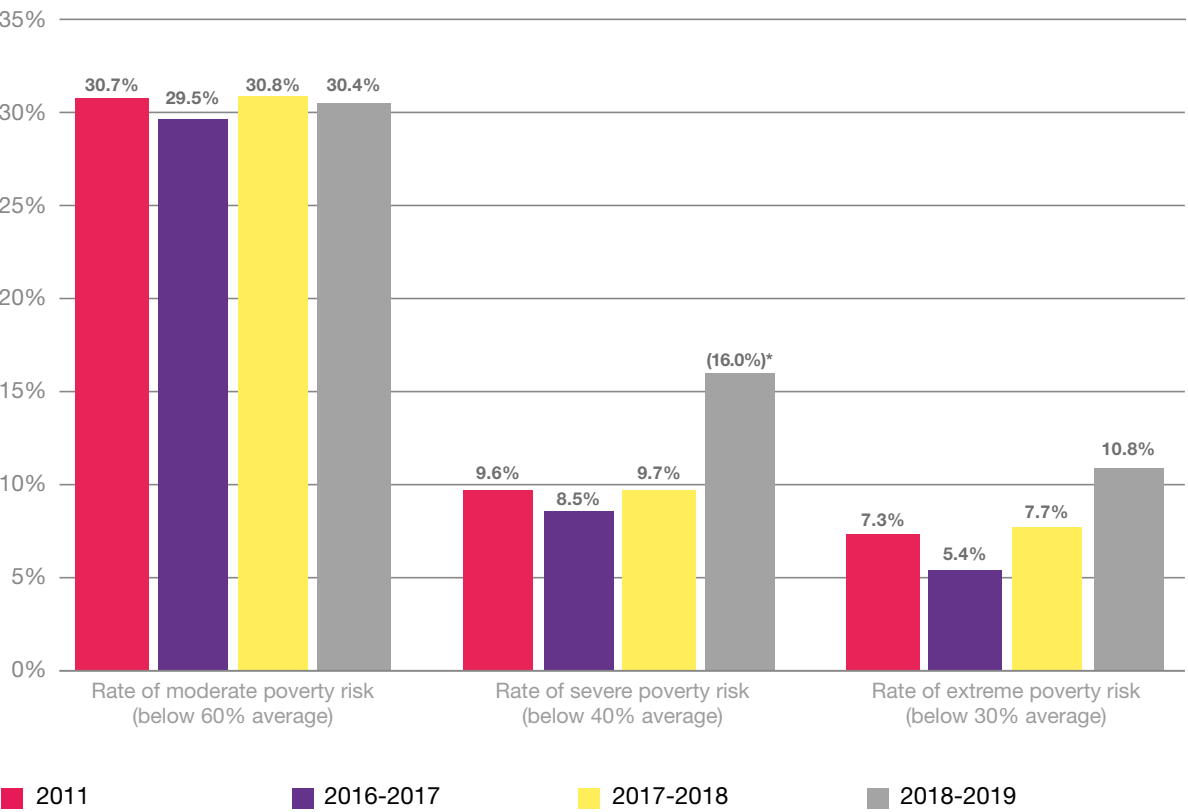
13 The variation in the poverty rate based on the calculated increase in housing cost has been obtained from a situation in line with a variable threshold based on the distribution deciles of annual household income. See: Navarro-Varas, L.; Porcel, S.; Cruz, I.; Pruna, M. (2018). *Unequal poverty and childhood in the city of Barcelona, 2016-17*. Barcelona Institute of Regional and Metropolitan Studies.

5.3

Risk of children suffering from situations of poverty or social exclusion

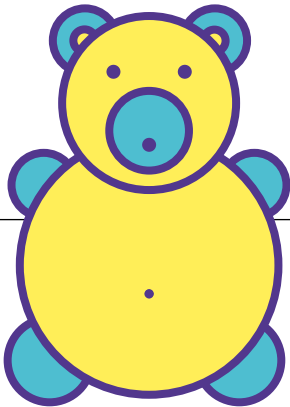
In Barcelona, the *AROPE* rate (*At Risk of Poverty and/or Exclusion*)¹⁴ amongst children and adolescents is 34.4% (EMCV, 2019-2019), slightly higher than the Catalan average (32.8%) (IDESCAT, 2019), 4 percentage points above the Spanish average (30.3%) (INE, 2019) and 11 points above the European average (23.4%) (EUROSTAT, 2019). It is worth noting that the AROPE rate is higher amongst children and adolescents (34.4%) than the rest of the population (24.5%), as well as other age groups (adults aged 18 to 64, 24.0%) and the elderly (18.2%). The AROPE rate is also highest amongst people who live in households with children (30.7%) than the average for all households (24.5%).

Graph 8. Risk of moderate, severe and extreme poverty among children and adolescents (%). Barcelona, 2011, 2016-2017, 2017-2018 and 2018-2019



* Note: the jump in the severe poverty rate from 9.7% (2017-2018) to 16.0% (2018-2019) cannot be confirmed until the most recent EMCV for 2019-2020 is made available

Source: Original prepared by the IIAB (Barcelona Institute of Childhood and Adolescence) based on the Survey of Living Conditions and Habits of the Population (ECVHP) - IERMB (2011) and Metropolitan Statistics on Living Conditions (EMCV) - IERMB (2016-2017, 2017-2018 and 2018-2019).



14 The European AROPE indicator (*At Risk of Poverty and/or Exclusion*) seeks to depict the multidimensional nature of poverty and combines moderate monetary poverty, low work intensity and several material hardship.

In relation to monetary poverty, and following the trend seen in 2011, 30.4% (3 out of 10 children and adolescents in the city) live on income beneath the moderate poverty threshold¹⁵ (15,261 for households with one adult and one child, 21,130 for households with two adults and one child and 24,652 for two adults and two children). This percentage means that almost 75,000 children and adolescents live at risk of poverty in the city¹⁶. In Catalonia, the risk of moderate poverty is 31.0%. 16.0% of children and adolescents in Barcelona live beneath the severe poverty threshold¹⁷ and 10.8% of children and adolescents, 1 out of 10 live beneath the extreme poverty threshold (EMCV, 2018-2019).

5.4

Income inequality between children and adolescents

Income inequality between children and adolescents is not only noticeable when comparing the 0-17 age range with other age groups and the population in general, it is also noticeable when analysing the income distribution difference amongst children themselves. From this perspective, the distribution of average annual income of children and adolescents by deciles demonstrates major internal inequality: in absolute terms, children and adolescents in the first decile (4,638 average annual income) have almost 11 times less the average annual income of children and adolescents in the 10th decile (50,149), a difference of 45,510 between the former and the latter (EMCV, 2018-2019). The trend analysis provides an example of inequality in internal distribution in recent years.

5.5

Material hardship in the lives of children and adolescents

Looking item by item, all the material hardship indicators are worse in the 0-17 population compared to the rest of the population and in the trend analysis, some indicators have worsened significantly: for example, in the case of children and adolescents who have not been able to eat the recommended portions of meat or fish, which stood at 0.6% in 2016-2017 or 0.5% in 2017-2018, increasing to 2.8% by 2018-2019. Or in relation to the ability of households with children and adolescents covering unexpected expenses, there was also a concerning 14 percentage point increase from 30.7% in 2017-2018 to 44.6% in 2018-2019 (EMCV, 2016-2017, 2017-2018, 2018-2019).

At a district level¹⁸, where available household income is lower, there are more children and adolescents who experience hardship: the district with the highest percentage of two or more hardships is Ciutat Vella (56.2%), and those with the lowest percentage are Sarrià - Sant Gervasi (11.3%) and Les Corts (11.3%), with a maximum gap between these districts of 45 percentage points.

15 The poverty risk rate amongst children and adolescents can be broken down into moderate poverty (those whose income is less than 60% of the average income of the population), severe poverty (those whose income is less than 40% of the average income) and extreme poverty (those whose income is less than 30% of the average income of the population).

16 Estimated population based on population aged 0-17 in municipal register of residents as of 1/1/2019. OMD. Barcelona City Council.

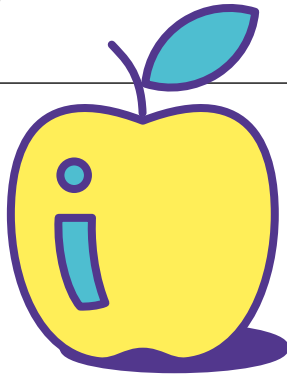
17 The jump in severe poverty (6.3 percentage points in just one year) makes it necessary to treat this data with caution and wait for the data for 2019/2020 to confirm whether this is really the trend and it has increased.

18 As the hardship indicators taken from the Metropolitan Statistics on living conditions means it is not possible to break down information by districts, we have used the specific material hardship indicators from the 2017 Barcelona Sociodemographic Survey, which include a range of hardship items and has a big enough sample to indicate performance at a district level, despite the range of items in the 2017 ESDB not being strictly comparable to the range of items in the AROPE rate.

Table 1. Children and adolescents who suffer material hardship by number and types of hardship (%). Barcelona and districts, 2017

Material hardships	Ciutat Vella	Eixample	Sants-Montjuïc	Les Corts and Sarrià Sant-Gervasi	Gràcia	Horta-Guinadó	Nou Barris	Sant Andreu	Sant Martí	Total
One or more hardships	56.2	12.9	41.4	11.3	19.2	19.4	55.2	28.1	30.4	27.1
One or more deprivation	67.4	22.2	58.1	22.5	28.6	42.9	66.5	38.6	44.9	40.0
Cannot make a meal that includes meat, chicken or fish at least every other day	14.2	1.9	7.1	0.9	6.7	3.4	7.5	3.5	3.5	4.4
Cannot maintain their home at an adequate temperature during colder months	32.3	6.2	25.4	3.5	9.3	12.4	35.0	16.3	13.4	14.9
Delays paying housing costs	31.0	3.1	10.7	8.7	3.9	8.9	26.2	14.9	16.3	12.4
Delays paying purchases made in instalments	7.8	7.3	5.8	4.8	2.6	7.5	13.3	9.9	15.2	8.0
Delays paying housing supply costs	27.3	6.6	16.4	7.5	7.7	10.7	28.7	12.0	15.5	13.4
Unable to meet an unexpected expense	57.5	17.9	41.4	9.2	25.4	34.3	59.2	35.4	36.2	31.7
Unable to go on holiday for one week a year	42.4	10.7	33.6	6.4	11.7	15.4	45.6	19.2	26.4	21.0
Cannot afford an internet connection	12.8	1.4	10.2	0.6	5.3	3.1	14.4	3.0	3.9	5.1

Source: original prepared by the IIAB (Barcelona Institute of Childhood and Adolescence) based on the Barcelona Sociodemographic Survey (2017). Barcelona City Council.



5.6

Ineffectiveness of local policies to reduce childhood poverty

The underprotection of children and adolescents in Catalonia and Spain dates back a long time and remains unresolved (Martínez-Celorrio and Marín-Saldo for IIAB, 2018)¹⁹. Two combined perspectives reflect this: low investment in the protection of families and childhood, and the ineffectiveness of social transfers, reflected in unusually high and persistent childhood poverty rates.

According to the most recent data available, in 2014, the investment in protecting families and children in Catalonia amounted to 0.8% of its GDP, in Spain it amounted to 1.3% (2018) and in the EU to 2.2% (2018)²⁰. In other words, Spain invests 41% less and Catalonia 64%²¹ less than the European average in the social protection of families and children, despite having been one of the countries most affected by the 2008-2013 financial crisis and the sixth country with most spending cuts in relation to education in the EU (Martínez-Celorrio, 2016). This low level of investment is nothing new, although it represents a historic anomaly in the framework of the EU. One of its causes is the state welfare model, with a very low capacity for social transfers (individual and household) to reduce income inequality in households where children live (Marcos i Ubrich, 2017; Fernández et al., 2015; Martínez-Celorrio, 2015)²².

In the city of Barcelona, special mention must be made of the contribution of the 0-16 Children's Fund (a measure that is not present across the rest of Catalonia) and school-dinner subsidies to reducing childhood poverty. The 0-16 Children's Fund granted aid to 11,445 children aged between 0 and 16 and 2,080 complementary grants to single-parent households in 2019 (IMSS, 2020). School-dinner subsidies were offered in 2019-2020 to 31,686 children, or 17.3% of children, consolidating the increase in proportion of children receiving the benefit (CEB, 2019-2020).

19 Barcelona Institute of Childhood and Adolescence (2018). *The living conditions of families with children and adolescents cared for by social services in Barcelona with extremely complex problems* (Martínez-Celorrio, X.; Marín-Saldo, A.; Truñó, M.; Pineda, L.). Barcelona Institute of Childhood and Adolescence - Barcelona Institute of Regional and Metropolitan Studies (Barcelona City Council).

20 The most recent data Catalonia, provided by IDESCAT (2020), correspond to 2014, while the most recent for Spain and the European Union (EU-28) correspond to 2018 and are provisional (provided by EUROSTAT, 2020). The indicator that links social public spending on benefits to families/children with percentage GDP has been prepared by the SEEPROS, the European statistics system.

21 We have updated the percentage using the most recent data available; therefore, the percentage varies slightly from the percentage used in the 2016 report.

22 Marcos, L.; Ubrich, T. (2017). *Desheradados. Desigualdad infantil, igualdad de oportunidades y políticas públicas en España*. Save the Children; Martínez-Celorrio, X. (2015). *“Buena redistribución y mejor redistribución contra las desigualdades”*. A: ESADE Social Trust Index. ESADE.

06 Interpersonal relationships, security, violence and protection of childhood and adolescence

6.1 Relationships between children and adolescents and their family, friendship, school and neighbourhood environments

Relationship factors are critical when it comes to the satisfaction of children with their lives and, in particular, having enough friends is an element that has a particular impact on the overall well-being of children (IIAB, 2019). The quality of social relations has an impact on the development and socialisation of children and adolescents. Just 18% of children aged between 10 and 12 replied that they were not very satisfied with the people they lived with (4% were either not at all or not satisfied) and 21.4% of adolescents considered that their family relationships were not particularly good, rating them as average or poor (FRESC, 2016).

6.2 Security and perception of support in case of a problem

This dissatisfaction with relationship environments is reflected in perceived security and perceived support they receive in case of a problem. To this end, 18.2% of children aged between 10 and 12 said they did not feel secure at home (EBSIB, 2017) and 22.1% (just over 2 out of 10) said they would not receive support from their relatives should they have a problem.

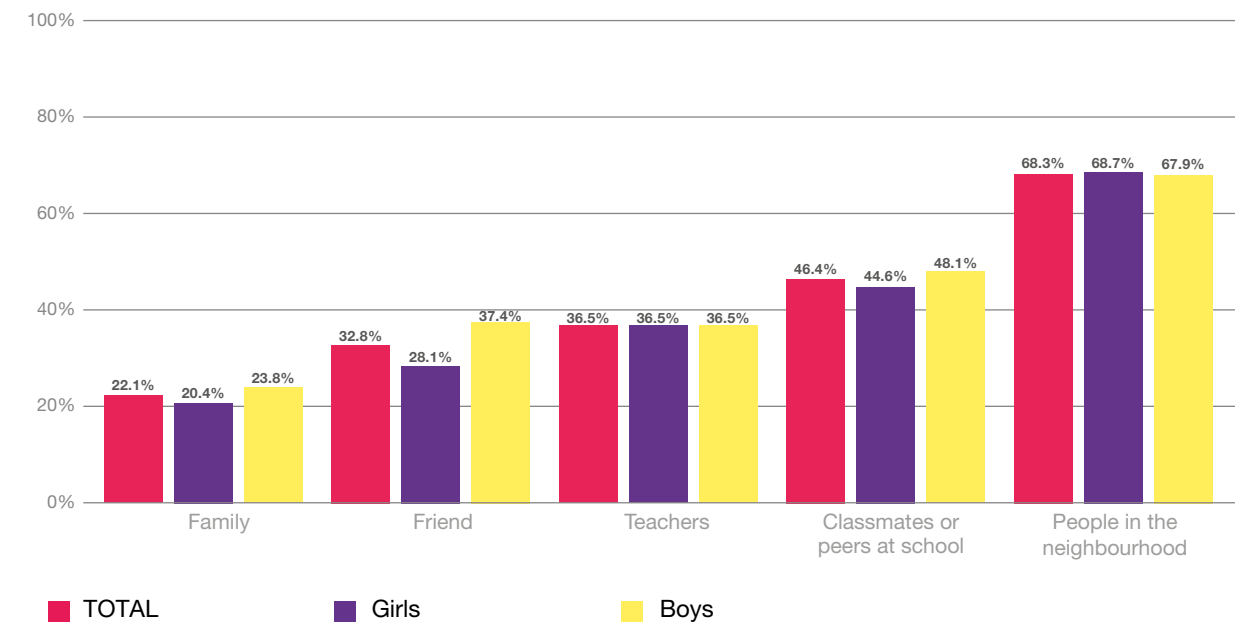
In terms of friendships, 3 out of 10 (25%) of children replied that their friendship circle was not highly satisfactory, and 32% replied that they would not receive support from their friends if they were to have a problem, with an important difference between genders: more boys (37.4%) than girls (28.1%) thought this, a difference of 9 percentage points. Amongst teenage girls and boys, 14.9% said they did not have any friends whatsoever (EBISB, 2017; FRESC, 2016).

School is a key environment when it comes to child well-being, in particular in feeling secure, although 24.4% of children aged 10 to 12 reported they did not feel this. What's more, 34% said they were not very satisfied with their peers in class, and 5 out of 10 children (46.4%) said they would not receive support from their classmates should they have a problem. 36.5% replied that they were not sure whether their teachers would help them if they needed it.

Finally, the environment that generates most concern is the neighbourhoods they live in: 7 out of 10 children aged between 10 and 12 (68.3%) think that they would not receive

support from their neighbours should they have a problem and 49.5% responded that they did not feel safe in the neighbourhoods they live in, with this percentage higher amongst girls (53.6%) than boys (45.5%), and in low income neighbourhoods (54.9%; 18 percentage points higher than in high income neighbourhoods: 36.4%).

Graph 9. Children who, in case of having a problem, think that they would not receive support from people closest to them (family, friends, teachers, classmates and neighbours), total and by gender (%). Barcelona (2017)



Source: Original prepared by the IIAB based on the EBSIB - 2017.

6.3 Domestic violence involving children and adolescents.

In terms of domestic violence affecting children, in 2019, 12 out of 10,000 children and adolescents in the city of Barcelona were victims of domestic abuse (with reports being filed in 286 cases), a figure that has improved slightly over the past 5 years. The districts with the highest number per 10,000 residents are Ciutat Vella (23 per 10,000), Sants-Montjuïc (17 per 10,000) and Nou Barris (16 per 10,000) (Department of the Interior, 2017).

Against this backdrop, the Care, Recovery and Shelter Care Service (SARA) attended to 529 cases of children and adolescents (268 girls and 246 boys) who were victims of gender-based violence, higher than the reported cases of domestic violence, which suggests that a significant number of domestic violence cases go unreported. At the SARA service, the trend between 2015 and 2019 has oscillated between 400 and 500 cases, with a slight increase since 2017 (Department of Care and Reception for Gender Violence, 2015-2019).

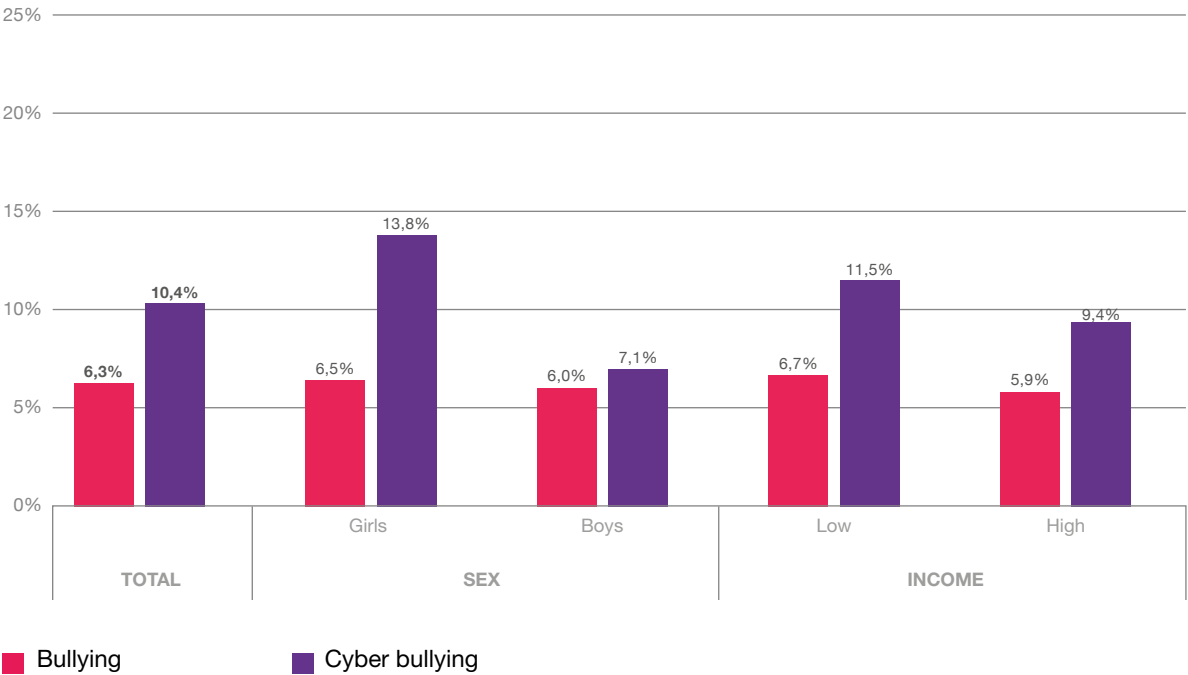
In terms of violence involving adolescents, 10.2% of adolescents report having been victims of sexual harassment (any verbal or physical conduct with a sexual component that is offensive or undesired) at some time, with 15.1% reporting that they had suffered emotional, physical or sexual abuse at the hands of their partner (FRESC, 2016). The SARA service has a department dedicated to adolescents and young people. In 2019, a total of 16 cases were handled, of which 13 were girls (81.3%) and 3 were boys.

Conflicts at school are a cause of significant concern amongst children: 70% say that there are fights at their school at least once per week (37% say that every day or almost every day); 43% say that they have been ignored at some time in the past month and 34% say that they have been hit in the past month. 64% of children say that their classmates have insulted them at least once in the past month, although most children see this as part of their daily lives and play its impact down (IIAB, 2019). Children are very aware of the problem of bullying and associate it with, in particular, aspects related to their physical appearance and, to a lesser extent, personality issues, like being very shy. They also recognise that there is discrimination for cultural and ethnicity reasons.

Although conflicts and violence between equals is a common factor at primary school, violence is also present at high school. In adolescence, the most common type of discrimination between adolescents are for reasons of geographic origin (9.7%, with no difference between genders), with gender discrimination particularly affecting girls (13.5%) rather than boys (3.0%), a difference of ten percentage points (FRESC, 2016).

While 6.3% of adolescents report having experienced bullying at school, there is no difference between gender or socioeconomic context. The percentage of adolescents who have suffered online bullying comes to 10.4%, with this phenomenon being much more common amongst girls (13.8%) than boys (7.1%, 7 percentage points less).

Graph 10. Percentage of adolescents who report suffering bullying and cyberbullying ; total, by gender and socioeconomic context (%). Barcelona, 2016



Source: Original prepared by the IIAB based on the FRESC (2016). Barcelona Public Health Agency

In terms of situations of social risk²³, in 2019 the municipal Basic Social Services (SSB) assessed 1,939 cases that came before the courts and DGAIA (General Directorate for Child and Adolescent Care) to determine whether there was a social risk (8 out of 1,000 children). There are significant differences between districts, with the highest number of cases assessed in Sants-Montjuïc (255 cases), Nou Barris (251) and Horta-Guinardó (220). The districts with least cases, both in absolute and relative terms, are Les Corts with 26 cases (2 out of 1,000) and Sarrià - Sant Gervasi with 49 cases (2 out of 1,000) (IMSS, 2019).

To prevent and/or respond to situations of social risk in children and adolescents, the city of Barcelona has set up, in addition to a basic network of social services, a network of open centres. These facilities offer support, stimulate and promote the structuring of the subject's personality, socialisation, acquisition of knowledge and to offset socioeducational difficulties both in children and adolescents in a situation of vulnerability subject to observation by the social services, and children not assisted by social services. In 2019, in the city of Barcelona, 2,997 children and adolescents aged between 3 and 17 (1.5% of the population) visited one of the centres open in the city, with significant differences between districts (IMSS, 2019).

When risk situations subject to assessment by SSB teams or professionals at the DGAIA are considered severe, the cases are escalated to the Childhood and Adolescence Intervention Teams (EAIA) to work on them more intensively for a period of time, with more specialist knowledge of the children and families, with a view to preventing situations of vulnerability or ruling that a vulnerability measure is necessary, if the EAIA believes this is the only possible solution to guarantee the protection of the child. Over the course of 2019, the EAIA attended to and assessed the case²⁴ of 1,028 children and adolescents aged between 0 and 17 in the city of Barcelona (IMSS, 2019). In terms of prevalence²⁵ (children for whom protection measures were in place prior to 2019 and new protection measures launched in 2019), 2019 saw 1,616 children and adolescents aged between 0 and 17 in the city subject to a protection measure (7 out of 1,000) and, therefore, come under the guardianship of the Public Administration. Based on the type of protection measure enforced in relation to the 1,616 children and adolescents subject to a vulnerability measure, 47.6% went into foster families and 52.4% into residential centres. In relation to fostering, fostering within the extended family is the most common measure (29.6% of cases), while 13.1% go into fostering with an unknown foster family and 4.9% into a pre-adoption family (DGAIA, 2019).



23 Pursuant to Article 102 of the Law on the rights and opportunities of children and adolescents (LDOIA): “A risk situation is considered as circumstances in which the development and well-being of children and adolescents are limited or harmed by some personal, social or family situation, provided that the effective protection of such children or adolescents does not require separation from the nuclear family”.

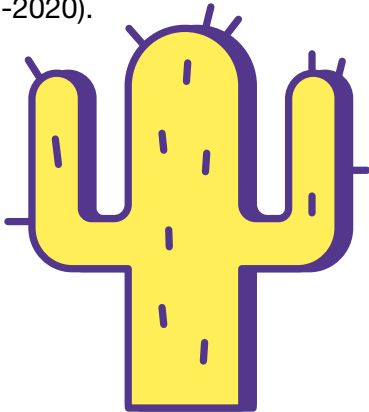
24 These thousand cases include those outstanding on 1 January 2019, generated over the course of the year by SSB (risk cases) or directly by DGAIA (vulnerability cases) and include those resolved during 2019 (whether because a vulnerability ruling was set out or not). Cases closed over the case of the year are not included in the count taken on 1 January of the following year.

25 Prevalence indicates the specific situation of children in the guardianship of the General Directorate at a given time; therefore, new cases in the year in question are not reported on, rather reporting is on an accumulated basis (new and old, with closed cases no longer counted).

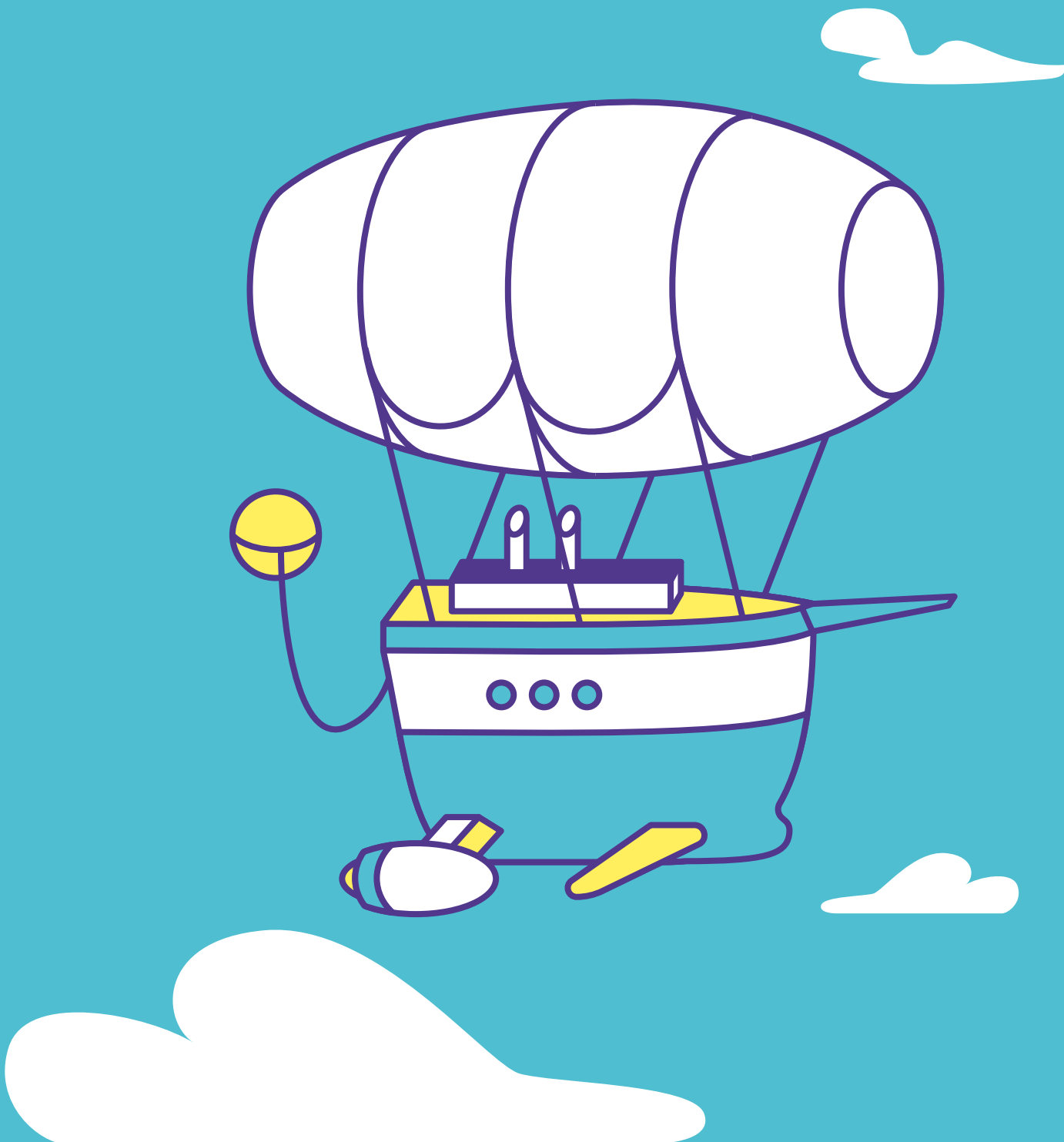
Migrant children and adolescents who arrive in the city without relatives

In 2020, despite the complications generated by the pandemic and total lockdown measures, the number of migrant children and adolescents who travelled to the city unaccompanied and were identified by the Detection and Intervention Service (SDI) was only slightly down on the previous years. A total of 485 were identified and attended to, 14.2% down on 2019 (when a historic maximum was recorded: 565) (IMSS, 2007-2020).

To counter the false truths about the volume and weight of unaccompanied migrant children and adolescents taken in by the Catalan childhood protection system, it should be noted that they represent just 10.1% of the total, and in relation to all children and adolescents living in residential centres, unaccompanied migrants accounted for just 22.2% of the total (2 out of 10) (Generalitat de Catalunya, 2020).



Source of data for the diagnosis



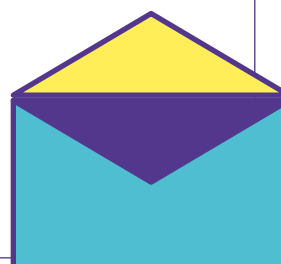
The more than 130 indicators that have been taken into consideration for the diagnosis under the Childhood Plan come from the **17 administrative registers and 11 survey sources** at the Integrated System of Childhood and Adolescence Indicators in Barcelona (SIIAB), a key tool of the 0-17 BCN Observatory, both at a municipal and regional, national and supranational level, which have been pegged to the sources of graphics and tables:

17 Records

1. Municipal population register. Municipal Data Office (OMD). BCN City Council
2. Demographic change register. Municipal Data Office (OMD). BCN City Council
3. Register of the Municipal Institute for Persons with Disabilities (IMPD). BCN City Council
4. Registers of the Barcelona Education Consortium (CEB)
5. Epidemiological Service Register. Barcelona Public Health Agency (ASPB)
6. Register of the sexual and reproductive health information system. Barcelona Public Health Agency (ASPB)
7. SESIS (Health information systems) register Barcelona Health Consortium (CSB)
8. Registers of the Barcelona Health Consortium (CSB). BCN CC and Generalitat de Catalunya
9. Registers of the Children, Youth and Elderly Services Department. BCN City Council
10. Registers of the Department of Social Care for Families and Children. Municipal Institute of Social Services (IMSS) BCN City Council
11. Registers of the Department for Assistance and Shelter from Gender Violence. Municipal Institute of Social Services (IMSS) BCN City Council
12. Registers of the Department of Public Space Social Intervention Services. Municipal Institute of Social Services (IMSS) BCN City Council
13. Registers of the Department of Education. Generalitat de Catalunya
14. Registers of the Department of Health. Generalitat de Catalunya
15. Registers of the Department of Employment, Social Affairs and Families. Generalitat de Catalunya
16. Registers of the Directorate-General of Child and Adolescent Care (DGAIA). Generalitat de Catalunya
17. Registers of the Department of the Interior. Generalitat de Catalunya

11 Surveys

1. Barcelona Sociodemographic survey Municipal Data Office (OMD) BCN City Council
2. Barcelona municipal services survey (SSMM) (OMD), BCN City Council
3. Subjective well-being survey for children in Barcelona (EBSIB). BCN CC and the Barcelona Institute for Children and Adolescents (IIAB- IERMB).
4. Survey of risk factors in high-school students (FRESC). Barcelona Public Health Agency (ASPB)
5. Barcelona Health Survey (ESB). Barcelona Public Health Agency (ASPB)
6. Study of sports habits of the school-age population of Barcelona. (EHEEB). BCN BCN and Barcelona Institute of Sports (IBE)
7. Metropolitan statistics on living conditions (EMCV). Barcelona Institute of Regional and Metropolitan Studies (IERMB) and IDESCAT
8. Survey on Living Conditions (ECV). IDESCAT-INE
9. Survey on living conditions and habits of the population (ECVHP). Barcelona Institute of Regional and Metropolitan Studies (IERMB)
10. School coexistence and security survey in Catalonia (ECESC). Department of the Interior. Generalitat de Catalunya
11. European Union Statistics on Income and Living Conditions (EU-SILC). Eurostat



Rights, pillars, challenges and actions



01 7 rights, 3 cross-cutting pillars, 23 challenges and 70 actions

The Childhood Plan applies a universal outlook, encompassing all realities, combining three cross-cutting pillars that prioritise unequal childhood realities, as taking into consideration the fact that the lives of children and their opportunities are inextricably linked to their family and territorial contexts, as well as the social inequalities and territorial inequalities.

1.1 Three cross-cutting pillars

1. **Child poverty** is particularly important as the shortcomings experienced during childhood have an impact beyond this stage of a person's life: academic grades tend to be worse, employment outlook tends to be worse, income tends to be lower and health tends to suffer. More than a third of the actions in the plan seek to respond to this aspect specifically.
2. **Social inequalities on account of gender, disability and origin** are considered in a cross-cutting manner in all actions, despite the plan containing specific measures dedicated to these aspects.
3. **Territorial outlook** is also a factor of the actions taken, with examples like territorial district plans to combat situations of vulnerability in childhood or VilaVeïna.

1.2

Rights of children and challenges guaranteeing them

After submitting the base document for consideration and debate by 150 people with academic and/or professional expertise in the field of childhood and adolescence, the Childhood Plan sets out municipal actions around **7 rights and 23 challenges**.



1. Right to economic conditions and appropriate materials

- **CHALLENGE 1.** Enhance, insofar as possible, the economic conditions and materials of children in a situation of vulnerability, guaranteeing their right to proper nutrition and other basic goods, like clothes and footwear or material required for school.
- **CHALLENGE 2.** Prioritise the right of all children and adolescents to have adequate accommodation, both in terms of cost and conditions of habitability, such as guaranteeing basic energy supplies (water, electricity and gas), rolling out all the necessary resources to prevent the eviction of children and adolescents from their homes and/or avoid their relocation to boarding houses, preventing them from setting down social roots.
- **CHALLENGE 3.** Improve the digital literacy of children and their families (connectivity, digital devices and adult support) and adequately provide local centres and educational services (schools, libraries, open centres, summer camps, etc.)
- **CHALLENGE 4.** Guarantee pacified, safe, accessible and health public spaces, in particular for children and adolescents who do not have their own open spaces in their neighbourhoods or dwellings, as well as promoting sustainable mobility and a city free from pollution.

2. Right to education, leisure, culture, play and rest

- **CHALLENGE 5.** Make progress with the universalisation of educational and support services for children aged 0 to 3, making the commitment to expanding and diversifying educational environments aimed at this age range and their families, with a community outlook.
- **CHALLENGE 6.** Guarantee the right to education, recognising schools as an essential service for all children and as a basic tool for achieving social equality, enhancing the fight against school segregation, learning environments and well-being and the connection with culture and science.
- **CHALLENGE 7.** Oversee the transition to and continuity of post-compulsory education as a means of preventing early school leaving.
- **CHALLENGE 8.** Recognise and make progress with recognising the importance of leisure as an essential factor in children's well-being, guaranteeing access to extracurricular learning and educational leisure activities over the course of the year for vulnerable and disabled children and adolescents, expanding the potential of municipal facilities and association-based leisure associations.
- **CHALLENGE 9.** More outdoor play opportunities of a better quality, improving both the quality, diversity and accessibility of play areas and making the commitment to including other urban spaces (parks, squares or streets exclusively for pedestrians) in the city's playable infrastructure.



3. Right to comprehensive health and health services

- **CHALLENGE 10.** Promote healthy habits in childhood and adolescence, reinforcing the prevention of consumption, outdoor physical activity, a healthy diet, rest, sex education or responsible use of screens.
- **CHALLENGE 11.** Guarantee access amongst vulnerable children to healthcare not covered by the public health network, such as dental health or eye health.
- **CHALLENGE 12.** Attend to the emotional needs of children and adolescents, in the form of programmes and services for those who suffer from unwanted loneliness, and expand measures to care for children's mental health, enhancing the key role played by families, schools, public spaces, the community network and socioeducational services for children and adolescents.

4. Right to family and their responsibilities as well as the social protection of children

- **CHALLENGE 13.** Strengthen spaces of trust, community networks and support between families in the field of care, promoting quality time to enjoy with family and community ties.
- **CHALLENGE 14.** Emphasise the fragility and specific needs of adolescents, guaranteeing adequate support and accompaniment for families and adolescents themselves.
- **CHALLENGE 15.** Reinforce support for families with children and adolescents with disabilities and/or early care needs as well as for single-parent families, as the vulnerability of these children is higher.
- **CHALLENGE 16.** Improve care for unprotected children and those at risk, recognising and expanding non-residential services for children and adolescents at risk as essential services.
- **CHALLENGE 17.** Ensure children and adolescents under guardianship measures remain in social contact, with particular attention paid to those in residential care, children with parents in prison and specific support for unaccompanied migrant children and adolescents.



5. Right to protection against discrimination and violence

- **CHALLENGE 18.** Raise awareness about any type of discrimination (all children and adolescents have the same rights).
- **CHALLENGE 19.** Enhance programmes to prevent violence, promote good treatment and safe and protective environments, and roll out agile and effective detection and care systems for children who suffer from violence, abuse or mistreatment in the home, bullying at school or digital violence.
- **CHALLENGE 20.** Reinforce measures to combat gender-based violence, which has an impact on the children who experience it in their homes, as well as on their socialisation and possible reproduction of sexist patterns.

6. Right to participation, being heard and receiving adequate information

- **CHALLENGE 21.** Expand channels and spaces so that children and adolescents are properly heard and participate in decision-making, empowering them to exercise their active citizenship.
- **CHALLENGE 22.** Facilitate the receipt of adequate information by children, with critical training on the knowledge acquired through information technologies and social media as a basis for the exercise of their active citizenship, and the dissemination and experience of their rights.

7. Right to the child's best interest

- **CHALLENGE 23.** Ensure that any decision, policy or action that may affect the city's children must bear in mind what is best for the children themselves.



02 Actions of the 2021-2030 Childhood Plan

As a starting point, **the plan sets out 70 actions** responding to the following criteria. They are: 1) strategic actions as they respond to the needs posed by the challenges faced and were already being carried out; 2) strategic actions to overcome challenges and represent developments on previous years; and 3) strategic actions to overcome challenges and are innovative in that they had not been carried out previously. The full version of the plan provides details of the action specifications.

2.1 Right to economic conditions and appropriate materials

CHALLENGE 1. Enhance, insofar as possible, the economic conditions and materials of children in a situation of vulnerability, guaranteeing their right to proper nutrition and other basic goods, like clothes and footwear or material required for school.

Notable action	Responsible unit
0-16 Children's Fund: subsidies for children and adolescents aged under 16	Municipal Institute of Social Services (IMSS)
Screening system for assessing the social vulnerability of children and adolescents.	Municipal Institute of Social Services (IMSS)
Healthy, sustainable and inclusive dining room service: improvement of subsidies and opening of dining room services at secondary schools	Barcelona Education Consortium (CEB)
International and national partnerships for combating situations of vulnerability in childhood	Social Innovation Division, Area of Social Rights

CHALLENGE 2. Prioritise the right of all children and adolescents to have adequate accommodation, both in terms of cost and conditions of habitability, such as guaranteeing basic energy supplies (water, electricity and gas), rolling out all the necessary resources to prevent the eviction of children and adolescents from their homes and/or avoid their relocation to boarding houses, preventing them from setting down social roots.

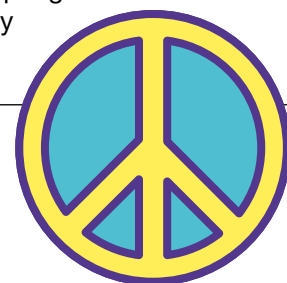
Notable action	Responsible unit
Prevention and action in response to situations in which minors lose their home	Municipal Institute of Housing and Renovation (IMHAB)
Energy advice points (POE) to combat energy poverty amongst citizens and families with children	Municipal Institute of Social Services (IMSS)

CHALLENGE 3. Improve the digital literacy of children and their families (connectivity, digital devices and adult support) and adequately provide local centres and educational services (schools, libraries, open centres, summer camps, etc.)

Notable action	Responsible unit
Connectem Barcelona: neighbourhood digital-inclusion pilot project	Office for Knowledge Society, Municipal Institute of Information Technology
STEAM Barcelona: digital skills aimed at children, families and teachers	Barcelona Activa

CHALLENGE 4. Guarantee pacified, safe, accessible and health public spaces, in particular for children and adolescents who do not have their own open spaces in their neighbourhoods or dwellings, as well as promoting sustainable mobility and a city free from pollution.

Notable action	Responsible unit
Protecting schools: co-created transformation of school settings	Urban Strategy Division, Area of Ecology, Urban Planning and Mobility
Barcelona superblocks: healthier, greener, fairer, safer public spaces for building relationships	Manager's Office for the Chief Architect, Area of Ecology, Urban Planning and Mobility
Fostering autonomous and sustainable mobility in childhood and adolescence	Mobility and Infrastructure Department, Area of Ecology, Urban Planning and Mobility
Climate shelters network for adapting the city to the climate emergency	Climate Change and Sustainability Services Division, Area of Ecology, Urban Planning and Mobility



2.2

Right to education, leisure, culture, play and rest

CHALLENGE 5. Make progress with the universalisation of educational and support services for children aged 0 to 3, making the commitment to expanding and diversifying educational environments aimed at this age range and their families, with a community outlook.

Notable action	Responsible unit
Municipal nursery schools: more, better and more open	Barcelona Municipal Institute of Education (IMEB)
Creation and reinforcement of the Network of Municipal Family Spaces for Bringing up Children	Barcelona Municipal Institute of Education (IMEB)

CHALLENGE 6. Guarantee the right to education, recognising schools as an essential service for all children and as a basic tool for achieving social equality, enhancing the fight against school segregation, learning environments and well-being and the connection with culture and science.

Notable action	Responsible unit
Action plan against school segregation, for equal opportunities and educational success	Barcelona Education Consortium (CEB)
From teaching team to educational team: new professional profiles in the social and emotional spheres at schools and institutes	Neighbourhood Plan, City Development and Barcelona Education Consortium (CEB)
Artistic creation practice and processes in children and adolescents	Educating City and Culture in the Neighbourhoods Division, Area of Education, Culture, Science and Community
Education and culture: toolbox for introducing artistic practices	Neighbourhood Plan, City Development
Actions in the field of science at education establishments	Barcelona Education Consortium (CEB)
Expanding educational spaces in neighbourhoods and Connexions project: educational use of space and public facilities by educational centres	Education Division, Area of Education, Culture, Science and Community

CHALLENGE 7. Oversee the transition to and continuity of post-compulsory education as a means of preventing early school leaving.

Notable action	Responsible unit
Accompanying the most vulnerable students in post-compulsory studies	Barcelona Education Consortium (CEB)
Municipal Second-Chance School: fight against academic failure and early school leaving and resuming educational pathways	Education Division, Area of Education, Culture, Science and Community

CHALLENGE 8. Recognise and make progress with recognising the importance of leisure as an essential factor in children's well-being, guaranteeing access to extracurricular learning and educational leisure activities over the course of the year for vulnerable and disabled children and adolescents, expanding the potential of municipal facilities and association-based leisure associations.

Notable action	Responsible unit
Promotion of sporting practice amongst children and adolescents	Barcelona Sports Institute (IBE)
Inclusive summer holidays campaign with enjoyable educational activities during the summer period	Children, Young People and Elderly People Department, Area of Social Rights
Reflecting on the model of children's summer camps and toy libraries, adapting them to the current reality of children and their families	Children, Young People and Elderly People Department, Area of Social Rights
Baobab programme for educational leisure in the community (youth clubs) for neighbourhoods where the network is weak or non-existent	Education Division, Area of Education, Culture, Science and Community and Neighbourhood Plan, City Development
Consume books 2.0: promotion of reading and writing outside school hours	Neighbourhood Plan, City Development
Play time: leisure and sporting space for children and adolescents monitored by social services and their families	Neighbourhood Plan, City Development

CHALLENGE 9. More outdoor play opportunities of a better quality, improving both the quality, diversity and accessibility of play areas and making the commitment to including other urban spaces (parks, squares or streets exclusively for pedestrians) in the city's playable infrastructure.

Notable action	Responsible unit
Improvement of the recreation infrastructure in the city to improve and diversify play opportunities in public spaces	Area of Ecology, Urban Planning and Mobility
Design of the play support service for children and accompanying adults with functional diversity	Municipal Institute for Persons with Disabilities (IMPD)
Let's transform school playgrounds to make them more natural, co-educational, community spaces with a diversity of play options	Education Division, Area of Education, Culture, Science and Community and Barcelona Education Consortium (CEB)



2.3

Right to comprehensive health and health services

CHALLENGE 10. Promote healthy habits in childhood and adolescence, reinforcing the prevention of consumption, outdoor physical activity, a healthy diet, rest, sex education or responsible use of screens.

Notable action	Responsible unit
Programmes to promote health at school	Barcelona Public Health Agency (ASPB)
Community health interventions involving children and young people (Health in neighbourhoods)	Barcelona Public Health Agency (ASPB)
Healthier and more sustainable school dinners	Barcelona Public Health Agency (ASPB)
Unified criteria on the use of ICTs in children and adolescents	Division of Prevention Services, Area for Prevention, Security and Safety

CHALLENGE 11. Guarantee access amongst vulnerable children to healthcare not covered by the public health network, such as dental health or eye health.

Notable action	Responsible unit
Reducing social inequalities in childhood in relation to access healthcare not covered by the public healthcare network	Health Department, Area of Social Rights

CHALLENGE 12. Attend to the emotional needs of children and adolescents, in the form of programmes and services for those who suffer from unwanted loneliness, and expand measures to care for children's mental health, enhancing the key role played by families, schools, public spaces, the community network and socioeducational services for children and adolescents.

Notable action	Responsible unit
Actions for combating loneliness in childhood and adolescence	Children, Young People and Elderly People Department, Area of Social Rights
Mental health services and resources for infants and adolescents	Ageing and Care Division, Area of Social Rights



2.4 Right to the family and their responsibilities and the social protection of children

CHALLENGE 13. Strengthen spaces of trust, community networks and support between families in the field of care, promoting quality time to enjoy with family and community ties.	
Notable action	Responsible unit
VilaVeïna, prioritising life: care communities in early childhood	City Development, Municipal Institute of Social Services (IMSS) and Division of Social Innovation, Area for Social Rights
Concilia: babysitting service	Neighbourhood Plan, City Development
Barcelona Cuida: information and guidance in relation to care in early childhood	Ageing and Care Division, Area of Social Rights

CHALLENGE 14. Emphasise the fragility and specific needs of adolescents, guaranteeing adequate support and accompaniment for families and adolescents themselves.	
Notable action	Responsible unit
Increasing the assistance and actions of the Service for Teenagers and Families (SAIF) by promoting the emotional well-being of adolescents and families	Children, Young People and Elderly People Department, Area of Social Rights

CHALLENGE 15. Reinforce support for families with children and adolescents with disabilities and/or early care needs as well as for single-parent families, as the vulnerability of these children is higher.	
Notable action	Responsible unit
Promotion of childhood development and early intervention centres (CDIAP) for children with developmental disorders and difficulties	Municipal Institute for Persons with Disabilities (IMPD)
Accompaniment of single-parent families to provide accommodation and access available resources and services	Social Innovation Division, Area of Social Rights

CHALLENGE 16. Improve care for unprotected children and those at risk, recognising and expanding non-residential services for children and adolescents at risk as essential services.	
Notable action	Responsible unit
Expansion of non-residential socioeducational intervention services (open centres and others) for infants and adolescents in situations of social risk	Municipal Institute of Social Services (IMSS)
EDEIAR team for the centralisation of requests to assess children at risk	Municipal Institute of Social Services (IMSS)
Improvement of technical processes for social intervention with children and adolescents at social risk and their families	Municipal Institute of Social Services (IMSS)

CHALLENGE 17. Ensure children and adolescents under guardianship measures remain in social contact, with particular attention paid to those in residential care, children with parents in prison and specific support for unaccompanied migrant children and adolescents.	
Notable action	Responsible unit
Right of children under guardianship measures to relations with their family and their environment	Barcelona Social Services Consortium (CSSBCN)
Service for the detection of and intervention with unaccompanied migrant children, teenagers and young people (SDI)	Municipal Institute of Social Services (IMSS)
Service of Social Intervention for Families with Children living and sleeping in camps and other substandard housing.	Municipal Institute of Social Services (IMSS)

2.5 Right to protection against discrimination and violence

CHALLENGE 18. Raise awareness about any type of discrimination (all children and adolescents have the same rights).	
Notable action	Responsible unit
Schools for Equality programme: equality, equity and respect between children and adolescents	Barcelona Education Consortium (CEB)
“Mediation between peers” programme: positive conflict resolution as part of coexistence at educational centres	Barcelona Education Consortium (CEB)
LGTBI centre: tools and information for children, adolescents and families in the field of sexual and gender diversity and prevention of stereotypes	Department of Feminism and LGBTI Affairs, Area for Social Rights

CHALLENGE 19. Enhance programmes to prevent violence, promote good treatment and safe and protective environments, and roll out agile and effective detection and care systems for children who suffer from violence, abuse or mistreatment in the home, bullying at school or digital violence.	
Notable action	Responsible unit
Programme for the prevention of sexual violence in childhood and adolescence	Children, Young People and Elderly People Department, Area of Social Rights
#aquí prou bullying campaign: tools and resources to combat school bullying	Barcelona Education Consortium (CEB)
Prevention training in the area of security and emergencies for children and adolescents	Guàrdia Urbana city police and Division of Prevention Services, Area for Prevention, Security and Safety

CHALLENGE 20. Reinforce measures to combat gender-based violence, which has an impact on the children who experience it in their homes, as well as on their socialisation and possible reproduction of sexist patterns.	
Notable action	Responsible unit
Assistance services for responding to gender-based violence involving children and adolescents	Department of Feminism and LGBTI Affairs, Area for Social Rights
Policing procedures for enhancing detection, assistance and intervention in cases involving minors who suffer from gender-based and domestic violence	Guàrdia Urbana city police, Area of Prevention, Security and Safety

2.6

Right to participation, being heard and receiving adequate information

CHALLENGE 21. Expand channels and spaces so that children and adolescents are properly heard and participate in decision-making, empowering them to exercise their active citizenship.	
Notable action	Responsible unit
Speak up boys and girls: the subjective well-being of children in Barcelona	Social Innovation Division, Area of Social Rights and Barcelona Institute for Children and Adolescents (IIAB-IERMB)
Promoting the channels of participation established to implement public policies for children and adolescents (Participatory Process for Adolescent Citizenship and others)	Division of Active Democracy and Decentralisation, Area of Education, Culture, Science and Community
Adaptation of the decidim.barcelona platform for the digital participation of children	Democratic Innovation Division, Area of Education, Culture, Science and Community
Pilot project for data privacy and democratic digitalisation at education establishments	Democratic Innovation Division, Area of Education, Culture, Science and Community
Promotion, construction, development and innovation of children's participatory processes, in addition to the co-design of participatory plans with institutions and services	Children, Young People and Elderly People Department, Area of Social Rights

CHALLENGE 22. Facilitate the receipt of adequate information by children, with critical training on the knowledge acquired through information technologies and social media as a basis for the exercise of their active citizenship, and the dissemination and experience of their rights.	
Notable action	Responsible unit
Dissemination of the rights of children at education establishments and children's facilities	Children, Young People and Elderly People Department, Area of Social Rights
Integration of the information and invigoration service at secondary schools in relation to the InfoJOVE service model: computer resources and actions for the invigoration and promotion of participation	Children, Young People and Elderly People Department, Area of Social Rights

2.7

Right to the child's best interest

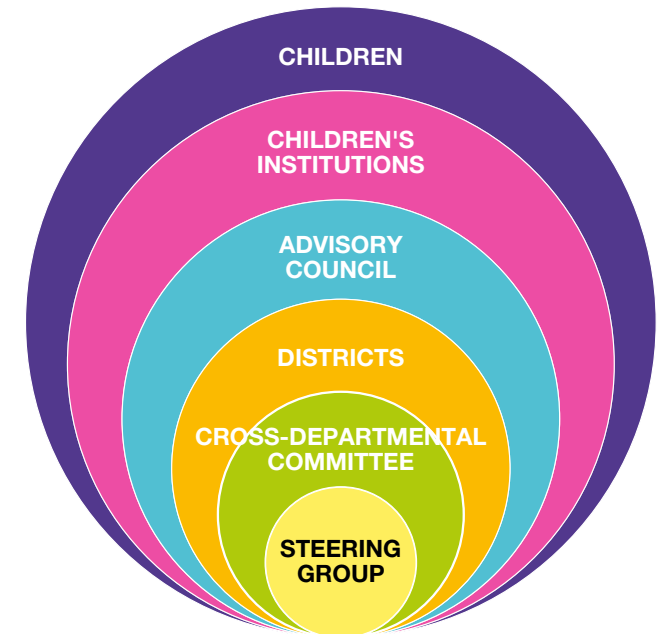
CHALLENGE 23. Ensure that any decision, policy or action that may affect the city's children must bear in mind what is best for the children themselves.	
Notable action	Responsible unit
0-17 BCN Observatory: data and analysis about the lives and rights of children and adolescents in the city	Social Innovation Division, Area of Social Rights and Barcelona Institute for Children and Adolescents (IIAB-IERMB)
Territorial district plans for combating situations of vulnerability in childhood	Social Innovation Division, Area of Social Rights
Reflection on the strategy for educational success in children, adolescents and young people in Nou Barris: prioritising the person and the community	Nou Barris District
Measuring municipal budget investments in children	Social Innovation Division, Area of Social Rights
Debate tables for monitoring, promoting and developing strategic city actions that help to resolve the challenges posed by the Childhood Plan	Social Innovation Division, Area of Social Rights and Barcelona Institute for Children and Adolescents (IIAB-IERMB)

Governance and participatory process



The Childhood Plan is led by the Councillor's Office for Children, Young People, the Elderly and People with Disabilities, receives technical support from the Department for the Promotion of Children at the Area for Social Rights, Global Justice, Feminism and LGBTI and supervision and assistance from the Barcelona Institute for Children and Adolescents (IIAB- IERMB). It also has the following governance spaces, which have participated from the outset in the participatory process to detect the rights and challenges that make up the plan:

- **Core group:** a small group at the City Council responsible for planning and leading the technical aspects of the plan, streamlining governance spaces and ensuring their progress and development.
- **Cross-departmental committee:** the different areas of the City Council are involved in the detection of rights, challenges, actions and the assessment of the plan.
- **Districts:** the technical references for childhood in relation to territory are involved in the detection of rights and challenges and, if they consider so necessary, adapt the framework of the plan to the local circumstances to develop the district's childhood strategy, employing the services, childhood networks and committees already in the district, encouraging the creation of an action plan for children's participation at institutions, services and projects.
- **Advisory committee:** individuals with recognised expertise in the field of childhood and adolescence provide advice with the detection of rights, challenges and assessment of the plan. This involves groups of experts in priority topics in which further work and progress is required.
- **Children's institutions:** reference institutions for children, mainly the Group of childhood equal opportunities at the Municipal Social Welfare Council and the Children's Rights Network, who are involved in the detection of rights, challenges and the assessment of the plan.
- **Children:** their opinion is voiced through the "Speak up boys and girls" programme, the Children's Agenda and/or other processes considered appropriate to bear in mind their needs in the detection of rights, challenges and actions.



Around 150 people involved in the established governance spaces or through the Decidim platform have participated in the participatory process of the Childhood Plan, which took place during the first half of 2021.

Assessment and upgrading of the plan

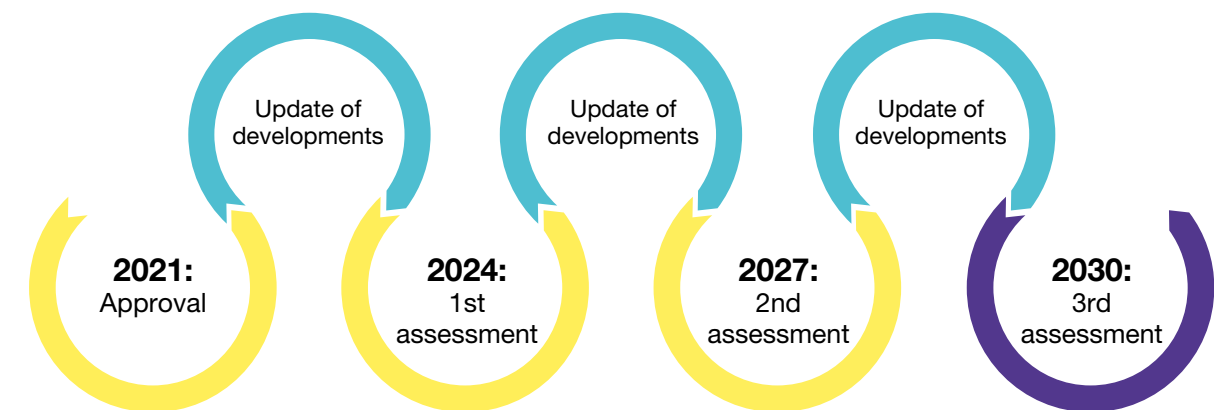


The Childhood Plan aims to be a living instrument that will be updated and assessed periodically, using indicators for monitoring the rights, challenges and actions involved, employing the established governance spaces and disseminating and communicating progress made.

A three-yearly assessment plan is expected to be drawn up, containing the following indicators:

- Impact indicators in relation to the rights and challenges in childhood and adolescence, bearing in mind the cross-cutting pillars of the plan: childhood poverty and gender inequalities, attributable to geographic origin or in case of a disability, and territorial outlook.
- Process indicators in relation to the actions included in the plan, for monitoring its progress and evolution.

The plan will also be updated periodically in relation to new developments, whether to update actions within the 10-year period of the plan or to include the opinion of children as part of processes that offer a global/transversal outlook, an adequate representative sample or that suggest a proposal.



Estimated overall budget

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Based on the estimated budgets of each of the actions mentioned, an overall calculation has been made of the expenditure associated with the roll out of the Childhood Plan over the first three years, i.e., the 2021, 2022 and 2023 budgets, The investment in improving facilities, assistance services, economic provisions and municipal programmes included in the Childhood Plan is **between 330 and 350 million euros for 2021, 2022 and 2023.**

