



EUROPEAN ANTI POVERTY NETWORK **ES**

POVERTY WATCH

SPAIN

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Red Europea de Lucha contra la Pobreza y la Exclusión Social en el Estado
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The European Anti-Poverty Network (EAPN) is a European Platform of Social Entities that work and fight against Poverty and Social Exclusion in the European Union member states. The EAPN seeks to promote the exercise of rights and duties of those people suffering from poverty and social exclusion, breaking their isolation and improving their situation. Its main objective is to place these issues at the centre of the political debates of the European Union.

In Spain, the European Network for the Fight against Poverty and Social Exclusion in the Spanish State (EAPN SPAIN) is a horizontal, plural and independent organization that works to transfer this objective to the Spanish reality and to influence public policies, at European, state, regional and local levels. It is currently composed of 19 regional networks and 15 state-level organizations, all of them non-profit and with a common component: the fight against poverty and social exclusion. In total, EAPN SPAIN encompasses more than eight thousand social NGO throughout the State.

Among our objectives, shared with EAPN Europe, there is the implementation of a working method to join forces with key actors in order to achieve greater and better results in the fight for the eradication of poverty and social exclusion in Spain.

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1. EXECUTIVE SUMMARY

The decade 2008-2018 is a great loss for social progress. To meet the Europe 2020 Strategy's national target, the number of people at risk of poverty and / or social exclusion should be reduced by 2.3 million in the next year. If we do not move in the right direction, Spain will also fail to comply with the principles of the EU Social Rights Pillar and with the United Nations Sustainable Development Goals.

The report describes the average situation for Spain, with a reference to the territorial disparities which are reflected in all AROPE and inequality indicators. The country is divided into two halves: from Madrid to the north, the Autonomous Communities have low AROPE rates, between 3 and 14 percentage points below the national average, similar to those of the most advanced European countries. Moreover, the Southern Autonomous Communities have extraordinarily high rates, between 4 and 18 percentage points above the national average.

The current rate of AROPE, 26.1%, is 2.3 percentage points above the rate of 2008. In this decade, the number of people in AROPE has gone from 11 to 12.2 million (of which 10 million are only at risk of poverty, not in severe material deprivation, or in a low-work intensity household). The chronicity of poverty is linked to the persistent inequality rate: 20% of the population with the highest income level multiply by six the income of the 20% with the lowest income level. The economic recovery only benefited those quartiles with higher income levels, while the groups with the lowest purchasing power have not yet reached their 2008 level. Some 2.6 million people (5.7%) live in severe poverty (poverty risk threshold at 30% of the median), a figure that rises to 4.3 million people (9.2%), if the threshold is stated at 40 % of the median.

Although the AROPE rate is slowly decreasing since 2014, the situation of women does not improve in equal terms with men (the female AROPE is 27%, 2 points more than the male AROPE, which is 25.1%); this gender inequality is repeated in all age groups. Regarding the age groups, the most affected are young people, aged 16 to 29 (33.8 %), followed by children and adolescents (29.5%), which are still very high. Education and employment are not totally determinant of social mobility, a trend that consolidates through time. Although still an important factor, having a higher educational level than the basic one does not prevent the risk of being in poverty or exclusion. Those with lower secondary education have the highest rate of AROPE, almost 34%. A fifth of those with tertiary education are also in AROPE (12.6 %). Unemployment is crucial to determine the risk of falling into poverty and social exclusion, affecting almost 6 in 10. The unemployed have registered an increase in their AROPE rate of 16.8 percentage points since 2008. However, 3 out of 4 people in AROPE do not live in homes with low-work intensity, which means that having a job is not enough to avoid poverty or material deprivation. The non-EU resident population has the highest AROPE rate (56%), followed by the EU citizens (47.7%) and the Spanish (23.1%). Although AROPE rates among the foreign population are very high, they are not many within the population group who is in AROPE: 82.8% are Spanish and only 17.2% are foreigners. The type and composition of households are determining factors for the risk of poverty and exclusion: 50% of single-parent households are affected (2 percentage point increase between 2017 and 2018) and all households with children or adolescents have higher rates than those where there are adults only.

For the first time this Report analyses the relationship between poverty and wellbeing, health, satisfaction with life and education.

In order to address these complex and severe social realities, we present the proposals and recommendations elaborated by people experiencing poverty, at the EAPN Annual meeting of Participation, which took place in Santiago de Compostela, in June 2019. The first set is referred to Minimum Income; the following are related to education and the inter-generational transmission of poverty; the unemployment and precarious work; social protection (Social Services and Employment Services); housing; the effectiveness and efficacy of policies and finally, the participation and involvement of people experiencing poverty.

In 2019, the Spanish Government launched a *Strategy Against Energy Poverty* and the *National Strategy for the Prevention and Fight Against Poverty and Social Exclusion 2019-2023*, which are also described in this Report. EAPN SPAIN was involved in these Strategy's debates and follow-up, in representation of the Third Sector Platform and as a member of the National Council of NGOs, a consultation body at the Ministry of Health, Consumption and Social Welfare.



Picture of participants at the EAPN Spain XIII National Meeting of Participation “Fight Against Poverty, Social Exclusion and Inequality, in the Framework of the Sustainable Development Goals”, presenting the campaign “Against Aporophobia”, at the Santiago de Compostela Square, Galicia, 2019. <https://eapn.es/contraporofobia/>

2. Introduction

In Spain, the different manifestations of poverty and social exclusion are a shortage of income, lack of decent housing, material deprivation, more difficult educational and healthcare paths due to hardships, poverty of families living in disadvantaged environments, and limited or truncated access to basic services. Women, non-EU migrants, young people and single-parent families tend to be more affected by poverty.

The Poverty Watch 2019 describes the key characteristics of poverty and social exclusion in Spain and presents the main features of an Anti-Poverty Strategy, aimed at the eradication of poverty and social exclusion.

3. Europe 2020 headline targets

On March 3rd, 2010, the European Union presented the Commission Communication entitled "Europe 2020, a strategy for smart, sustainable and inclusive growth", with common headline targets for economic and social development. To meet these targets, Member States made specific commitments and generated reform programs to achieve them. Within these commitments, for the period 2009-2019, the Spanish government adopted the objective of "*reducing between 1,400,000 and 1,500,000 the number of people at risk of poverty and social exclusion, according to an aggregate indicator that includes people who live below the poverty line (relative poverty); people who suffer severe material deprivation, and people who live in homes with low or no employment intensity. The reduction of child poverty would be carried out in a proportion similar to the reduction of poverty in general*".¹

EUROSTAT set up the AROPE (*At Risk of Poverty and / or Exclusion*) indicator, including and combining the three abovementioned sub-indicators, as well as a standardized methodology for its annual calculation in each of the EU countries.

Since 2011, the European Network for the Fight against Poverty and Social Exclusion (EAPN SPAIN)² analyses the AROPE evolution in Spain and the degree of compliance with the Spanish commitments in our annual Report "*The State of*

¹ Programa Nacional de Reformas de España 2011. Madrid: Ministerio de Sanidad, Servicios Sociales e Igualdad. <https://www.msssi.gob.es/ssi/familiasInfancia/inclusionSocial/inclusionSocialEspana/programasNacionales/docs/pnrEspana>

² <https://www.eapn.es/>

Poverty”.³ Its objective is to present a vision -as complete as possible- of the incidence and intensity of poverty and social exclusion, at the national and regional levels, and to evaluate the degree of progress towards our social inclusion target, specified in the European 2020 Strategy.

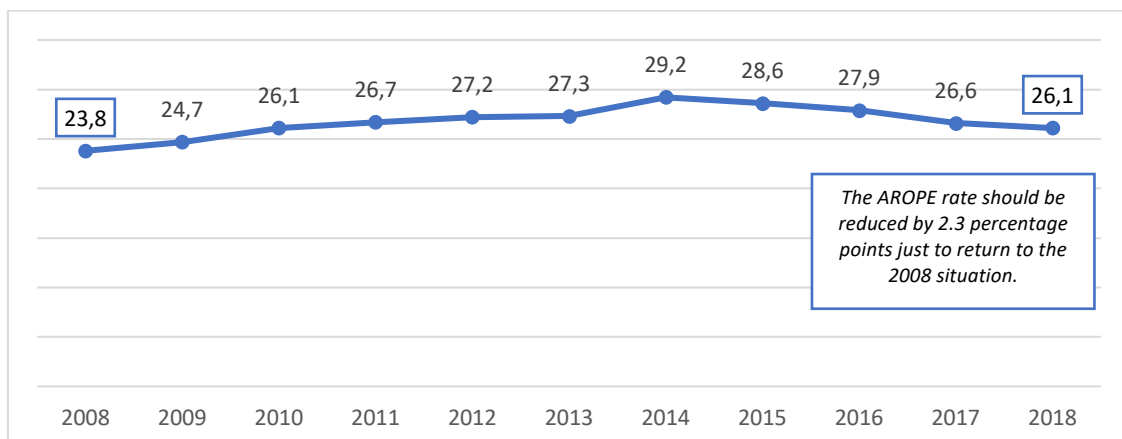
4. AROPE, At risk of poverty and exclusion

A decade has been lost with respect to social progress. Months before the deadline set by the EU2020 Strategy, we are still far from even getting to the starting 2009 figures and today there are around 12 million people who are at risk of poverty and exclusion, which is 26.1% of the resident population in Spain.

In order to meet the target, set by Spain in Europe 2020, the number of people at risk of poverty and/or social exclusion should be reduced by 2.3 million in the next year. The AROPE rate in Spain is 4.2 percentage points higher than the EU average and the seventh-highest (after Bulgaria, Romania, Greece, Lithuania, Italy and Latvia). It increased 2.8 percentage points since 2008; this is the fifth-highest growth among the EU 28.

Although the population at risk of poverty and exclusion (AROPE) dropped from 26.6% to 26.1%, Spain is still far from meeting the goal of the Europe 2020 Strategy and even returning to the 2008 values.

Graph 1. Evolution of the AROPE rate 2008-2018 (% of the population)



Source: Living Conditions Survey, published in 2019, by the National Institute of Statistics of Spain

³ Juan Carlos Llano (2019). **XIX Informe sobre el Estado de la Pobreza. Seguimiento del indicador de riesgo de pobreza y exclusión social en España.** EAPN Spain. Madrid: EAPN Spain.

The following statistical analysis shows that the economic recovery has not reached all the population, that inequality level remains high, that certain groups have lost a big proportion of their purchasing power in real terms in the last decade and consequently that the risk of poverty and exclusion rate, although descending, will not allow to deliver on the Poverty Headline Target, committed by the Spanish Government with regard to the EU2020 Strategy.

Despite the improvement of the AROPE rate in the last four years, which has been reduced by 3.1 percentage points, there are still another 2.3 points to reach the situation of 2008. In addition, achieving the objective would mean adding as minimum of three percentage points to the outstanding figure, which means that the committed goal is still more than five points away, that is, just over 2,3 million people. At the time, reducing the rate by three percentage points over 10 years was not a particularly ambitious goal. However, it does not seem possible that it can be met anyway.

This is not just the breach of the targets committed to in the EU 2020 strategy. Many of the results offered in this report go in the opposite direction of the principles gathered in the European Pillar of Social Rights, proclaimed in Gothenburg, in 2017, and in the Sustainable Development Goals, of the UN 2030 Agenda.

4.1. AROPE components

The AROPE rate is an indicator composed by three sub-indicators that represent three population groups: people in relative poverty or at-risk-of poverty,⁴ people with severe

⁴ We prefer to use the term “relative poverty” instead of “At risk-of-poverty” to facilitate comprehension and to avoid often confusion between this and the AROPE, “At risk of poverty and exclusion”. The at-risk-of-poverty rate is the share of people with an equivalized disposable income (after social transfer) below the at-risk-of-poverty threshold, which is set at 60 % of the national median equivalized disposable income after social transfers. This indicator does not measure wealth or poverty, but low income in comparison to other residents in that country, which does not necessarily imply a low standard of living.

The at-risk-of-poverty rate before social transfers is calculated as the share of people having an equivalized disposable income before social transfers that is below the at-risk-of-poverty threshold calculated after social transfers. Pensions, such as old-age and survivors’ (widows’ and widowers’) benefits, are counted as income (before social transfers) and not as social transfers. This indicator examines the hypothetical non-existence of social transfers. The persistent at-risk-of-poverty rate shows the percentage of the population living in households where the equivalized disposable income was below the at-risk-of-poverty threshold for the current year and at least two out of the preceding three years. Its calculation requires a longitudinal instrument, through which the individuals are followed over four years.

material deprivation⁵ and people in households with low work intensity⁶. Someone who is in any of the three is in AROPE as well; however, individuals can only be counted only once, even if they are included in more than one sub-indicator.

The Venn Diagram shows the seven population groups that are obtained by combining the AROPE sub-indicators.

In the first place, the people who are at poverty risk rate -which reaches 21.5% of the population, that is just over 10 million people- are divided as follows:

1. People who are in relative poverty and do not suffer from severe material deprivation or live in households with low work intensity. These are almost 2/3 of the group and account for 14.4% of the population. In 2018 they were 13.7%.
2. People who are in relative poverty and live in households with low work intensity, but do not suffer from severe material deprivation. They are approximately one fifth of the total group and make up 3.6% of the total population. In 2018 they were 4.7%.

⁵ Material deprivation refers to a state of economic strain and durables, defined as the enforced inability (rather than the choice not to do so) to pay unexpected expenses, afford a one-week annual holiday away from home, a meal involving meat, chicken or fish every second day, the adequate heating of a dwelling, durable goods like a washing machine, color television, telephone or car, being confronted with payment arrears (mortgage or rent, utility bills, hire purchase instalments or other loan payments).

The material deprivation rate is an indicator in EU-SILC that expresses the inability to afford some items considered by most people to be desirable or even necessary to lead an adequate life. The indicator distinguishes between individuals who cannot afford a certain good or service, and those who do not have this good or service for another reason, e.g. because they do not want or do not need it. The indicator adopted by the Social protection committee measures the percentage of the population that cannot afford at least three of the following nine items:

1. to pay their rent, mortgage or utility bills;
2. to keep their home adequately warm;
3. to face unexpected expenses;
4. to eat meat or proteins regularly;
5. to go on holiday;
6. a television set;
7. a washing machine;
8. a car;
9. a telephone.

Severe material deprivation rate is defined as the enforced inability to pay for at least four of the above-mentioned items.

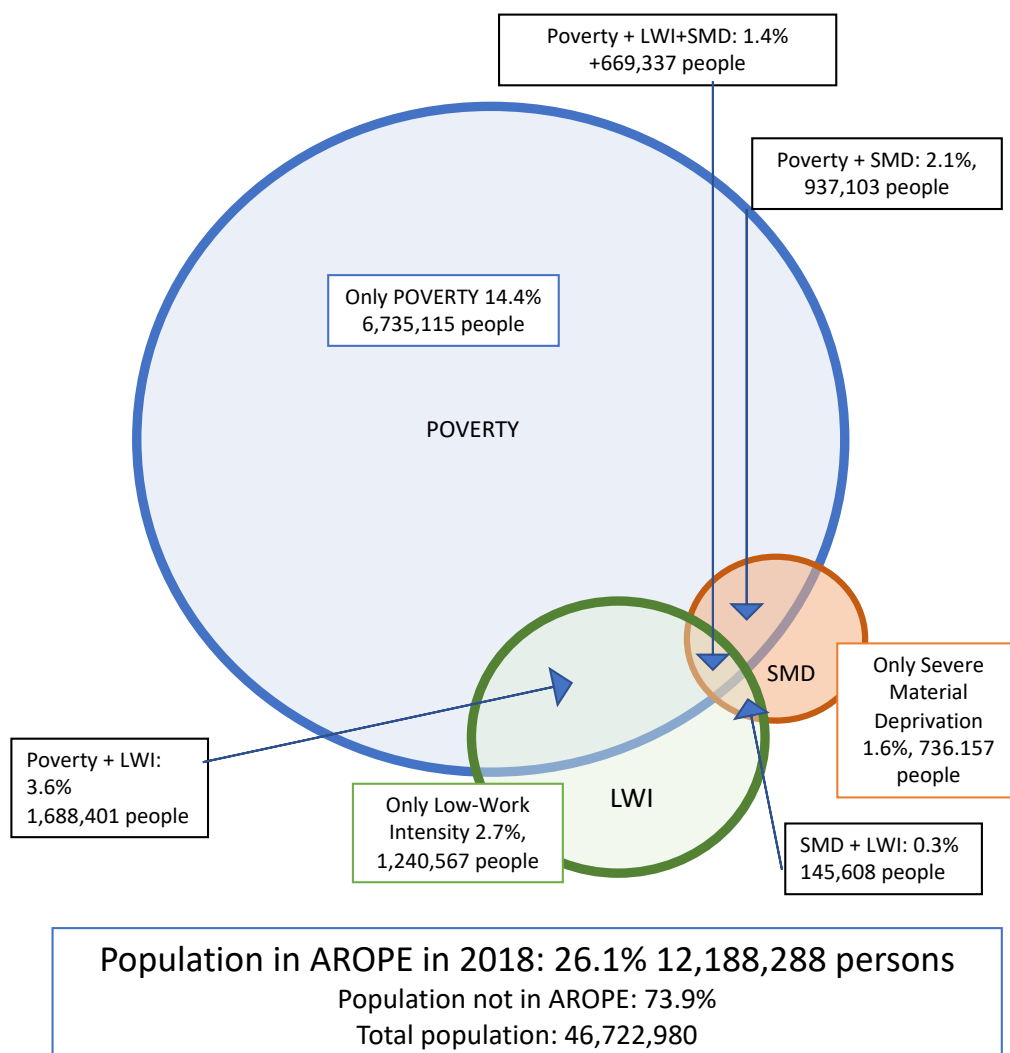
⁶ The indicator persons living in households with very low work intensity is defined as the number of persons living in a household where the members of working age worked less than 20 % of their total potential during the previous 12 months. The work intensity of a household is the ratio of the total number of months that all working-age household members have worked during the income reference year and the total number of months the same household members theoretically could have worked in the same period. A working-age person is a person aged 18-59 years, with the exclusion of students in the age group between 18 and 24 years. Households composed only of children, of students aged less than 25 and/or people aged 60 or more are completely excluded from the indicator calculation.

3. People who are in relative poverty and suffer from severe material deprivation but are not part of a household with low labour intensity. They are approximately one twelfth of the total group and account for 2.1% of the total population. In 2017 they were 1.6%.
4. The group of people who are in relative poverty, suffer severe material deprivation and live in homes with low labour intensity, which reaches 1.4% of the total population. In 2018 it was 1.7%.

Secondly, those people who are not in relative poverty, but are either in severe material deprivation, live in a home with low work intensity, or suffer both problems. They are 4.6% of the population, that is, just over 2.1 million people. They are divided into three groups:

5. People who are only in low work intensity households and are not in relative poverty, nor in severe material deprivation. This group accounts for 2.7% of the population. In 2017 this group was 9.7%.
6. People who are not in relative poverty but are in low-work intensity and in severe material deprivation at the same time. They are very few and only represent 0.3% of the population. Last year they were 0.2%.
7. People who are in severe material deprivation but are not in relative poverty and do not live in households with low-work intensity. They represent 1.6% of the population, the same figure as the previous year.

Graph 2. AROPE sub-indicators and intersections



SOURCE: LLANO, JUAN CARLOS (2019) *Loc.Cit.*

The macroeconomic recovery is far from effectively reaching all people. On the one hand, poverty reduction has been minimal: only eight tenths below its historical maximum. In this regard, the reduction in AROPE is mainly due to the significant decrease in the Low-work intensity indicator, which has diminished by 6.4 percentage points since 2014. Severe material deprivation, the third component of AROPE, has ended with four years of uninterrupted reduction and this last year has increased to 5.4%. With respect to the initial value, it is 1.8 percentage points above. It seems little, but it is a lot, because it amounts to a 50% increase.

The most important thing is what concerns the distribution of the consequences of the economic crisis. This Report shows the clear worsening of the living conditions of the poorest people, the increasing gender-based differences, the weight of socioeconomic

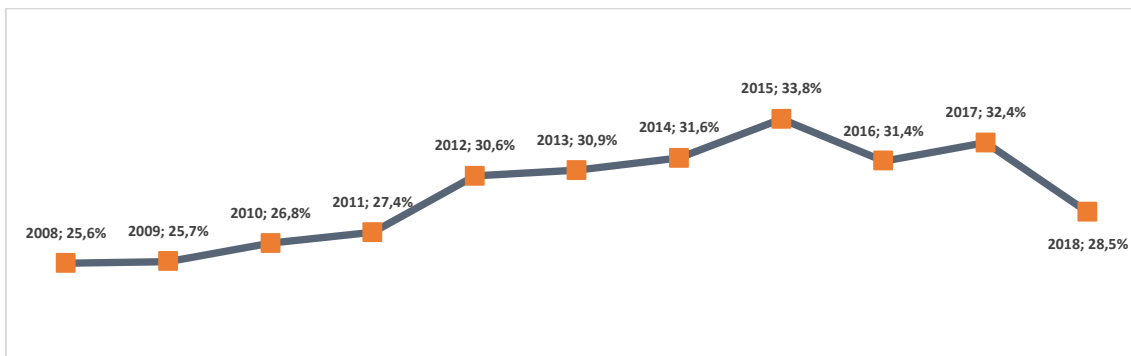
determinants (such as the type of household, the educational level...) and the reinforcement of regional disparities.

4.2. *At-Risk of Poverty Gap*

The Relative Median At-Risk-of Poverty Gap is a measure to analyse the intensity of poverty. In order to measure inequality, we utilize the percentages of people in severe/extreme poverty, with two thresholds: 30% and 40% of the median income. With these indicators, it is possible to have a clear vision **on how poor the poor people are and how far, in terms of income, they remain from the rest of the social groups.**

The individual poverty gap of a poor person is equivalent to the amount of money they would need to enter to stop being, that is, the difference between their net income and the poverty line. In order to make comparisons possible, it is necessary that this difference be expressed as a percentage of the poverty threshold.⁷ The evolution of this indicator shows a reverse of the tendency, from 2017 to 2018. However, the effort needed to overcome this gap is still higher than in 2008.

Graph 3. Poverty Gap



SOURCE: JUAN CARLOS LLANO (2019), LOC. CIT.

4.3. *“Severe At-Risk of Poverty”*

Those who earn less than half of the income considered as the poverty risk threshold are in severe poverty. That is, those who live with less than 30% of the median income of the year.

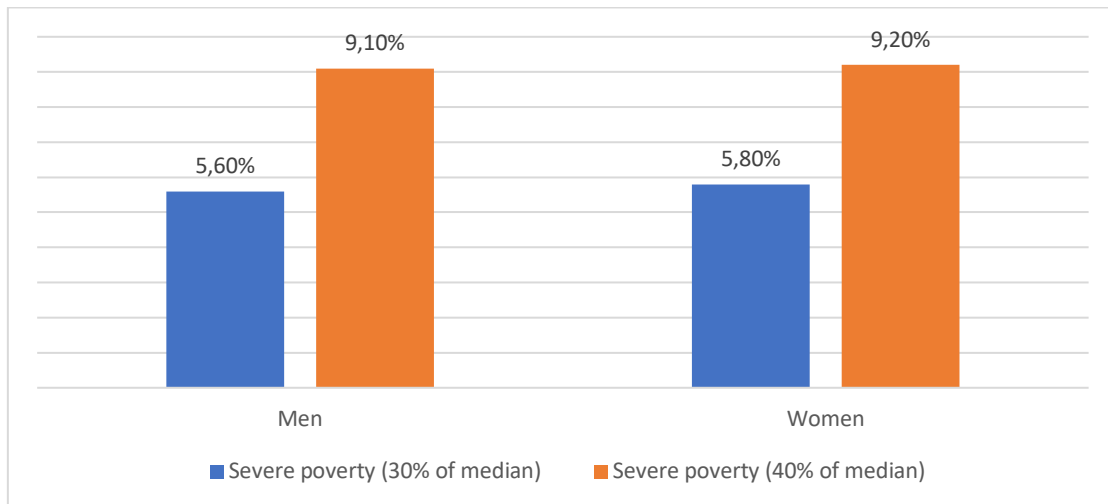
In 2018, approximately 5.7% of the population, about 2.6 million people, live in severe poverty. This means that approximately one third of the population at risk of poverty is

⁷ In 2018, the poverty threshold was € 8,871 per year and, if a person earns only € 7,000 per year, he/she may need € 1,871 more in order to stop being poor; in this case, his/her poverty gap is 21%.

in "severe poverty." The figure represents a reduction of 1.2 percentage points compared to 2017, that is, about 500,000 people less.

If it is calculated with a threshold equivalent to 40% of the median income, 9.2% of the Spanish population are in severe poverty, that is, about 4.3 million people, who are just under half of the population who is at risk of poverty. In 2018, men and women are in "severe poverty" in similar percentages.

Graph 4. "Severe poverty" by sex, considering 40% and 30% of Income Median



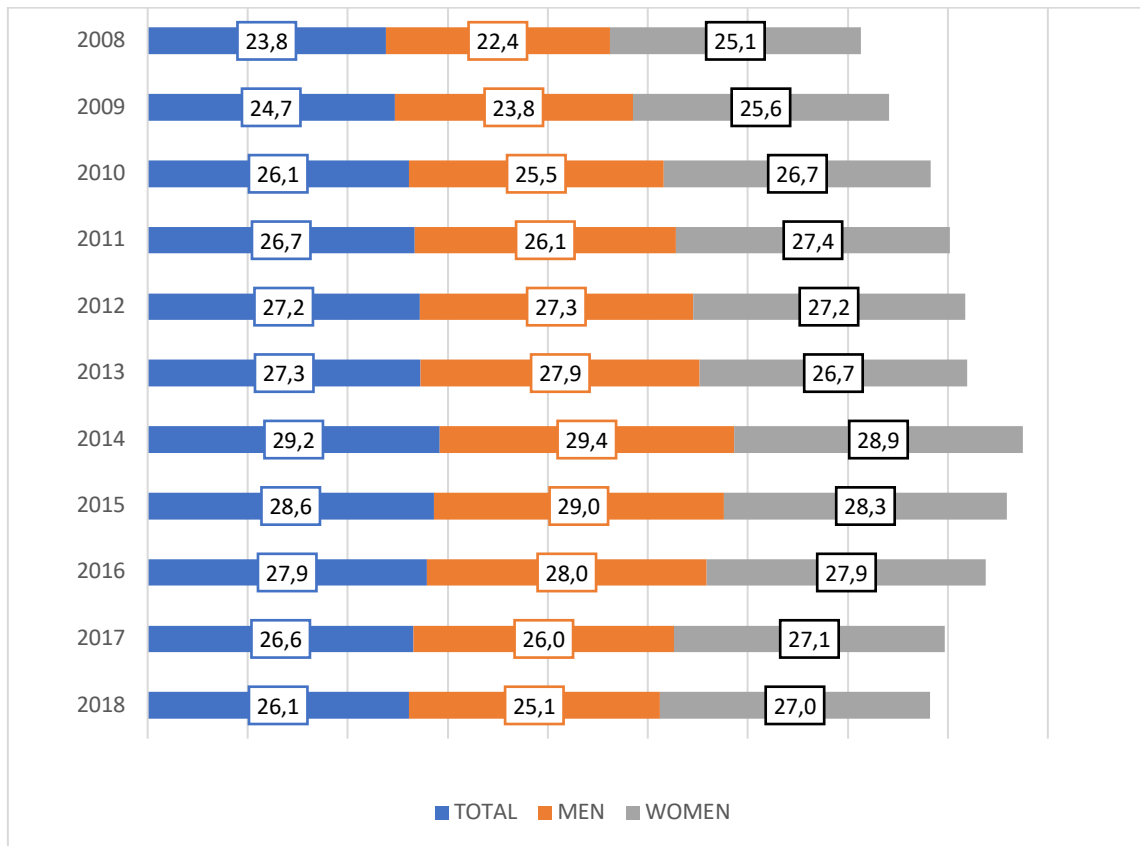
SOURCE: JUAN CARLOS LLANO (2019), LOC. CIT.

Severe poverty reaches **16.8% of the foreign population of the European Union and 18.7% of the non-EU**. These figures, despite registering a decrease with respect to the data of the previous year, are extraordinarily high and multiply by four those recorded among the Spanish population.

4.4. *AROPE rates by sex*

In the last two years, female rates have been higher than men rates, which indicates that the economic recovery is not benefitting both sexes in equal terms. In 2018, there are 700,000 more women in AROPE, than men (6.4 and 5.7 million respectively).

Graph 5. Evolution of the AROPE Indicator 2008-2018 by sex (% of the female and male populations)



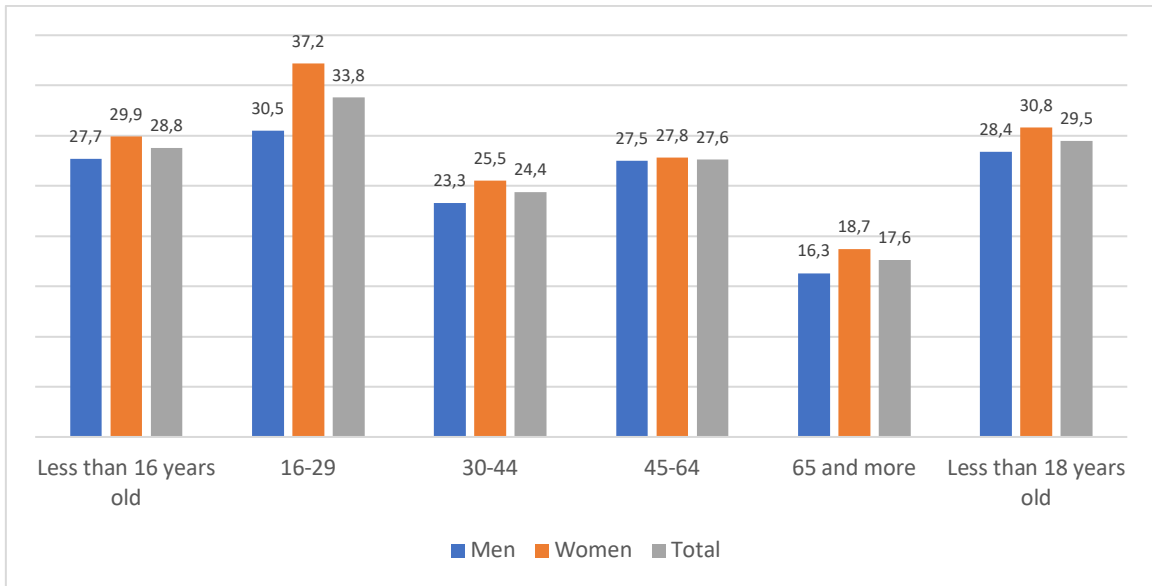
Source: Living Conditions Survey, published in 2019, by the National Institute of Statistics of Spain.

Women have higher rates in AROPE, risk of poverty, severe material deprivation, low intensity of employment at home, severe poverty and all variables related to the labour market. Although the differences are not very high, the evolution is increasing in most of them and the tendency to deteriorate the situation of women with respect to men is clear. In addition, the improvement of some indicators registered in recent years also has clear differences by sex. Thus, for most of them, the decline has been much more intense among the male population. A clear example is the poverty risk rate that, after being reduced for two consecutive years, registers the highest value of the entire historical series for women.

4.5. AROPE rates by age

In 2018, regarding the age-groups, women have higher percentages of AROPE rates in every category. The age group most affected is composed by young people, from 16 to 29 years old; those who are less than 18 years old (minors or children) are almost 3 out of 10 in AROPE.

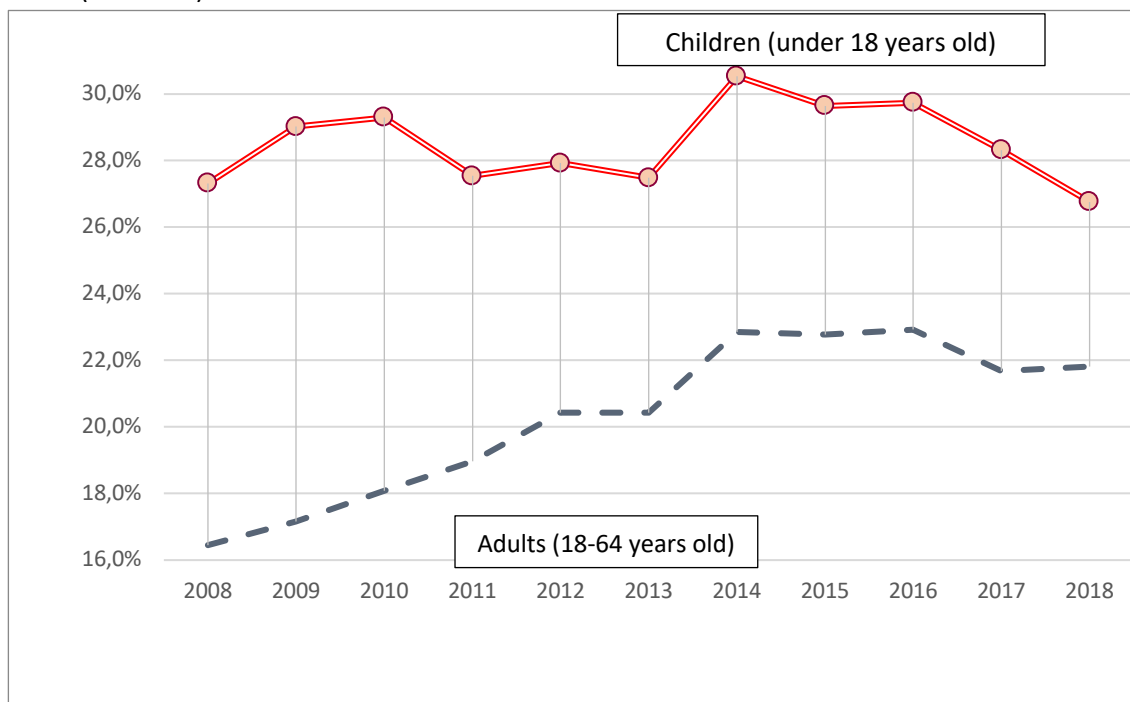
Graph 6. AROPE rates by sex and age groups



Source: Living Conditions Survey, published in 2019, by the National Institute of Statistics of Spain.

Most of the differences between adults and children are related to their respective poverty rates, which have been very remarkable in 2008 and less significant -by 3 percentage points- 10 years later, due to the decline of child poverty and the rise of adult poverty rates.

Graph 7. Differences in At-risk of poverty rates between adults (18-64) and children (under 18)



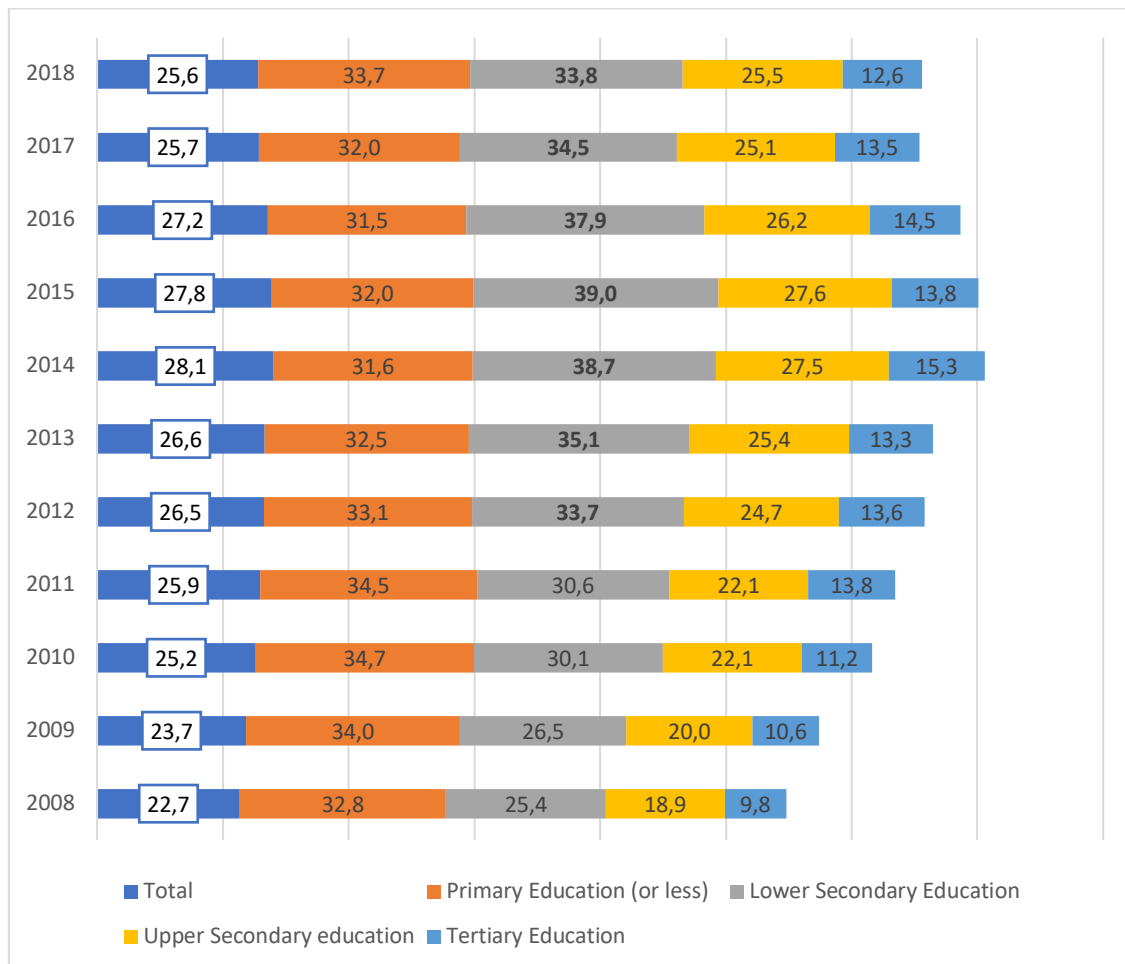
SOURCE: JUAN CARLOS LLANO (2019), LOC. CIT.

4.6. AROPE rates by education attainment

Comparing the years 2008 and 2018, there is an outstanding conclusion: education attainment could not refrain the risk of becoming poor or excluded. In fact, those with lower secondary education hold the highest AROPE rate, followed by those with primary education and, thirdly, those with upper secondary education. Although with the lowest rate, 12.6% of people with an university degree are at risk of poverty and exclusion.

In the last year there has been a certain reduction of the rates held by those with lower secondary, upper secondary and tertiary levels, and an increase of those with primary education level.

Graph 8. AROPE rates according to education attainment levels (people aged 16 and over).

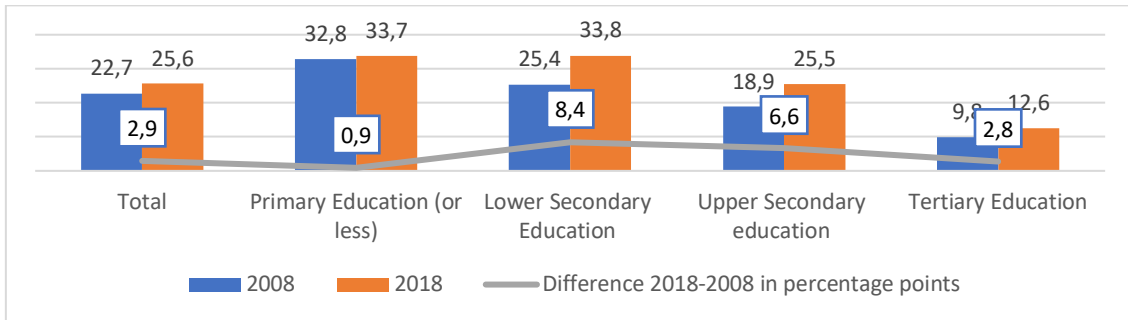


Source: Living Conditions Survey, published in 2019, by the National Institute of Statistics of Spain.

If we compare the decade 2008-2018, those with the lowest level experienced a small worsening of their AROPE rate, less than 1 percentage point. **For those with lower secondary education, the AROPE rate increase was the highest, with 8.4 percentage**

points; this tendency is steady since 2012. Considering those with upper secondary education, the increase in AROPE is 6.6 percentage points in a decade. Finally, those with university level also suffered a 2.8 percentage points increase of the AROPE rate.

Graph 9. Comparison between AROPE rates according to education attainment, 2008 and 2018 (people aged 16 and over).

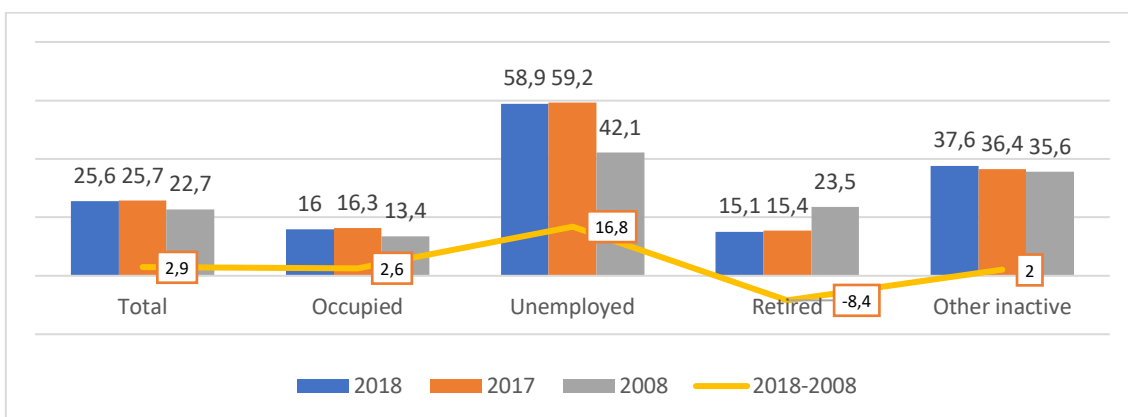


Source: Living Conditions Survey, published in 2019, by the National Institute of Statistics of Spain.

4.7. AROPE rates by occupation situation

In 2018, considering the occupational situation of the population, at present, the lowest AROPE rate corresponds to retired persons, followed by that of occupied persons (the differences are less than 0.4 percent for each category, except for those who are inactive, who experienced a 2 percentage points reduction in the last year). **Almost 6 out of 10 unemployed people are in AROPE; This group has registered an increase in the risk of poverty and exclusion of 16.8 percentage points since 2008, the highest of all.**⁸

Graph 10. AROPE rates by relation to the activity (people aged 16 and over).



Source: Living Conditions Survey, published in 2019, by the National Institute of Statistics of Spain.

⁸ In Europe, the countries with the highest partial employment rates are those with the lowest levels of unemployment, a trend that is not met in Spain.

The non-EU population has the highest rate, with 56% in AROPE, followed by the EU population, with 47.7%, and the Spanish, with 23.1%.

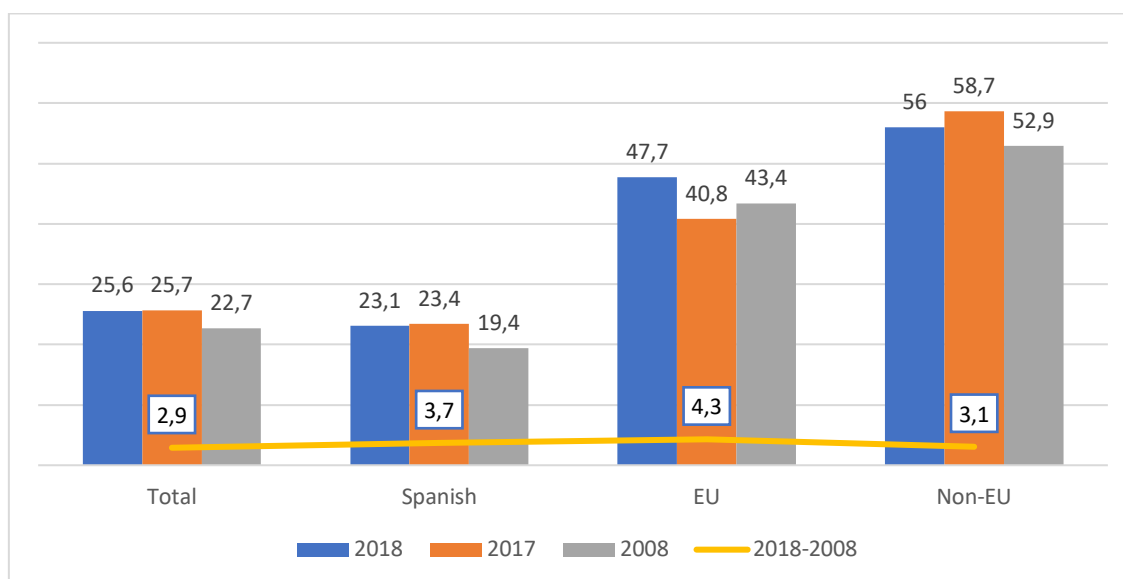
4.8. AROPE rates by nationality

Between 2017 and 2018, the situation of the foreign EU population worsened, with an increase in the AROPE rate of 6.9 percentage points. At the same time, there was a 2.7 percentage points decrease in the rate of non-EU population. The Spanish, with the lowest rate, suffered almost no change.

Although AROPE rates among the foreign population are very high, not many people in AROPE are foreigners. In 2018, considering people in AROPE, 82.8% are Spanish and only 17.2% are foreigners.

In the last decade, the EU population experienced the largest increase in AROPE, 4.3 percentage points. The Spanish followed, with 3.7 percentage points of increase. Finally, the non-EU grew by 3, 1 percentage points.

Graph 11. AROPE rates by nationality (people aged 16 or over)



Source: Living Conditions Survey, published in 2019, by the National Institute of Statistics of Spain.

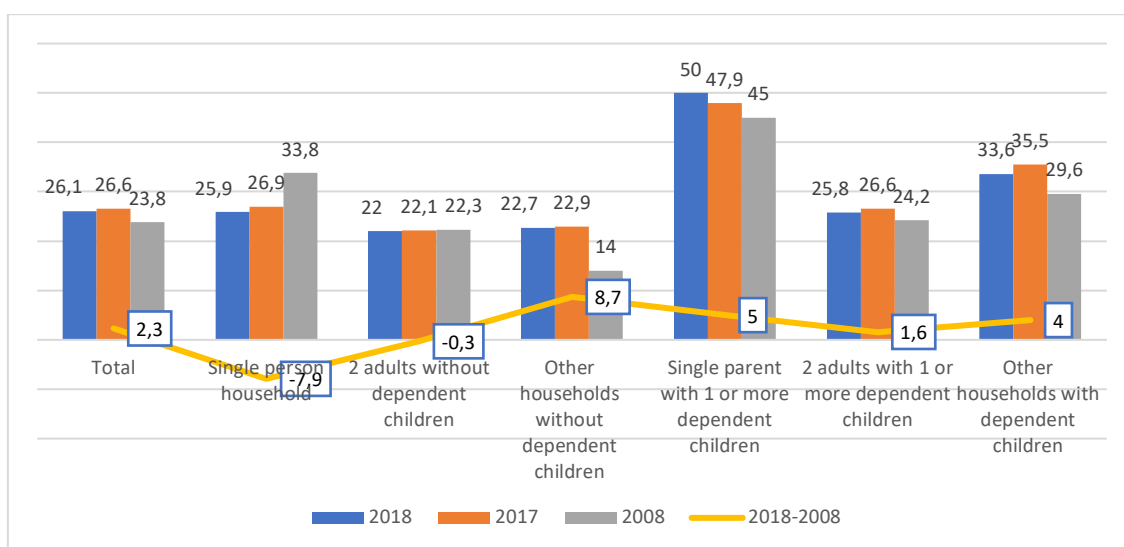
4.9. AROPE rates by household type

Household type and composition are determinant to being in AROPE. One in two single-parent households are in AROPE. These households have the highest rates today and throughout the decade. In second place, 33.6% of "other households with dependent children" (adults who are not the children parents) are at risk of poverty and exclusion as well. In all households where children live, the AROPE rate is higher than in those with adults only.

Between 2017 and 2018, the most significant change affected single-parent households, which suffered a rate increase of 2.1 percentage points, while in the rest of household types there was a reduction.

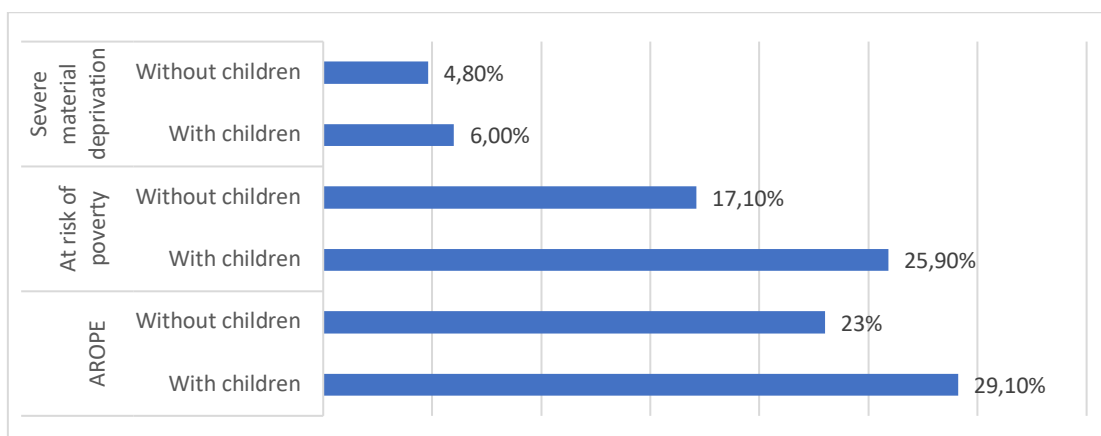
Analysing the variations between 2008 and 2018, the largest increase in the AROPE rate occurred among households without dependent children, with 8.7 percentage points, from 14% to 22.7%. In that period, single-parent households increased 5 percentage points, the second largest increase, from 45% to 50%. Third, the rate of "other households with dependent children" increased from 29.6 to 33.6, that is, a rise of 4 percentage points.

Graph 12. AROPE rate by household type



Source: Living Conditions Survey, published in 2019, by the National Institute of Statistics of Spain.

Graph 13. AROPE, Relative Poverty and Severe Material Deprivation by household with or without children

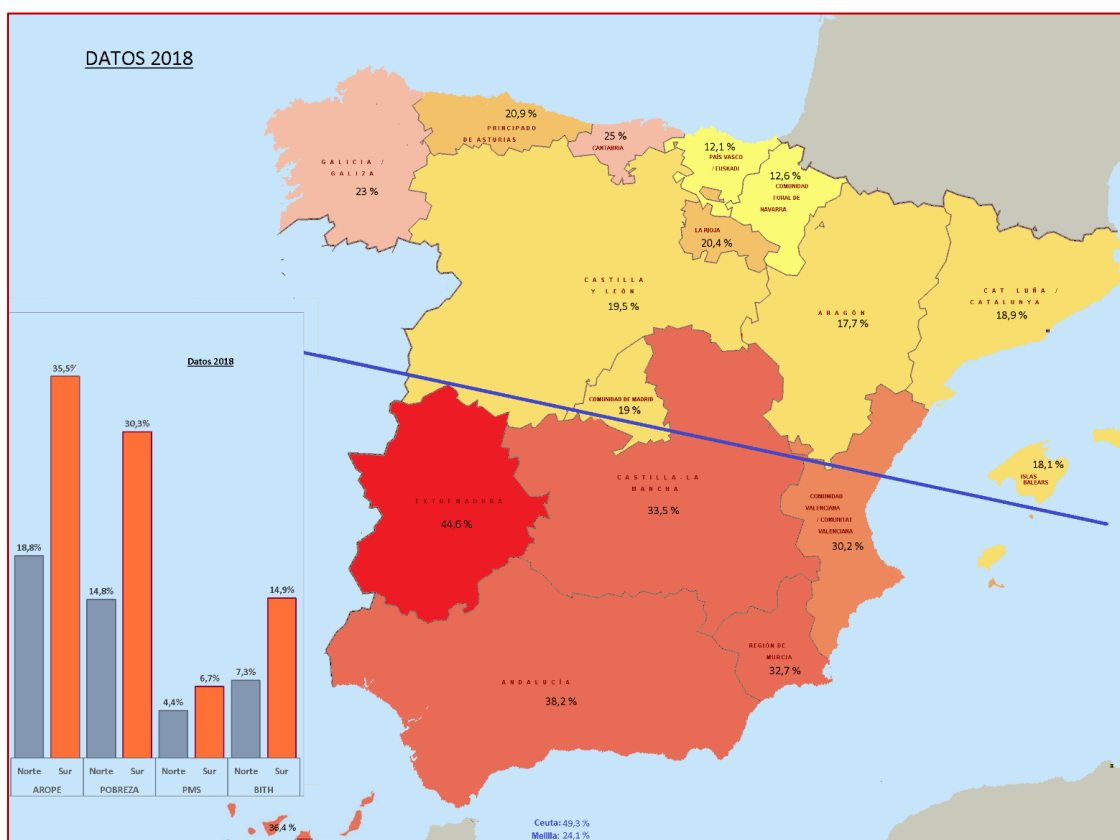


SOURCE: JUAN CARLOS LLANO (2019), LOC. CIT.

4.10. AROPE rates by Autonomous Communities

Territorial disparities are reflected in all the AROPE and Inequality indicators and are a fundamental factor for the breach of the targets set in the EU 2020 strategy. Spain is divided into two halves: from Madrid to the north, the Autonomous Communities present low rates of poverty and / or social exclusion - between 3 and 14 percentage points below the national average - and in general compatible with those of the most advanced European countries. The southern Autonomous Communities and Cities, on the other hand, show extraordinarily high rates - between 4 and 18 percentage points above the national average.

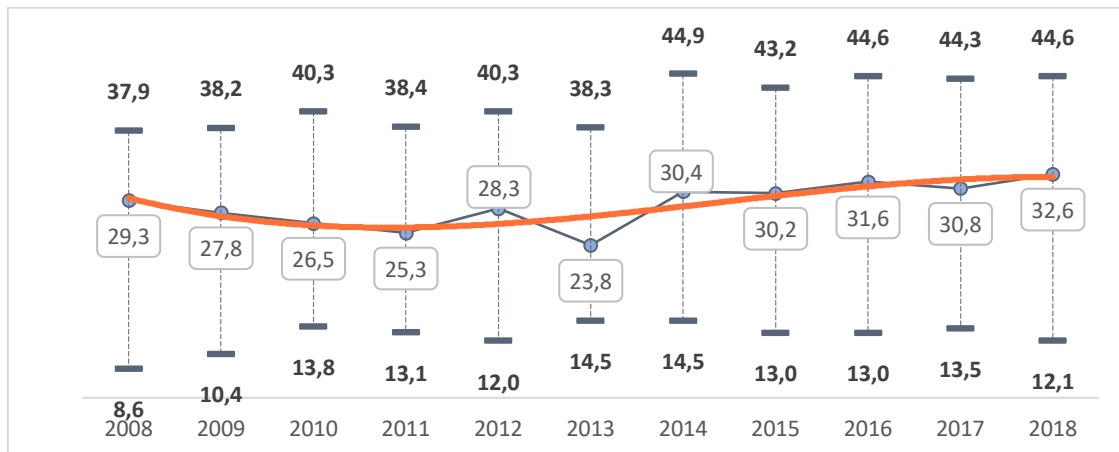
Graph 14. AROPE by Autonomous Communities in Spain



SOURCE: JUAN CARLOS LLANO (2019), LOC. CIT.

This territorial inequality has grown: Autonomous Communities with the highest and lowest AROPE rate register a difference of 32.6 percentage points, which is the highest of the decade. This difference, although it has reduced 0.8 points this year, is three percentage points higher than in 2009 and seven percentage points higher than the lowest difference recorded (23.8 p.p., in 2013).

Graph 15. Maximum distance in percentage points of AROPE values among Autonomous Communities



SOURCE: JUAN CARLOS LLANO (2019), LOC. CIT.

In terms of income, only six Autonomous Communities have recovered the average income per person they had in 2009.

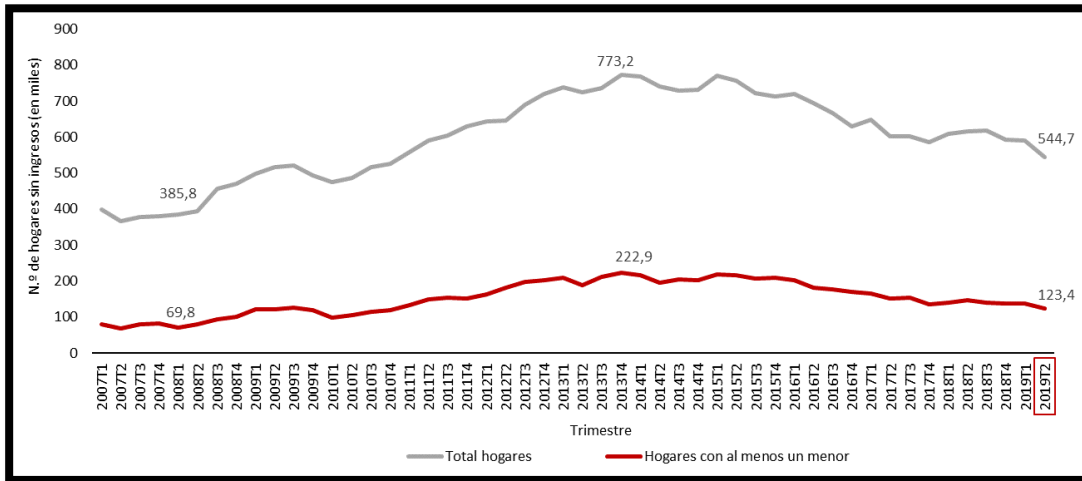
5. Incomeless households

According to the EPA (Survey of Active Population, National Institute of Statistics), households without income earners are considered to be those in which none of its members declare to have work, receive a retirement or other pension or receive unemployment benefits, whether or not they are registered as applicants for job. They are 544,700 in the second quarter of 2019.

The number of households with no income with at least one child or adolescent is still much higher than before the crisis (there are 43.4% more households in this situation than in the first quarter of 2008). In addition, their relative weight with respect to total households without income remains 3 percentage points higher than before the crisis (19.9%).⁹

Graph 16. Incomeless households (grey line) and incomeless households with at least a child or adolescent (red line)

⁹ Although the indicator “Households with no income” with at least one child captures very narrowly the economic vulnerability of childhood, it is one of the few ways to approach this type of realities within a relatively close time frame. The quarterly nature of the EPA data offers a greater temporal proximity than other indicators obtained annually (based on the Survey of Living Conditions) and it is also important as it is published more frequently (more than one year after that the data has been generated).



Source: EPA, Encuesta de Población Activa, 2007 a 2019

The economic crisis and the gaps in social protection have contributed decisively to the rise of households without income, those that have been immersed in a situation of special helplessness. The maximum point is reached at the end of 2013 with 773,200 households, a figure which doubles the beginning of 2008 figure. **Although the situation has improved, the number of households without income is still around 29.2% higher than at the beginning of the crisis.**

Households without income with dependent children are particularly vulnerable. Incomeless households with at least one minor represent 22.7% of the total number of incomeless households, according to the latest data available for the second quarter of 2019. **This means that practically in one of every four incomeless households lives at least one child or adolescent.**

Compared to the overall number of incomeless households, **the impact of the crisis has been greater for households with children.** In 2013, at the crisis' peak, its number tripled that of 2008. Although from that moment there is also a downward trend, the number of incomeless households with at least one minor is still far higher than at the beginning of the crisis, and the reduction registered in the years of recovery is significantly less relevant than that observed for the total number of incomeless households. **In the second quarter of 2019 the number of households in this situation still amounts to 123,400.**

6. Inequality

Between 2008 and 2018, Spain was the third European country where inequality has increased the most, as measured by the S80 / S20 indicator, only below Bulgaria and Lithuania. Meanwhile, many European countries such as Portugal, France, Netherlands, United Kingdom, Germany, among others, have already managed to reduce or equalize their inequality, compared to 2008.

In 2018, the average income per person completed four consecutive years of growth up to € 11,412, a figure that is € 338 higher than the previous year and which consolidates the growth started in 2014. This increase, which placing the average income per person at its highest value of the decade is, in itself, good news. However, as always, total average data conceals very different results for population groups.

The table shows how the poorest quarter of the population (quartile 1) has not yet recovered the nominal income of 2008, while the rest of the groups have already surpassed it. The members of quartiles 3 and 4 were able to resist the crisis (only in 2013 did their average incomes become lower than those of 2008). In quartiles 1 and 2 the recovery was much faster, since it took only three years to return to their 2008 income level.

Table 1. Average income per person and quartile

	2018	2008	Variation in Euro 2008	Variation in percentage 2018-2008
Quartile 1	3.937	3.957	-20	0,5%
Quartile 2	8.040	7.494	546	7,3%
Quartile 3	11.882	11.027	855	7,7%
Quartile 4	21.788	20.468	1.320	6,4%
Total	11.412	10.737	675	6,3%

SOURCE: JUAN CARLOS LLANO (2019), LOC. CIT.

The deflated data in the following table show that the real purchasing power of all the groups studied has been reduced compared to 2009. Although all are facing disadvantages in terms of median income, the most outstanding decrease are experienced by the unemployed, the young people from 16 to 29 years old, those with upper secondary education and with lower secondary education, childless households, people with tertiary education, and people with primary or lower education.

Table 2. Percentage variation of real average income (deflated) per capita between 2009 and 2018

Retired	-1,9
65 years old and above	-3,1
One adult with 1 or more children	-5,5
Children under 16 years old	-6,3
Foreigner, EU, above 16	-6,8
Household with children	-9
Two adults with 1 or more children	-9,2
Women	-9,7
Inhabitants of urban areas	-9,8
Other households with children	-10,9
Single-person households	-11,3
Men	-11,4
Foreigner, non-EU, above 16	-11,5
Household without children-11,9	-11,9
Spanish, above 16	-12,2
Two adults without children	-12,4
Other inactive individuals, above 16	-12,8
Occupied, above 16	-13
Inhabitants of rural areas	-13,4
Aged 30 to 44	-13,5
Primary education or lower, above 16	-13,7
Aged 45 to 64	-13,7
Tertiary education, above 16	-15
Other households without children	-15
Upper Secondary Education	-16
Lower Secondary Education	-16,5
Aged 16 to 29	-16,5
Unemployed	-23,6

SOURCE: JUAN CARLOS LLANO (2019), LOC. CIT.

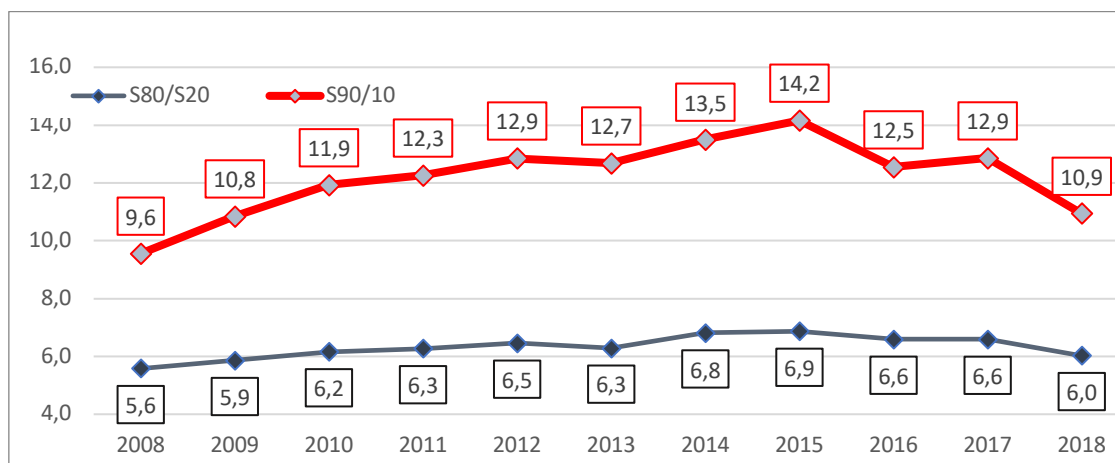
The income ratio S80 / S20 is defined as the ratio between the proportion of total income received by 20% of the population with higher income and that received by 20% with lower income. The higher the value of the indicator, the greater the inequality between the extreme groups of the population in which it is measured.

Either measured by S80/S20 or by Gini Index, inequality has steadily increased in Spain, reaching the highest values in the EU-28. As of 2016, a period of deceleration began that, in three years, has managed to reduce the index by nine tenths. **In 2018, the total income of 20% of the population with the highest income multiplies by 6 the total**

income of 20% with the lowest income. Between 2008 and 2018 inequality has increased by 0.4 percentage points.

Measuring the inequality between the most extreme deciles, S90 / S10, the richest group multiplies by 10.9 their income with respect to the poorest, that is to say that the difference is even more extreme than in the S80 / S10.

Graph 17. Income distribution S80/S20 and S90/S10, 2008-2018



SOURCE: JUAN CARLOS LLANO (2019), LOC. CIT.

The Gini index is 33.2, almost one point lower than last year. In the period 2008-2018 and, despite the significant reduction of the last two years, the index increased by eight tenths.

In European comparison, for 2017 (latest data published for all countries), the Gini index can be considered as "very high": Spain is the fourth country with the highest figure, only surpassed by Bulgaria, Lithuania and Latvia. On the other hand, the Spanish figure is 3.4 percentage points above the EU average.

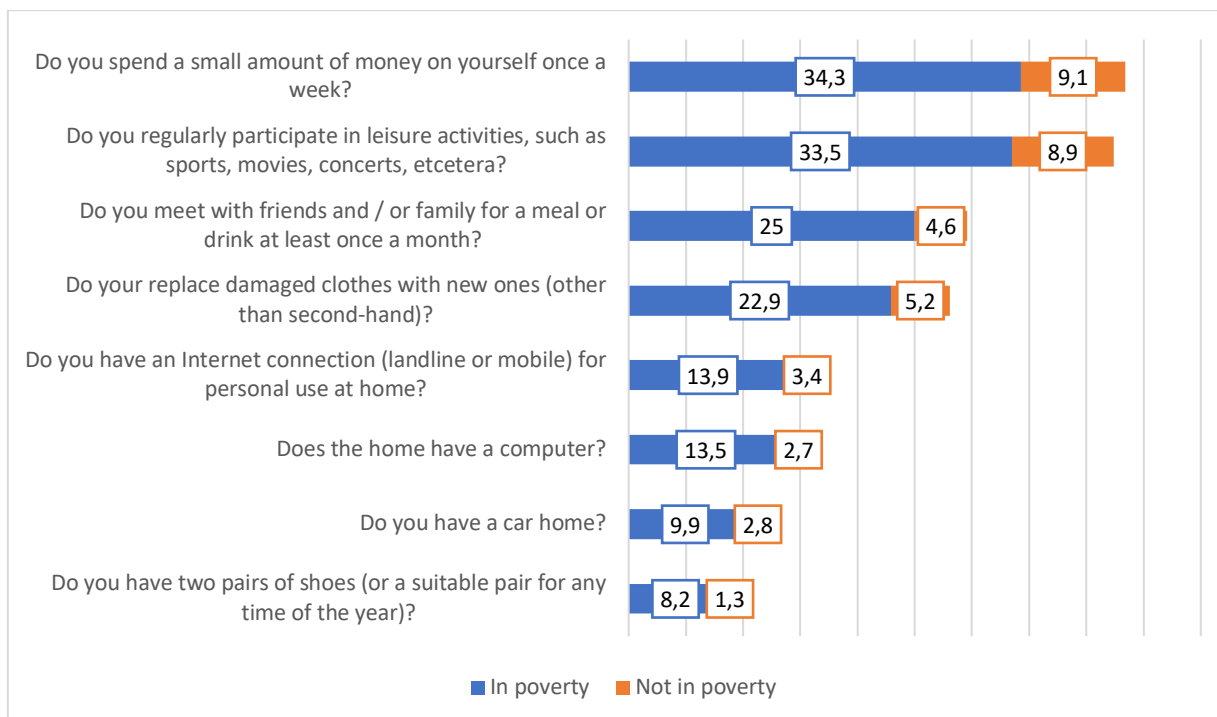
7. Poverty and Wellbeing

Living in poverty marks a difference. There is no aspect in which the situation of the population in poverty is at least equal to that of people who do not experience it.

If we consider another set of items, besides those considered in the Severe Material Deprivation, the percentages of people in poverty who cannot afford them multiply between two and six times the data measured among the population that is not in poverty. For example, in 2018, 22.9% of the population in poverty cannot replace their damaged clothes with new ones, 8.2% cannot have two pairs of shoes, 25% cannot meet with friends or family to eat or drink at least once a month, 14.3% do not have a

computer at home and 13.9% do not have a fixed or mobile Internet connection, 13.5% do not have car at home and 9.9% cannot afford a meal of meat, chicken or fish at least every two days. For all these items, the percentage of people who are not in poverty is less than 5%. With respect to 2017, the general situation of people in poverty worsened by 9 of the 16 items measured and the percentage of those who cannot meet them increased as well.

Graph 18. People who cannot afford to do certain activities or afford certain items, by condition of poverty/non-poverty, in percentage



SOURCE: JUAN CARLOS LLANO (2019), LOC. CIT.

8. Poverty and Health

The 2017 National Health Survey indicates that the self-perceived state of health (population aged 15 or over) is good: just over 70% of the population considers their health to be "very good or good".

However, having a job or being unemployed are factors which have an important influence on the self-perceived state of health. Only 18.6% of people who have a job think that it is "regular, bad or very bad." This percentage scales nine percentage points (27.4%) when it comes to unemployed people and more than doubles (43.6%) when it comes to people (mostly women) devoted to reproductive and care work ("household chores" as stated by the Survey).

37.4% of people at risk of poverty consider that their health is "regular, bad or very bad", a figure that is just over 11 percentage points above the measure for people who do not suffer that risk (26.2%).

The situation of poverty also determines important differences in the ability to perform basic activities of daily life, since one in four people at risk of poverty (24%) manifests some kind of difficulty, a figure that contrasts with 15.6% in the case of non-poor people.

In Spain universal access to the National Health System and healthcare under equal conditions are currently guaranteed, although some restrictions were introduced by a Royal Decree-Law 16/2012, in the context of austerity measures and there were already medical specialties that were never been covered through the public system. In 2018, the repeal of this Royal Decree-Law has been partial, and some important consequences still remain.

In 2019, a study conducted by EAPN SPAIN on the National Health Survey data shows two trends that affect inequality. First, there are a greater number of people in poverty who do not pass medical tests and this situation is the same, when broken-down by age, sex, nationality or employment status. Second, the lack of access for economic reasons to both prescription drugs and medical, dental, and mental health care is three to five times higher among people at risk of poverty than among those who are not.

Around 5% of people in poor households who needed medical assistance, 25.5% of those who needed dental care and 3% of those who needed mental health services were unable to receive care for economic reasons. A 6.9% were unable to access prescription drugs, a figure that amounts to 8.3% among unemployed people.

Regarding preventive practices, the National Health Survey indicates that between 9% and 10% of people at risk of poverty are not involved in them. These figures almost double those registered among people residing in households that are not at risk of poverty.¹⁰

9. Poverty and Overall Satisfaction with Life

Inequalities clearly show in the assessment of satisfaction with life, particularly with regard to middle aged and elderly women, non-EU foreigners, the unemployed and lower income quartile of the population.

¹⁰ Llano, Juan Carlos (2019), *La desigualdad en la Salud*. EAPN. www.eapn.es

The following information, which proceeds from the Special Module from the Survey of Living Conditions of 2019, allow to understand how the former statistics combine with more qualitative inputs.

Although the overall satisfaction with life average was slightly higher in men than in women, 7.4 and 7.3 out of 10 in average, broken-down by age there was a higher percentage of women aged 16 to 29 and 30 to 44 at the top scores (9-10). Instead, beginning with the middle life mark, the percentage of men in the 45 to 64 and the 65 and above is higher (with a 4.1 percentage points difference with regard women).

Table 3. Overall satisfaction with life by sex and age

Men	0 to 4	5 to 6	7 to 8	9 to 10
16 to 29 years old	3,9	14,6	49,3	32,2
30 to 44 years old	4	17,2	53,2	25,6
45 to 64 years old	6,8	20,1	51,6	21,5
65 years old or above	8	21,5	49,3	21,2
Women	0 to 4	5 to 6	7 to 8	9 to 10
16 to 29 years old	2,1	15,3	49,8	32,8
30 to 44 years old	3,9	15,7	50,9	29,5
45 to 64 years old	7	20,7	50,9	21,4
65 years old or above	11,3	25,8	45,8	17,1

Source: Living Conditions Survey, published in 2019, by the National Institute of Statistics of Spain

Considering the type of household, the highest percentage corresponded to adults with children score at the top, 28.4%. The second group with the highest percentage is composed by two adults under 65 years old. The less satisfied are elderly women and the households integrated by two adults, one of them an elderly, with 14.4% and 19.8% respectively.

Table 4. Overall satisfaction with life by type of household

	0 to 4	5 to 6	7 to 8	9 to 10
Women 65 years and over	11,8	27,5	46,3	14,4
Two adults, at least one 65 years or above	8,8	22,8	48,6	19,8
Other types of households	7,2	23,2	49,4	20,2
Men who live alone, under 65	6,8	21,7	51,2	20,3
Men 65 years and over	10,8	23,1	44,6	21,5
Women who live alone, under 65	8,3	18,7	48,2	24,8
Adults only with dependent children	7,6	23,1	42,6	26,7
Two adults, both under 65	5,1	16,4	51,3	27,2
Two or more adults with dependent children	3,9	15,5	52,2	28,4

Source: Living Conditions Survey, published in 2019, by the National Institute of Statistics of Spain

People living in high-income households: out of 10, they scored 7.9 points, with 33.4% of this group scoring at the top, compared to 6.7 points of those with lower incomes, with only 16.1%.

Table 5. Overall satisfaction with life by type of household

	0 to 4	5 to 6	7 to 8	9 to 10
First quintile	11,7	27,2	45	16,1
Second quintile	8,6	24,1	47,8	19,5
Third quintile	5,2	19,5	51,4	23,9
Fourth quintile	3,3	15,1	53,3	28,3
Fifth quintile	2,2	10,7	53,7	33,4

Source: Living Conditions Survey, published in 2019, by the National Institute of Statistics of Spain

Regarding the level of education, the average degree of overall satisfaction with their lives was 7.8 points, while those with Primary or lower education had an average score of 6.6 points.

The average satisfaction with the economic situation is similar, but most the differences are more dramatic: those with high-income households scored of 7.5 points out of 10. The same happened with those with higher education, 7.1 points out of 10. At the opposite extreme were unemployed people, with an average rating of 4.7 points out of 10, and 39.9% of the unemployed declared a degree of satisfaction of 4 points or less.

10. Poverty and Education

10.1. *Regional disparities*

The Spanish education system currently has a high level of development, in line with that of the surrounding countries, both due to the universal practice of compulsory studies and the large enrolment rates in non-compulsory ones. Its expansion has continued during the 21st century, especially in early childhood education. The global evolution of its resources has experienced significant oscillations as it was significantly affected by the last economic crisis and the financial difficulties experienced during it by families and public administrations. The education system is contrasting, both in terms of efficiency and equity, due to the important sociodemographic and economic differences among the Autonomous Communities and a highly decentralized public sector in education. In the largest Community (Andalusia) live more than 8.4 million inhabitants, and in the smallest (La Rioja) only 300,000, so that the former multiplies by 28 the size of the latter. The levels of the Gross Domestic Product (GDP) per capita are also very different (that of the Community of Madrid doubles that of Extremadura) and the GDP of Catalonia or the Community of Madrid is 25 times higher than that of La Rioja.

In Spain, the period of compulsory schooling goes from 6 to 15 years, as early childhood education is not mandatory and only after 16 years of age is access to the labour market authorized. This regulation homogenizes the conditions of access to compulsory primary and secondary education of the entire population regardless of the territory in which the families reside, but before 6 and after 16 years of age, access to education is not uniform.

Early childhood education consists of two cycles or stages, 0 to 2 years and after 3 years, in which public coverage is very different and the net enrolment rates of children are very diverse. Despite not being compulsory, in the second cycle, schooling is almost universal for children of any Community, as a result of the wide public and free offer at that stage and the widespread decision among families to take their children to schools from 3 years to facilitate access to centres in primary education.

Around 50.5% of students are concentrated in pre-primary and primary education, 35.4% in secondary education (compulsory and non-compulsory) and vocational training (certified studies orientated to the labour market), and the remaining 14% in university. Around these average figures there are notable regional differences in the composition of students by levels of study. The weight of the basic levels has differences of up to 12

percentage points (pp) (Balearic Islands 56.4%, Castilla y León 44.5%), because the demographic structure is younger in some communities and older in others.

The weight in each region of university students also influences that composition, which is conditioned by circumstances related to demand, but also to educational supply. Another distinguishing feature of the education systems is the importance of public and private offer in each region. Finally, the Autonomous Communities differ significantly in the economic resources they devote to education and these differences are relevant for the analysis of educational results.

10.1.1. Post-compulsory education

The differences between Communities in school enrolment once the compulsory stages are over are high as well. The enrolment rate at 17 years in post-compulsory secondary education for the overall Spain is 76.8% but the Communities have net enrolment rates which are clearly above or below that average. Again, the Basque Country leads the ordination - with a rate of 91% - followed by other communities in the northern peninsula, while the Balearic Islands closes it, with a percentage that does not reach 64%, together with the low average regions located further south.

The young population that no longer studies at age 17 constitutes a group that leaves the educational system as soon as the compulsory stage concludes. Early school leaving is a problem because it interrupts the training process in a too early stage, conditioning the acquisition of knowledge, attitudes, skills and values that, in today's complex and increasingly knowledge-based societies, facilitate autonomous personal development and subsequent use of social and labour opportunities.¹¹

10.1.2. ¿Are regional disparities reducing?

According to a recent research by Miguel Recio¹², regional disparities may be reducing in the last years, although at a slow pace. Four major areas are considered to assess the educational context: schooling, resources, processes and results, following the OECD model of indicators. Comparing the year 2000 with the latest available data (2016 or 2017), it is observed that the 4 indicators improve, except for the "12-year course repetition", both in absolute figures and in the Coefficient of Variation, a measure that expresses the relationship between the mean of the values and the standard deviation.

¹¹ Pérez García, Francisco; Serrano Martínez, Lorenzo y Uriel Jiménez, Ezequiel (Dir.) (2019), **Diferencias educativas regionales, 2000-2016 Condicionantes y resultados**. Fundación BBVA, disponible en

¹² Recio, Miguel (2019), **Desigualdad territorial en educación y gestión de las competencias por las CCAA**. Fundación Investigación, Desarrollo de Estudios y Actuaciones Sociales, disponible en <http://revistainnovamos.com/wp-content/uploads/2019/05/INFORME-DESIGUALDAD-CCAA.pdf>

In the first cycle of early childhood education (0-3 years), schooling has grown by more than 25 percentage points and the Coefficient of Variation has been reduced by more than two thirds since 2000. In schooling rates there has been a convergence between all the Autonomous Communities. This means that the Autonomous Community that had the lowest rate of schooling in the stage 0-3 years in 2000, Galicia, overpassed the one that had the highest rate in 2000, Catalonia, seven years later, in 2017 (they are in 43.6% and 37.9%, respectively, and the national average is 36.4%). The 26-percentage points difference of the year 2000 between the two has been reversed. It is an example of the slow process of reducing regional differences. However, these differences still exist: the community with a higher schooling rate, in the stretch of 0 to 3 years, the Basque Country (52.8%), still triples the one with the lowest rate, Canarias (16.6%).

The indicator "grade or course repetition" registered the smallest reduction of differences between Autonomous Communities. The "suitability rate" (the percentage of students in the corresponding age course) has dropped 1.5 percentage points (from 87.2% in 2000 to 85.7% in 2017) and there is a slight increase in the Coefficient of variation, which stands at 11 percentage points.

With respect to educational results, the average Compulsory Secondary School (ESO) graduation rate in Spain has increased from 73.4% in 2000 to 87.3% in 2017. The difference between the regions with the best (Asturias) and worse (Balearic Islands) rates in the year 2000 and the last available data dropped from 20 points of difference to 16. The average graduation in the Baccalaureate has risen from 46.8% to 55.5%; The inequality between the best (Basque Country) and the worst (Balearic Islands) has gone from almost 30 percentage points to 26.

This improvement, both absolute and relative, has occurred in a context that a priori is not the most suitable for it due to two circumstances that have occurred in the country at this time. On the one hand, the arrival in Spain of 800,000 children of immigrants, who have joined the education system.

The other phenomenon was the economic crisis, which had an uneven result according to the area analysed: some indicators fell (the resources allocated, for example), but others rose (schooling in post-compulsory stages, as a result of youth unemployment). Even so, the cuts affected the correction of inequalities, but the final balance compared to the year 2000 remains positive.

Another consequence of the crisis was that, at the level of investment, Spain has had a lost decade in Education: absolute values as a percentage of GDP are today below those

in 2009: In 2009, Spain dedicated to public spending on education 4.99% of GDP, 53.895 million euros, and in 2017 dedicates 4.24%, only 49.458 million.

10.2. *Ghettoization*¹³

The quality of education received by students and the means available to schools and families determine an important part of the children's future prospects. In Spain there are huge differences in education due to socio-economic segregation between schools, which are sometimes barely separated by a few hundred meters. School segregation for socio-economic reasons or the separation of poor and rich girls and boys in different schools is still an invisible problem for a large part of Spain's policy makers. According to Save the Children's report (2018) "**Mix with me. From socioeconomic segregation to inclusive education**", one in ten schools in Spain is a ghetto. In these centres, more than half of the students enrolled in school are of low socioeconomic profile. According to this same survey, the school segregation index in Spain has increased steadily in recent years. From 2008 to 2015 it has increased by more than 13%, being already the sixth European country with more segregation, at the level of countries such as Lithuania, Slovakia and Romania. On the other hand, and as a paradigmatic example of this denial and political immobility, the Community of Madrid has experienced a growth of 36%, in this same period, the region with the highest school segregation in Spain and which is in second place in the European ranking, only behind Hungary. Catalonia is the second community with the highest school segregation rate growth, with a 30%.¹⁴

¹³ KEY CONCEPTS USED: School segregation: is the result of deviations or differences that occur between the composition of schools and the composition of the environment in which they are located. The greater the differences, the greater the segregation will be. When we speak of segregation, we refer to a specific territory. Socioeconomic school segregation: unequal distribution in schools of boys and girls who belong to families with fewer resources. School segregation for socio-economic reasons is an almost invisible problem that has worsened over recent years and has not been a priority for educational policy in Spain. Concentration of students with a low socioeconomic profile: this occurs when a segregation situation becomes acute and the percentage of these students in the centres is high. In particularly high cases of concentration are referred to as "ghetto centres". Abay Analistas (M^a Isabel Martínez Martín, Rosa Santero Sánchez, César Pérez López, Nuria Guilló Rodríguez y Leila Rodríguez Florentín), (2018), **Mézláte conmigo. De la segregación socioeconómica a la educación inclusiva**. Save the children, Madrid, April 25th. Available at <https://www.savethechildren.es/publicaciones/mezláte-conmigo>

¹⁴ The most common way to measure segregation is through the use of indexes. Each one of them has different characteristics and utilities. In this case, we have used the index known as **Gorard or G Index**. This index shows the difference between the weight of a minority group (in our case, the most vulnerable students) and the total of the members of the group (all the students). More simply, this index shows the proportion of boys and girls that it would be necessary to transfer to other centres to eliminate school segregation from the territory. For its calculation, socioeconomically disadvantaged students were considered those who are within the 25% with the lowest values (Q1) in the ISEC index, following the definition of PISA.

In Spain, 7 out of 10 children in vulnerable situations study in “ghetto schools” or centres that suffer concentration. The concentration of vulnerable students in certain centres has serious repercussions for the education system, equity and social cohesion. On the one hand, the separation of students limits the benefits of the peer effect. This phenomenon allows students who struggle more with the study to obtain better results thanks to sharing learning spaces with those more advantaged students.

In addition, **segregation has very negative repercussions on the repetition rates** (they increase by 23%), on the results in PISA (they decrease by 30 points) and on the expectations of the students in pursuing university studies. The repetition, failure and dropout are the three major challenges facing the Spanish education system and all of them are closely related to school segregation.

On the other hand, the lack of interaction of students from different social contexts, hinders the acquisition of social skills such as empathy, as well as respect and knowledge of other realities, causing intolerance and discrimination towards the other and limiting social cohesion and inclusion.

The increase in school segregation in recent years is due to the lack of public education policies aimed at combating the concentration of vulnerable students in the classroom. This requires political will and share and take advantage of the knowledge and successful experiences that already exist, both inside and outside our country. **Spain has a problem of school segregation but if we are able to visualize and accept the problem, we will still be in time to solve it.**

10.2.1. The most affected groups

The “ghetto schools”¹⁵ are those with a concentration of students with low socioeconomic profile; they represent 46.8% of the total education centres. Nine out of 10 of these centres are public.¹⁶ These centres are characterized by:

- Having a high complexity due to the high presence of boys and girls of low socioeconomic profile, including Roma and migrant background, as well as students with needs for linguistic support and special educational needs.
- Having few resources and suffering the drain of more qualified teachers to other types of centres with less complexity.
- Offering little extracurricular activities to their students. 4 out of 10 segregated centres don’t offer any extracurricular activities.

¹⁵ "Ghetto schools" are considered to be those centres with a presence of between 26% and 100% of students of low socioeconomic profile, immigrants and Roma.

¹⁶ More information: El País, “Cercos a los colegios gueto ante la concentración de inmigrantes”, March 19th 2019, available at https://elpais.com/sociedad/2019/03/18/actualidad/1552939159_817308.html

- Families that enrol their children in them due to the criterion of proximity to their homes (almost 67% of the families) above other criteria.

Students enrolled in "ghetto centres" are characterized by:

- Belonging to low-income families: 7 out of 10 families belong to the lowest income quartile.
- Having parents who occupy less qualified professional positions than parents of average students. Only 2 out of 10 of them have completed university studies.
- Being Spanish, although with more presence of migrants, or students with a migrant background (between 2 and 3 times more numerous in this type of centres than in others with lower levels of concentration).
- Showing a weaker link or bond with the school, in relation to the totality of the students.
- Being 4 times more likely to repeat the course than those who attend schools with very low concentration.
- Having significantly lower expectations to develop university studies (only 4 out of 10).

10.2.2. Socio-economic background and educational attainment / completion

The impact of a poor socio-economic background on childhood is multiple. In 2016, the Spanish Red Cross carried out a survey of 5,195 children aged 8 to 14 years who were in vulnerable situations and were assisted by the institution.¹⁷ Only 68.5% (71.6% of girls, and 65.6% of boys) are enrolled in the course that corresponds to their age. The highest percentages are registered in Catalonia (82%), the Autonomous City of Melilla (78%) and Andalusia (75%).

Therefore, 31.5% have repeated the course. The highest percentages are observed in Galicia and Castilla La Mancha (43% respectively) and Asturias (40%). As the age increases, the percentage of boys and girls who are not in the corresponding course by age increases to 44%. In those homes where the child lives with his father, but without the mother, the percentage reaches 45.6%.

Among the difficulties related to poor school performance, the group of older children indicates situations related to family poverty, as serious economic problems, lack of

¹⁷ Cruz Roja Española (2016), **Boletín sobre vulnerabilidad social. La situación de la infancia en vulnerabilidad social. Resumen ejecutivo.** Available at <http://www.cruzroja.es/principal/documents/449219/1697460/RESUMEN+EJECUTIVO+vs+final.pdf/6c48e9c0-5e82-40e0-9f26-6040a270c73b>

adequate material to study, very cold homes, lack of space for studying. Income poverty limits the ability of the family to meet needs such as adequate nutrition or health.

In the focus groups, the difficulties of the parents to accompany the educational processes stood out; these were due either to lack of time or to ignorance of the subjects. The poverty of time reduces the frequency and quality of opportunities for interaction between adults and children, essential in early childhood. In addition, the resolution of daily problems of family subsistence reduces the resources that fathers and mothers living in poverty can devote to other aspects of their children's well-being.

With regard to motivation, only 49% of girls and 45% of boys aged 12 to 14 believed that school syllabus was related to their interests and motivations. 59% said that they had been bored or distracted a lot in class. 56% recognized that they did not pay enough attention. Only 54% said that they could understand the explanations.

Most of students had a positive perception (especially girls) about the school, tutors and teachers, as well as about school activities. However, there was a share -between 6% and 9%- that expressed a negative or very negative perception. Only 46% of the group of 12 to 14 years old liked to attend secondary school.

Other socioeconomic circumstances that influence academic development are the following data:

- 32% had been very sick or had an accident;
- 21% of their parents or legal guardians had gone through a serious illness.
- 23% could not meet standards of attendance, punctuality and discipline.
- 12% had missed class because they had to help at home.
- 8% had stopped attending the school cafeteria (and therefore were not able to properly feed themselves) because their family did not receive the scholarship again.

10.3. Bullying

The concept of bullying at school comes basically from an adaptation of the concept of “moral bullying” that occurs in other areas, especially at work. In fact, both forms of behaviour (harassment at work and school) have much in common, since in both situations there is psychological violence through group harassment. The difference is, therefore, in the field or space where it takes place. In both cases, manifestations of psychological violence are aimed at breaking the balance and psychic stability of the victim. An additional problem is that in the school environment the victim is in full

development of his/her personality and forging his/her character. The harassed school victim is in a situation of much greater helplessness and the consequences can be catastrophic, lasting and permanent. In the most extreme cases, these actions can end up in the suicide of the victim.¹⁸

The personal relationships that are generated in primary or secondary schools are fundamental references for boys and girls. This factor, together with those described above, also condition educational performance and attainment.

In 2016, the Spanish Red Cross carried out a survey of 5,195 children aged 8 to 14 years who were in vulnerable situations and were assisted by the institution. In order to assess contexts of physical or verbal violence in the school environment, the Red Cross asked the children if they had suffered and/or they had practiced three forms of violence: insults, beatings and isolation within the educational environment.¹⁹

The results were the following:

- 50% had been insulted at some time in the last month;
- 32% had been beaten by their peers and
- 36% had been left alone or isolated at some activity or during school breaks.

Analysing the physical and verbal violence *exercised by the children themselves* in the last month, against other colleagues, these data stand out:

- 40% had insulted others at some time.
- 31% had hit or beaten a peer and.
- 30% had left aside or isolated a boy or girl at some activity or during school breaks.

Therefore, violence at school has two sides.

In the group of 12 to 14 years, 16% indicated having suffered bullying; 26% suffered loneliness, isolation and lack of communication, and 3% had felt discriminated against because of their sexual orientation.

¹⁸ Universidad de Valencia, “Buenas prácticas frente al Bullying”, available at <https://www.universidadviu.es/buenas-practicas-frente-al-bullying/>

¹⁹ Cruz Roja Española (2016), **Boletín sobre vulnerabilidad social. La situación de la infancia en vulnerabilidad social. Resumen ejecutivo.** Available at <http://www.cruzroja.es/principal/documents/449219/1697460/RESUMEN+EJECUTIVO+vs+final.pdf/6c48e9c0-5e82-40e0-9f26-6040a270c73b>

10.3.1. Recommendations

As pointed out by the OECD in its publication "Equity and Quality in Education" (2012); "School segregation reduces the likelihood of children interacting with peers from other social and cultural contexts and, therefore, decreasing children's opportunities to acquire complete social and vital skills". In this sense, school segregation affects children from all kinds of social and economic context and not only those who are in a more disadvantaged socio-economic position.

This loss of talent (human capital) has a great impact on the efficiency of the education system (worse results and higher public spending) and on the economy of a country, especially in terms of productivity, growth and innovation, being able to cause a lower rate of activity, greater temporality and lower wages. It is estimated that the cost of early school leaving is between 5.9% and 10.7% of the total Spanish GDP.²⁰

The European Commission and the Council, as well as the UN Committee on the Rights of the Child and the Committee on Economic, Social and Cultural Rights, in their latest observations to the Government of Spain, urged to review and implement policies that address segregation and allow to reinforce social cohesion in the classrooms through the development of an inclusive education policy, giving support to children (especially those who belong to vulnerable socioeconomic contexts) according to their needs.

Political proposals related to concentration/segregation:

- Supply or planning policies involved in the design of the school map, with measures such as the reservation of places in educational centres, the opening and closing of groups and centres, or the specialized academic offer.
- Student admission policies that regulate concentration levels in a more systemic manner, with measures such as the establishment of minimum and maximum quotas, the development of information actions for families or the establishment of schooling zones that favour the reduction of segregation school.
- Compensation and attraction policies that help mitigate the effects of high concentration, with measures such as the provision of more resources, special incentive plans for teachers or the implementation of innovation projects in this type of centres.

²⁰ Save the Children (2016), **Necesita Mejorar. Por un sistema educativo que no deje a nadie atrás.** Madrid. Available at <https://www.savethechildren.es/sites/default/files/imce/docs/necesita-mejorar-fracaso-escolar-savethechildren-ok.pdf>

Five proposals related to bullying within the school:²¹**(1) Recognize the problem**

Teachers should educate students, parents, colleagues and the community in general about the importance of taking this problem seriously and how to recognize it. In addition, they must establish an action plan to respond to the abuse they see each day, however insignificant they may seem. Under no circumstances should they recommend to victims of grievances that they be "less sensitive" or that they make a greater effort to make friends: this only stigmatizes and blames the child for what is happening to him or her.

(2) Involve students

Teachers should encourage an open dialogue with students about harassment and intolerance, through assemblies or "anti-bullying" forums and let them propose ideas and discuss solutions to problems. In this way, no student will feel alien to the problem.

(3) Convert passive students into active

By participating in an open discussion on the subject, students who are not victims or direct victimizers of bullying, the "observers", will have more tools to feel involved and become active agents against abuse. Teachers must perform role-plays explaining to the students how to put themselves in the other's place and help each other to raise their voices against the abuse of their classmates.

(4) Promote tolerance and inclusion

Generating an inclusive, safe and tolerant environment in the classroom is essential for students to feel that their identity is respected and valued. Teachers must show an open attitude to students, so that they understand that they can trust them, if they are experiencing situations of harassment or violence.

5) Pay attention to the aggressors

In the same way as victims, children responsible for bullying should receive attention and help to reduce their aggressive behaviour (as explained above, some could be victims and aggressors at the same time!). Often, attacking and feeling the need to dominate comrades responds to their own insecurities and even situations of violence experienced in the home. Ignoring the aggressor and only focusing on the victim is incompatible with a true resolution of the problem in the long term.

Political recommendations against bullying:

²¹ Inspired by Becki Cohn-Vargas, "Not in my school program", available at <https://www.niot.org/nios>

1. Establish mechanisms for reporting and requesting help, easily accessible and clearly identified in each school centre, at every educational level.
2. Establish a rapid response mechanism to detect, analyse and respond to each of the received complaints, integrated by interdisciplinary experts, supervised by the regional Education Inspection Authority.
3. At the educational syllabus, introduce contents to incorporate the values of assertiveness, empathy, critical thinking and the evaluation of the consequences of own behaviours.

10.3.2. Quotes from children experiencing poverty

Quotes related to their socioeconomic limitations and background²²

Salma (migrant, Morocco): Well, my mother says to study, to dedicate myself to that more than anything. They tell me "do not do like us who have not studied, now we are looking for a job and we cannot find, if you study you will be able to have a good job and good money and live quietly and if not, then no, you cannot do all that; when you are older and have children and they ask you for things, you can buy them and if you don't have studies you won't be able. They also say "it's better to work in an office, than to go to work picking oranges, where they treat you badly" ... I'm told to surpass my mother, who has studied the baccalaureate.

Jesus (Spaniard, Roma): They tell me the same thing as her, but with different words. They tell me that I "study or am going to be punished without playing with the Playstation. And they also say that, since they were small, as in eighth, their parent took them out of school to help them and my grandparents ... They were going to sell iron trash... Just that, "that I should study", "that I get the secondary school degree to have a good job, a good salary" and "that if I have a child, I have to make her life better and that see that she does not have a bad time "

Tomás (Spaniard): They tell me to study to have a good job, better than theirs and that's it!

Taufic (migrant, Morocco): They say to me ... they encourage me at times, because they say that if I get good grades, they will buy me a cell phone!

²² Cruz Roja Española (2016), **Boletín sobre vulnerabilidad social. La situación de la infancia en vulnerabilidad social. Resumen ejecutivo.** Available at <http://www.cruzroja.es/principal/documents/449219/1697460/RESUMEN+EJECUTIVO+vs+final.pdf/6c48e9c0-5e82-40e0-9f26-6040a270c73b>

Quotes related to bullying²³

In all territories, children reported having suffered, rather than having exercised violence and exclusion by their peers.

Jesus (Spaniard, Roma): At school they tell me that I am a deadbeat and that burns me inside, because we are poor, they leave me aside, they turn their backs ...

Salma (migrant, Morocco): Being from Morocco, they did not want me, they said that we were the ones who had brought the crisis and I did not like that, but now ... I pass, I go with others who do not tell me things ...

Jesus: Apart from that, they also insulted me for being fat, they told me I was a seal, a cow and I told them "what's wrong! Because I'm fat I'm not a person?"

Linet (migrant, Dominican Republic): To me, as in class there are many Dominicans, they did not tell me anything.

Taufic (migrant, Morocco): since I started elementary school, they were jealous and started insulting me, and because I always got "As" at everything this burned them inside and since then ... well ...

10.4. Affordability

High fees put affordability of non-compulsory education and training at risk. The big obstacle that refrains young people to continue education and/or training over the age of 16 is that **public education has very high fees for low-income families and scholarships are granted only to people living in extreme poverty.**

The evolution of university scholarships in recent years highlights the significant cut. Their levels are similar to those of a decade ago. At the same time, the number of students who can have a scholarship has increased, although the hardened the requirements, both economic and academic performance, to be eligible for these grants. In this way, and according to the information provided by the UMA's Vice-Rector for Students, the number of scholars has passed in a decade from 7,503 to 12,677. But

²³ Ibidem, group aged 12-14. Valladolid, Castilla y León.

the average of these grants has not had an equivalent evolution; the average grant in 2008/09 was 2,164 euros, and in 2018 it was 2,122 euros. The maximum was reached in 2011/12, with more than 2,700 euros on average.

The basic grant for vocational training degrees is 200 euro, while the fees are about 400 euro.

10.5. Homologation of migrants' diploma or school attainment certificates

The homologation of studies carried out in other countries is not always an easy process and is usually delayed over time. Once it is achieved, the chances of employment increase.

The process of the homologation of diplomas is simpler in the case of the Spanish-speaking countries (for example, Latin America -except Brazil-), by avoiding the process of legal translation of academic degrees, and also for the countries of the so-called “The Hague Agreement” which includes an apostille (called Apostille of The Hague) that allows the legalization of documents, to verify its authenticity in the international arena. More than one hundred countries around the world are signatories of this agreement. However, some countries with large immigrant population in Spain, such as Morocco, Algeria, Senegal or Nigeria are not integrated into that agreement, making the homologation more complex or impossible.

Many immigrants and refugees had obtained their diploma and study certificates abroad and, once in Spain, face the fact that these documents are not useful for proving their qualifications. This is a very extended issue, as the proceedings for the homologation are costly and take many years. Frequently, the applicants are required to pass several exams at the Spanish educational centres and universities, in Spanish, which add to the delays and complications.

10.5.1. Recommendations

EAPN agrees with the proposals contained in the National Reform Programme 2019²⁴, the Spanish government committed to improve educational and professional skills. An urgent objective is to reduce the early abandonment of education and training, which is situated in Spain at levels above the European average. In line with the latest specific Recommendations and with the 2020 Objectives, it has been considered a priority to

²⁴ http://www.mineco.gob.es/stfls/mineco/comun/pdf/190430_np_programa.pdf

reverse this situation. This is essential to increase the long-term growth potential of the Spanish economy and to ensure social inclusion and prevent the most vulnerable population groups from being trapped in situations of poverty.

This requires, as indicated in the Agenda for Change, to carry out a broad and profound educational reform with the aim of strengthening the equity and inclusive capacity of the system, establishing a renewed legal order that increases the educational and training opportunities of the entire population and satisfies the generalized demand in Spanish society for a quality education for all. In this sense, **measures have been foreseen to favour the permanence of the students in the system, modernize and reinforce the teaching profession, favour permanent training, creating networks of centres and promoting mobility actions, and design a system of evaluation of the educational system, in collaboration with the Educational Administrations of the Autonomous Communities. A plan for the educational inclusion of students has also been envisaged, the strengthening of the rural school and the support for digital transformation and the improvement of school coexistence. Likewise, priority is given to support for innovative pedagogical projects, to the updating of vocational training courses, to the launching of training programs for adults and throughout life, and to the development of an integrated professional guidance system.**

In this framework, the Council of Ministers approved and remitted to the Congress on February 15th, 2019, the Bill for amending the Organic Law on Education (CSR 2.4.1), the result of a broad participation process that has including the Administrations – through the Sectoral Conference on Education, among other mechanisms – and the associations and organizations of the educational world.

The reform is based on five pillars:

1. The rights of children;
2. Gender equality, the prevention of gender violence and respect for affective-sexual diversity;
3. The continuous improvement of educational centres and the greater personalization of learning;
4. Education for sustainable development and global citizenship and
5. The digital transformation.

The Bill contemplates the increase of public educational spending up to a minimum of 5% of GDP and insists on the development of digital skills of students of all educational stages.

On the other hand, the Agenda for Change is **committed to universal access to early childhood education for 0 to 3 years** (CSR 2.4.4, PEDS 11). This measure will not only contribute to reducing school failure, supporting inclusion from the earliest stages of the most vulnerable students, but will also be strategic in promoting the full incorporation of women into the labour market. The Government has begun work in this area with the Autonomous Communities, in line with the proposal for a Recommendation of the Council of the European Union on quality education and early childhood care systems that include, among others, educational content, the training and qualification of the professionals dedicated to it, and the conditions that must be met by the centres that provide it.

In this area, **it is essential to strengthen territorial cooperation aimed at promoting school success and educational inclusion** (CSR 2.4.5). The Ministry of Education and Vocational Training, in collaboration with the Educational Administrations of the Autonomous Communities, has strengthened the coordination and cooperation mechanisms through the Sectoral Conference and its bodies. Currently 24 working groups are active on various matters considered priorities by the educational Administrations. In addition, the Ministry has promoted different Territorial Cooperation Programs, in order to achieve the general educational objectives, contribute to interterritorial solidarity and address inequalities. In this framework, the Sectoral Conference of Education of July 30, 2018 discussed a situation and foresight report on territorial cooperation in education and professional training.

10.5.2. Quotes from people experiencing poverty

In these quotes, children who repeated course reflected on their new situations:

- Removing the student from the group of classmates of his age (“My mother, do I have to share a classroom with these dwarfs?”).
- Among other negative effects related to socialization and self-esteem, repetition causes a sense of failure, problems of adaptation and loss of friends (“I feel lonely and unsuccessful”).
- There are students who, despite their effort and daily work, are not able to achieve the objectives of the course, so the repetition creates frustration, helplessness and insecurity (“Strive has not helped me”).
- In the case of certain students with special educational needs, the fact of remaining one more year in the same course will not serve to overcome their difficulties (“What else can I do, if I have worked as much as I could?”).
- Sometimes the demotivation effect makes the second year worse in behaviour and performance than the first (“At least, I stand out for being the hooligan, not the clumsy one”).

But these can be some advantages of repeating course:

- It allows the student to achieve the basic skills necessary to achieve school success (“In the course above I would not have known anything”).
- The student has a second chance to do things well and change his attitude (“This time I will do things right from the beginning”).
- It allows him to assume the consequences of his lack of responsibility, of the lack of constancy or of an inadequate attitude (“Jo, this is the result of having scratched my belly all year, I think I have learned the lesson”).
- In the case of students with learning difficulties, it may allow them to adjust the objectives to their level of maturity, favouring their self-esteem and motivation (“Now I do understand”).
- It facilitates the establishment of new friendships and positive roles within the classroom (“I’m glad I did not continue in that group: everyone considered me the clown of the class and I’m more comfortable in this class”).

10.6. Examples of good practice in inclusive education

10.6.1. Inclusive education of blind children

- ORGANISATION: ORGANIZACIÓN NACIONAL DE CIEGOS DE ESPAÑA, ONCE FOUNDATION (DISABILITY ORGANISATION)
- YEAR: ONGOING
- NAME OF THE PRACTICE: **“ONCE’S EDUCATIONAL MODEL”**
- CATEGORY: SERVICES PROVISION AND ADVOCACY
- MISSION: TO PROMOTE THE COMPLETE INTEGRATION OF BLIND (OR WITH SEVERE VISUAL IMPAIRMENT) GIRLS AND BOYS AT SCHOOL

The model of educational intervention carried out in Spain with students with blindness or severe visual impairment makes possible its total academic and social inclusion. It is based on the so-called “Educational Inclusion”, a precept that is included in the current school legislation and that is mandatory for all Educational Administrations (in Spain, education is transferred to the Autonomous Communities).



Picture of ONCE Educational Resource Centres

For this purpose, the ONCE Foundations signs cooperation agreements in educational matters with all the regional educational administrations. Through these agreements, students have all the resources of the ordinary system and, in addition, those specific to ONCE through their **Educational Resource Centres (CRE)**, located in Alicante, Barcelona, Madrid, Pontevedra and Seville, which provide direct care and complementary services.

Currently, more than 99% of students with visual disabilities are enrolled in regular schools, in their town, neighbourhood or city of residence, following the official school curriculum.

These students receive complementary attention according to their specific needs related to visual impairment (braille teaching, new technologies, personal autonomy, orientation and mobility or social competence, among others), which is provided by specialized professionals of the Specific Teams of educational attention to the visual disability.

The objective is to achieve greater normalization and inclusion of the student in the family, social and educational environment. This is done through the following activities:

- Diagnostic assessment of the student’s abilities and difficulties.
- Welcome and support to the family, if needed.
- Specialized advice on the needs of the child, if any, and the family needs.
- Guidance on the intervention program.
- Intervention of specialized professionals that make up specific teams composed of various professionals (psychologists, teachers, therapists, social workers, rehabilitation technicians ...).
- Coordination with other centres, schools and early care services.
- Information about existing resources.

10.6.2. Inclusive education - antidiscrimination

- ORGANISATION: SECRETARIADO GITANO FOUNDATION (ROMA ORGANISATION)
- YEAR: 2012
- NAME OF THE PRACTICE: **“AS I GROW UP, I WANT TO BE...”**
- CATEGORY: AWARENESS CAMPAIGN
- MISSION: TO PROMOTE THE COMPLETION OF COMPULSORY SECONDARY EDUCATION AMONG ROMA GIRLS AND BOYS

The awareness campaign "As I grow up, I want to be ..." was selected by the European Commission as "Good Practice" in the fight against discrimination in the educational field.



Picture of the “As I grow up, I want to be...” Campaign

The campaign was presented in March 2012 in Brussels, in the Seminar “Good practices exchange in the fight against discrimination and the promotion of diversity in the field of education”.

The flagship action of the awareness campaign "When I grow up, I want to be ...", **the photo-van made it possible to raise awareness among Roma families and children of the importance of completing Compulsory Secondary Education.**

The itinerant photo studio traveled 15,000 kilometers, stopped in 38 cities and photographed more than 2,800 Roma girls and boys from all over Spain. In addition, the Secretariado Gitano Foundation created debate and awareness meetings with families.

10.6.3. Combatting bullying

- ORGANISATION: SAVE THE CHILDREN SPAIN
- YEAR: 2018
- NAME OF THE PRACTICE: “**BREAK THE SILENCE**” (ROMPER EL SILENCIO DEL ACOSO ESCOLAR)
- CATEGORY: AWARENESS AND ADVOCACY CAMPAIGN
- MISSION: TO GATHER THOUSANDS OF SIGNATURES TO PRESS THE COMMUNITY OF MADRID AUTHORITIES TO IMPLEMENT URGENT MEASURES TO COMBAT BULLYING.



Capture of the “Break the Silence” Campaign website

With the request "Break the Silence" Save the Children asked that the Community of Madrid to establish complaint mechanisms at schools that allow children who are attacked to break the spiral of school bullying.

10.6.4. Second chance schools

- ORGANISATION: SPANISH ASSOCIATION OF SECOND CHANCE SCHOOLS
- YEAR: ONGOING
- NAME OF THE PRACTICE: **“SECOND CHANCE SCHOOL”**
- CATEGORY: EDUCATION
- MISSION: TO PROVIDE YOUNG PEOPLE WITH LOW EDUCATIONAL ATTAINMENT WITH EMPLOYMENT AND TRAINING

The Second Chance Schools (E2O) provide young people between 15 and 29 years of age, without employment and / or training, with an original pedagogical model based on innovative training through personalized itineraries, a reinforcement of basic and labour competencies, practical experiences in connection with the business world, and support in social demands with special attention to the most vulnerable.

The Association brings together the Spanish E2O and relevant actors from the business, educational, academic, social and, of course, the young people themselves. Their actions are always developed in complementarity with national, regional and municipal policies, and reinforce cooperation at the Euro-Mediterranean level.

There are currently 39 Second Chance Schools in Spain. They represent more than 7,500 young people and 750 professionals.

<https://www.e2oespana.org/un-modelo-de-exito-una-asociacion-nacional/#more-90>



Capture of the “Second Opportunity School” video

11. Proposals and Recommendations made by the people experiencing poverty in the XII Meeting

EAPN Spain has a long history organizing Meetings, Seminars and Congresses of Participation of people experiencing poverty at the national and regional level. EAPN Spain celebrates these meetings so that people experiencing poverty and social exclusion are the protagonists and can participate in the policy making processes, by inviting politicians and authorities to discuss key issues with them, in equal conditions and in a neutral ambiance.

In the XIII National Meeting of Participation “Fight Against Poverty, Social Exclusion and Inequality, in the Framework of the Sustainable Development Goals”, held in Santiago de Compostela, Galicia, from June 26th to 28th, 2019, EAPN Spain proposed to discuss the inequalities, the socioeconomic, democratic and environmental difficulties faced by the Spanish society, and the ways to move forward towards achieving the Sustainable Development Goals.

The first set of proposals and recommendations are referred to Minimum Income, which is a component of the Spanish Anti-Poverty Strategy (see forward). The *Ingreso Mínimo Vital* (Vital Minimum Income) was proposed by the ruling Socialist Party to replace the different existing schemes at the national level, and to homologue criteria and protection levels amongst the Autonomous Communities. Minimum Vital Income would become a basic income “that acts as the last social protection network to protect people who are in severe poverty or social exclusion”.

It would be a new, non-contributory benefit aimed at households without income and in a needy situation, whatever the cause (not only unemployed).²⁵ However, it is articulated in coordination with the Unemployment Benefit, with equal amounts, so that once the unemployment protection has been exhausted, it allows the passage between both systems, while maintaining the coverage.

²⁵ In 2016, the Trade Unions UGT and CCOO presented a Minimum Income Law Proposal, backed by 700,000 citizens’ signatures: a “Minimum Income Benefit in the Field of Social Security Protection”. This proposal was only addressed to those long-term unemployed. Although at that time it gained the Socialist Party support at the Congress, it was criticized due to this and other limitations and continuously blocked for nearly three years. In June 2019, the Congress gave the green light to continue with the proceedings, but that does not mean that it would be passed. When the Socialists took office in 2018, they launched their own, updated proposal, named *Ingreso Mínimo Vital* (Vital Minimum Income), which shares some characteristics with the former, but is more focused to addressing poverty and social exclusion (does not concentrate only on those in long-term unemployment) and the protection of families with children.

This measure is designed as “the last protection network”, when the need persists. It is mainly aimed at 730,000 incomeless households. It is framed in the EU “Investing in Children” Recommendation, as it would substantially improve the situation of children in households in severe poverty or social exclusion. The participants of the Meeting of People experiencing Poverty had a chance to debate the VMI contents with the responsible authorities, before it turns into a Royal Decree or a Law.

The rest of the subjects debated, to which there are key recommendations, were: education and inter-generational transmission of poverty; unemployment and precarious work; social protection (Social Services and Employment Services); housing; effectiveness and efficacy of policies; participation and involvement of people experiencing poverty.



Picture of the XIII National Meeting of Participation “Fight Against Poverty, Social Exclusion and Inequality, in the Framework of the Sustainable Development Goals”, held in Santiago de Compostela, Galicia, 2019, Plenary.

11.1. Recommendations regarding the development of a Vital Minimum Income

ADEQUACY

- The amount of the Minimum Income should be established in relation to the Minimum Interprofessional Salary, and not to the specific calculator index, IPREM, which artificially lowers it.
- The Minimum Income should be adequate to meet people's basic needs and to have a decent quality of life level.
- The Minimum Income amount should be around 1,000 euros.
- Inequalities in access, requirements, amounts, duration, coverage or take-up among Autonomous Communities should be reduced or disappear.

- The real situation of each family should be taken into account, based on an adequate and objective assessment (even to combat fraud).
- The adequacy of the benefit should last as long as it is necessary, in relation to the household situation.

SCOPE OF THE MINIMUM VITAL INCOME

- MI should support (with other resources) those groups in situations of poverty and / or exclusion that do not meet the requirements.
- The needs of the Minimum Income applicants should be covered while awaiting resolution, if official social reports indicate so.
- IMV should be compatible with work, people should not refuse jobs for fear of losing the benefit.
- People perceiving IMV should be able to participate more in changing their realities and assistentialism should be left behind.

MANAGEMENT IMPROVEMENT

- Coordination between administration levels (local, regional, provincial, national) should be improved.
- Social Services should network with other public services and different NGOs to provide an overall approach.
- Greater communication between professionals and organizations should be facilitated.
- Bureaucracy should be reduced. It is key to avoid unnecessary expenses for applicants; Procedures should be streamlined, in relation to social reports, to managing appointments with the social worker, to present documentation, etc.
- Income should last, as long as there is an objective need situation; therefore, a “recurrent, formal renewal” of the benefit would not be necessary.
- Training of social services professionals and the creation of an action protocol should be implemented.
- The Third Sector should act as a bridge with the government and administrations to transfer the reality of the people who are most vulnerable.
- A state-wide agreement of all parties should be signed, so that there are no variations in rights with the changes of government.

COMPLEMENTARITY

- A study of the social reality that would allow the collection of economic data of the population should be carried out. Taking into account that knowledge, the proposals and changes should be made.
- The Minimum Vital Income must be differentiated from other aids and subsidies, such as housing.
- It should be established that the other aids are complementary, taking into account conditions such as mental illness, disabilities, etc.

TRAINING AND ACCESS TO EMPLOYMENT

- The beneficiaries’ training offer must be adjusted to avoid economic dependence on benefits.
- Occupational workshops should be increased.
- The knowledge of the language and culture should be provided to immigrants.
- More education in classrooms should be promoted, encouraging critical thinking.



Picture of a working group, at the XIII National Meeting of Participation "Fight Against Poverty, Social Exclusion and Inequality, in the Framework of the Sustainable Development Goals", Galicia, 2019.

11.2. What are the main obstacles to lower the cost of living and improve the purchasing power of families? What proposals can be made?

EMPLOYMENT AND INCOME

- The minimum wage should continue to increase.
- Legal (formal), stable and paid employment must be promoted, with wages above the subsistence level. We must fight poverty in employment.
- The contributions of domestic employees must be "normalized", in order to have the same rights in terms of sick leave, unemployment benefit, vacations, etc.
- Equal opportunities must be guaranteed for all people, regardless of sex, origin, physical condition, etc.
- Access to a bank account should be facilitated, without the need to make a minimum income when creating it.

TAXATION

- A balance must be established between the level of fiscal pressure and the standard of living.
- Indirect taxes that affect the consumption of basic household goods and services should be reduced. The high taxes on everyday consumer products currently have a VAT similar to "luxury" products.
- Taxes on organic and local food should be reduced.

HOUSING AND FIGHT AGAINST ENERGY POVERTY

- Housing is a right, which must be guaranteed. We must promote social rents (public and private housing uninhabited).
- Public housing parks should be built for those who are in the most vulnerable economic situations.
- The rental prices of the home in all Autonomous Communities must be controlled.
- It must be ensured that housing expenses should not exceed 40% of household income.

- More resources must be invested in renewable energy.
- There is an inconsistency between the cost of supplies and the standard of living with the salary and conditions of people. Therefore, basic supplies should be regulated by the State, so that all households can access them.
- The minimum rates of energy bills and other taxes that are imposed must be eliminated. The conditions of the "Social Bonus" should be improved and a "real reading" of the electricity and gas meters made, to adapt them to the real cost of housing.²⁶
- Priority should be given to "social investment in people".



Picture of a working group, at the XIII National Meeting of Participation "Fight Against Poverty, Social Exclusion and Inequality, in the Framework of the Sustainable Development Goals", Galicia, 2019.

11.3. How can education prevent intergenerational transmission of poverty? How to avoid "school failure"?

- It must be ensured that all people can access a free, quality public education in the same way.
- "Ghetto schools" should be avoided, promoting integration: schooling without segregation.
- An educational system that integrates everyone, that avoids school failure through motivation (aimed at parents, students and teachers) must be implemented.
- "Emotional education" should be promoted in schools (eliminate the Subject of Religion). The subjects should be reviewed so that, since we are young, we are prepared for life. Subjects in school plans need to be related to ethical values, inclusion, diversity.
- The Education Law has to be stable: it should not be modified every time the government changes.

²⁶ The "Electric Social Bonus" protects large families and low-income households, with discounts on the bill between 25% and their total gratuity and allows a small relief to low-income households. It is not difficult to obtain it if a series of requirements are met, but it can be lost relatively easily. Although it has improvable aspects, it is a good alternative for those who meet their requirements. In addition, it entitles them to access the "social heating bonus" (bono social térmico).

- Financial support should be increased with scholarships for the most vulnerable families, establishing free cantina services, school transport, books, etc.
- We must invest in public education and eliminate financing to private or concerted schools, to avoid ghettos.
- School expenses must be adapted to the income needs of each person and family.
- The responsibility of education should not be derived to the "support classes" outside the centre, to which not everyone can or should go.
- "Empathy" has to be the basis of education. "Hereditary poverty" must be taken into account (poor parents = poor children) and reinforce socio-educational support services outside of school hours.
- The education and training of parents must be promoted to overcome the obstacles that schoolchildren encounter in the education system and raise awareness of the need for education as a form of personal and social development.
- It is necessary to have more practical training of teachers, creating technical institutes in which theory and practice are mixed.
- Paid internships should be established and therefore, unpaid internships should disappear.
- Scholarship payments should be made at the beginning of the academic course, not at the end as currently.
- It is essential that workers and social educators are available in schools, so that they enhance people's abilities and serve families, particularly people at risk or social exclusion.
- It is important to eliminate language barriers.
- The approach must be changed: take into account the specific groups that are trying to change their situation, but the system itself puts barriers to it (Roma population, for example).
- Equal and equitable education must be established.
- Classroom distribution should be improved, with fewer students and more professionals.
- The educational methodology and attention to students with special needs must be remodelled. In general, it should be fundamental to implement positive changes in the school-family information method.



Picture of a working group, at the XIII National Meeting of Participation "Fight Against Poverty, Social Exclusion and Inequality, in the Framework of the Sustainable Development Goals", Galicia, 2019.

11.4. *How can we end unemployment?*

PREVENT ALL FORMS OF DISCRIMINATION IN THE WORKPLACE

- External control mechanisms on companies must be established in the selection processes and in the work staff (Equal opportunities Commissions)
- Greater effectiveness must be achieved in the fight against discrimination, for example more control through a “blind curriculum”.
- People who suffer discrimination should be supported by giving facilities to report.
- It is important to establish that work permits are not an eternal obstacle for people of foreign origin.
- The "Same job, same salary" rule must come true
- Involuntary part-time jobs must be eliminated.
- More nurseries and early childhood education centers should be put in place to improve work-life balance.
- The domestic worker should be recognized as a worker with full rights.
- The hiring of people with more difficulties in accessing employment should be encouraged
- More controls must be established in corporate tax assistance.
- Procedures, fees and bureaucracy must be reduced to standardize migrant qualifications.
- There must be a law that requires companies to hire at least 4% of people at risk or social exclusion.
- The last labor reforms must be repealed.²⁷

ESTABLISH MEASURES AGAINST PRECARIOUS EMPLOYMENT:

- More labor inspections.
- More control over training contracts.
- “Justify” the dismissals by both sides, workers and employers.
- A register of companies that offer precarious employment should be prepared and made public.

²⁷ Implemented in full recession, the 2012 labour reform claimed to have as its main objective to change “external” flexibility in companies for “internal” flexibility, in order to suffer less job destruction when crises arrived. But it had another less explicit objective: wage devaluation. The reform wanted Spain to recover part of the competitiveness lost during the economic growth period, based on reducing salaries. Unlike other crises, since it was not possible to resort to monetary devaluation because of the Euro, this became the chosen method. This goal was achieved: the reduction of salaries, which had been occurring since some time before, was accentuated. In 2011, the salary structure survey of the National Institute of Statistics showed an average salary of 25,999.87 euros per year; In 2015, the remuneration was almost 800 euros less, after having hit bottom just one year earlier. The wage devaluation came in several ways. One was the reduction of salaries of those who lost their jobs, and who were subsequently hired at lower wages. But the path that is directly linked to the reform is the one that affected the balance between employers / business and workers / unions in labour relations. The hierarchy of business agreements over the rest, unilateral changes in working conditions or the one-year limitation of the validity of the agreements once they have expired were elements that gave more weight to the business / corporate side. https://elpais.com/economia/2017/02/09/actualidad/1486672169_076173.html

PROMOTE ACTIVE EMPLOYMENT POLICIES IN FAVOR OF THE UNEMPLOYED AND AT GREATER RISK OF SOCIAL EXCLUSION:

- Create more employment to insert people with greater difficulties
- Facilitate self-employment and / or entrepreneurship assistance with the tax reduction for people with greater difficulties
- Establish policies to promote corporate social responsibility
- Promote the social-solidarity economy.
- Facilitate and expedite the process of homologation of foreign qualifications.
- Establish human resources for support in the job search, once the training is finished.
- Improve a practical, efficient job orientation of public employment offices.

REDUCE THE WAGE GAP BETWEEN WOMEN AND MEN

- Apply current legislation, supervise and sanction, in case of non-compliance.
- Implement gender policies in all areas.



Picture of a working group, at the XIII National Meeting of Participation “Fight Against Poverty, Social Exclusion and Inequality, in the Framework of the Sustainable Development Goals”, Galicia, 2019.

11.5. Social protection against the risks of the life cycle. How can we strengthen the public social services system? What role should Third Sector organizations have?

- Social Services should not be “for the poor”. We need to universalize Social Services, with more quality of professional education, recycling and training of professionals to the new real needs of the population.
- People should be given more information about the rights they have. There is much ignorance about the benefits to which one is entitled. This information should reach the target population effectively (elderly, disability, etc.).
- The number of professionals should increase, so that care is adequate and of good quality, including more personalized treatment.
- The third sector organizations should have to facilitate and sensitize public administrations to carry out these proposals.
- Intercultural integration activities should be generated in all areas.

- Transparency in information and access should be granted. The documentation provided should be systematized and a data base should be implemented to streamline processes, for example with an unified “social record”.
- Bureaucracy should be reduced: Social Services ask for too many papers, which are public records, or they can get digitally. It is important to facilitate the registration.
- An horizontal approach in the creation of policies and measures, taking into account interested persons, should be taken into account: Networking, real coordination, and planning together.
- An increase of the tax revenue for social services should be implemented.
- They should adapt social benefits to the real needs of the population, increasing the diversity of services and diversifying the functions and profiles of professionals.
- They should improve the conditions of social NGOs for them to be able to cover the needs of the population. Recognize the work of social organizations and of volunteers because otherwise the system would collapse.
- Social policies should be unified throughout the country.
- NGO workers are often in the same situation as users. There are problems due to the reduction of anti-poverty programs since there is no guarantee of continuity in the territory, causing practitioners to go under pressure.
- Political advocacy and lobbying should be reinforced.
- It is key to count on economic stability in the financing of the Third Sector.
- Assistentialism should disappear.
- NGOs should not replace the responsibility of public administrations in eradicating poverty.



Picture of a working group, at the XIII National Meeting of Participation “Fight Against Poverty, Social Exclusion and Inequality, in the Framework of the Sustainable Development Goals”, Galicia, 2019.

11.6. What are the main obstacles in housing? What proposals can we make to overcome these obstacles?

THE GOVERNMENT SHOULD:

- Work on any type of proposal for access to housing with the perspective of “Housing First”.
- Facilitate access to housing for groups with difficulties.
- Offer housing solutions, in case of judicial eviction.

- Increase the social housing facilities and stock.
- Legislate on “empty housing”, especially in relation to the empty housing stock, available from banks.
- Regulate real estate speculation.
- Establish a public housing park for people with less resources, avoiding segregation or the creation of ghettos (integrated social housing).
- Control the requirements for rent and maximum prices.
- Establish regulations on housing by the local administration, to prevent abuse. Control the leasing persons in relation to the irregular payments (submerged economy) and give some kind of benefit to the lessee (eg not paying taxes).
- Establish the "obligation" to declare free housing that exists. Set guarantees also for the owners, in case of default.
- Increase implementation of supervised flats.
- When buildings are rehabilitated or new homes are created, ensure that they are adapted to the needs of the entire population.
- Humanize urban planning to enable integration and avoid racial and other types of discrimination. Diversify the land for housing construction throughout the territory.
- Develop cultural and leisure projects in all spaces, to increase active inclusion in all neighbourhoods.
- Develop awareness programs for landlords (real estate, individuals, etc).



Picture of a working group, at the XIII National Meeting of Participation “Fight Against Poverty, Social Exclusion and Inequality, in the Framework of the Sustainable Development Goals”, Galicia, 2019.

11.7. Effectiveness and efficiency of policies. What recommendations could we make to improve coordination between public employment services and social services?

THE GOVERNMENT SHOULD:

- Establish greater communication, with the creation of a unique database for this purpose.
- Establish a single Database, with information shared (with limitations related to the protection of personal data). More professionals are needed, increase in public social workers and retraining of the current. Increase the operability (transfer from other models, such as Gender-based violence system, VIOGEN).

- Achieve a system that simplifies and streamlines services, with a One-stop shop, avoiding bureaucratic procedures.
- Ensure greater coordination between social and employment services.
- Although there could be some flexibility in payments, benefits should be paid from the beginning, particularly Minimum Income.
- Guarantee that social workers visit rural homes in order to assess the needs these families have, particularly in isolated areas.



Picture of the preparation of working groups, in this case “Mesa 10”, at the XIII National Meeting of Participation “Fight Against Poverty, Social Exclusion and Inequality, in the Framework of the Sustainable Development Goals”, Galicia, 2019.

11.8. How should people in poverty and / or exclusion participate in the monitoring and evaluation of the policies applied?

PEOPLE EXPERIENCING POVERTY SHOULD:

- Be a real part of the policies applied. There are very valid people and even with professional experience.
- Have a real representation in the decision-making bodies (municipalities, Autonomous Communities, State, European Union) "Everything that is done for us, without us, turns against us."
- Participate in Citizenship Consultative Committees, which involve citizens in decision making.²⁸
- Guarantee that there are representatives of the different interested groups, in addition to the practitioners, with a higher percentage of the people affected.
- Have mechanisms for participation adapted according to age, disabilities and physical or psychological pathologies. For example, adapted questionnaires.

²⁸ The Citizens' Consultative Committees (CCCs) is a vital bridge between the people and the Government, the CCCs plan and lead major grassroots activities within the constituency, oversee local assistance programmes, and organise major fund-raising projects and national campaigns.

12. The Spanish Strategy Against Energy Poverty



The Secretary of State of Energy (Ministry for the Ecological Transition) contacted the Platform of the Third Sector in order to deepen and improve the dissemination of the “electric social bonus” formulated in 2017. After a meeting between the Secretary of State and the President of the Platform of the Third Sector, it was agreed to create a working group to specify measures to improve the social bonus in the short term and, more ambitiously, to fight against general energy poverty, in the long term.

In the first technical meeting of the working group (September 2018), the NGOs represented (EAPN SPAIN, Caritas and CERMI) established a catalogue of measures that were considered essential for the improvement of the electric social bonus and those that should be integrated into a broader strategy of eradication of energy poverty. Various proposals raised were taken into account in the preparation of the new *Royal Decree-Law 15/2018 on urgent measures for the energy transition and the protection of consumers*.

The measures highlighted for their social impact were:

- The extension of the deadline for submission of applications
- The suspension of the 7% tax on electricity generation.
- The prohibition of cutting off the supply to families living in extreme poverty.
- The continuity of the current social bonus with the following improvements:
 - Increase the limits with the right to discount.
 - Special treatment for single-parent families and dependents.
 - Child protection measures.

- Collaboration with the National Institute of Social Security and the Federation of Municipalities and Provinces (FEMP) to facilitate access to the bond through its social services.
- Complement the electric bond with a new social-thermal bond, through a direct contribution to cover the heating supply.
- Prepare a National Strategy to Combat Energy Poverty to serve as a framework for action for the coming years and which will be defined with the participation of the Autonomous Communities and Municipalities, consumer representatives, the Third Sector Organizations and energy companies.

The draft Bill was a good regulatory framework to combat the country's energy poverty and to ensure that people in vulnerable situations have access to basic services such as electricity and heating. Although, EAPN Spain considered that it could be improved by making the norm more inclusive and effective. EAPN preferred a Strategy where other groups with strong limitations are incorporated to face the cost of the supplies (people with grade I dependence or families with all their members unemployed); in which there is no room for unjustified delays in the processing of requests by the marketers; where the situations of indebtedness incurred by families are addressed; or where vulnerable consumers are contemplated and recognized on a rental basis.

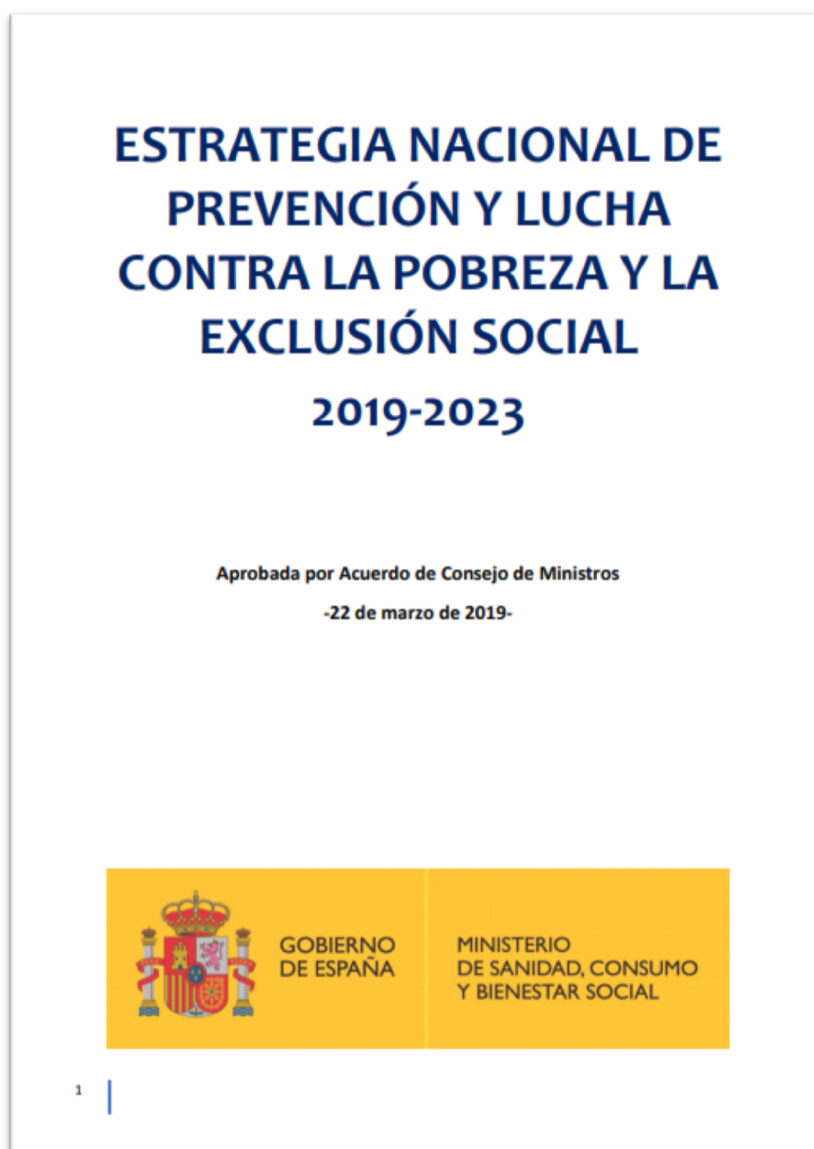
For this reason, EAPN worked on the presentation of a series of amendments to the articles of the draft Bill on urgent measures for energy transition and consumer protection (from Royal Decree-law 15/2018, of October 5).

After presenting the amendments, a round of meetings was held with the spokespersons of the Commission of the Congress of Deputies to present our proposals for improvement: Socialist Party (PSOE), Unidas Podemos, Compromís, Ciudadanos and Popular Party (PP). Unfortunately, with the lack of approval of the Public National Budgets, this process was paralyzed.

In relation to the National Strategy to Combat Energy Poverty, the Secretary of State informed on it and EAPN Spain participated both in the prior public consultation, as in the public consultation of the draft Strategy.

Among other proposals, the Strategy took as its main objective the target of reducing energy poverty between 25% and 50% in its five years of validity. This was one of the major claims by EAPN Spain.

13.The Spanish Anti-Poverty Strategy 2019-2023



Since 2017, EAPN Spain participated in the elaboration of a national strategy to address poverty. With the government change in 2018 and the new political scenario, EAPN Spain, in representation of the National Council of NGOs, worked together with the new General Directorate of Family, belonging to the Ministry of Health, Consumption and Social Welfare, towards a new Strategy, that includes a Minimum Income Scheme (the abovementioned “Ingreso Mínimo Vital”), and is more oriented to severe

poverty and child poverty. The Spanish Government launched the *National Strategy for the Prevention and Fight Against Poverty and Social Exclusion 2019-2023* in March 2019.

The Strategy is structured around four strategic goals, 13 objectives and 88 lines of action that have been defined based on the results of the needs assessment and the identified challenges.

STRATEGIC GOAL 1: Tackling Poverty

“Tackling Poverty” proposes the development of policies designed to prevent and protect the most vulnerable from poverty: children and adolescents who have risk factors of exclusion or de facto, they already have families living in poverty, avoiding the

intergenerational transmission of poverty, as well as those people who are in a situation where the intensity of poverty has become evident.

INCOME GUARANTEE

- Advance in the development of a “Minimum Vital Income”, starting with the deployment of a benefit program for dependent children with greater coverage and greater protective intensity in the face of situations of vulnerability.
- Update the Public Indicator of Income of Multiple Effects (IPREM) to ensure the protective intensity of benefits and benefits that take it as a reference.
- Guarantee, simplify and order the benefits and subsidies of state management, improving coordination with those of autonomic/regional management.
- Guarantee the sustainability of the pension system.
- Increase the Minimum Interprofessional Salary to ensure sufficient labor income.

TAXATION

- Support the improvement of disposable income of families with less economic resources.
- Strengthen the fight against tax fraud.
- Study in detail the fiscal benefits to determine the degree of progressivity.
- Develop the social programs considered of general interest in charge of the collection of 0.7% of the total IRPF (Revenue) tax rate.
- Establish, within the framework of the community regulations, an improvement in VAT taxation on food donation.

STRATEGIC GOAL 2: Social investment in people

“Social investment in people” focuses on education, training and employment policies, under the active inclusion approach, understanding that education is paramount to guarantee the full development of people's potential, as well as their social insertion, and employment is one of the key factors in the process of inclusion in society. These policies are conceived from a double dimension: from the preventive point of view, understanding that education is a determining factor in employability and, therefore, in the risk of remaining or falling into poverty and social exclusion, and from a palliative point of view, in the construction of inclusive labor markets, supporting those with greater difficulties in accessing the labor market.

EMPLOYMENT

- Strengthen active policies in favor of the unemployed and with greater risk of exclusion from the labor market.
- Encourage the hiring of people with more difficulties in accessing employment (young people, women after childbearing and upbringing, Roma women, people

with disabilities, people in social exclusion, women victims of gender violence, etc.) improving their employability.

- Support less skilled people in their transition intervals between jobs.
- Support initiatives to promote entrepreneurship that generates quality employment.
- Promote the social economy, as well as other forms of solidarity economy.
- Facilitate labor and functional mobility.
- Reduce the wage gap, especially between women and men.
- Improve the mechanisms of employment intermediation, individualized attention and the public-private collaboration model, as well as the improvement of public employment services.
- Promote the necessary regulatory developments to increase the training offer in training and learning contracts, guarantee quality and improve working conditions.
- Improve the control of contracts for training and learning with particular attention to training activities and internship contracts.
- Establish measures against precarious employment, as well as against false self-employed workers.
- Promote market reservation contracts for insertion companies and special social initiative employment centers.
- Articulate measures to prevent all forms of discrimination in the workplace due to age, sex, functional diversity, identity and expression of gender, sexual orientation, ethnicity, or religion.

EDUCATION AND TRAINING

- Expansion of scholarship and study aid programs.
- Empowerment intervention and early schooling (0-3), particularly targeting the most disadvantaged groups.
- Develop programs that compensate for the effects of inequalities of origin (cultural, social, economic, etc.) in education and that favor educational inclusion.
- Articulate school reinforcement programs in primary and secondary education to prevent school failure and educational dropout.
- Promote inclusive education for children and adolescents with special educational needs.
- Avoid discrimination in the classrooms and promote school coexistence.
- Promote itineraries for the improvement of competences that recognize formal and non-formal learning and allow the reincorporation in the education and training process to improve the qualification of people.
- Enhance the teaching of Vocational Training (dual vocational training and certificates of professionalism), improving coordination between the education system, the labor market and the business world.
- Establish initiatives and training bridges that promote the continuation in the studies of the groups with greater risk of early educational abandonment.

- Review the mechanisms for updating training offers to ensure the necessary match between the supply and demand for qualifications.
- Intensify the role of services and guidance structures in the promotion of equality of learning and employment opportunities for citizens.
- Reduce the digital divide, preparing people for the digital economy and the new niches of high added value employment.

STRATEGIC GOAL 3: Social protection against life cycle risks

“Social protection against life cycle risks” refers to health policies and benefits, support for minors and families, social and dependency services, as well as housing and territory. From a social-rights guarantee perspective, it is about protecting people and families, supporting them in their process of social inclusion, taking into account that social exclusion is a multidimensional phenomenon in which different circumstances and causal factors come together. This goal not only includes access to certain quality public services for those profiles characterized by their greater vulnerability, but also includes services that avoid situations of need.

HEALTHCARE

- Guarantee the economic, social and political sustainability of a universal, quality public health system free of charge at the time of use.
- Protect the universality of coverage of the National Health System (NHS).
- Design a pharmaceutical co-payment system that does not constitute a barrier in access to medicines, particularly for the most vulnerable groups.
- Promote effective and equitable access to the NHS of people residing in Spain regardless of their criminal, administrative, employment, family, income, residence, ethnic origin, sex, sexual orientation, identity and gender or nationality status.
- Promote strategies and programs aimed at improving the health and lifestyles of groups in situations of vulnerability: people with functional diversity, people with addictions, the Roma population, people with HIV infection, people deprived of their liberty, formerly tutored or institutionalized, people of immigrant origin, homeless people, etc.
- Work from the perspective of the social determinants of health in a coordinated manner between health and social services, and with the participation of citizens, to give a comprehensive response to the health challenges of the most vulnerable groups.

SUPPORT FOR FAMILIES AND CHILDREN

- Strengthen the attention to people and families in vulnerable situations.
- Support families at risk of poverty with minor children, facilitating the reconciliation of work and family life.

- Encourage early childhood education (through positive parenting programs, accompaniment in reading, etc.) that reach all children, regardless of the level of income or place of residence of their families.
- Combat "holidays' forgetting"2 through inclusive educational leisure programs, with a balanced diet during non-school periods.
- Promote the establishment of school canteens (breakfasts, lunches and / or snacks) accessible to all children and adolescents, regardless of the availability of financial resources of their families, to ensure a balanced and healthy diet.
- Promote comprehensive care for unaccompanied foreign minors (MENAs).
- Promote integral attention to formerly tutored or institutionalized young people.

SOCIAL SERVICES AND DEPENDENCY

- Strengthen the universal public system of social services.
- Advance in the articulation of the universal public system of social services with public employment services.
- Improve information generation and processing systems on the functioning of the universal public system of social services.
- Develop a national system of prevention and attention to situations of dependency, within the social service system.
- Adapt the care system to dependence on aging and depopulation.
- Transform the functioning of the European Aid Fund for the most disadvantaged people (FEAD) in order to increase interventions of a social nature and improve care for beneficiaries.

HOUSING AND HABITAT

- Assist individuals and families, especially those with dependent children, who are in a situation of eviction from their homes, as a consequence of their socio-economic vulnerability.
- Promote rent subsidies for the most vulnerable people and families.
- Promote social housing or affordable rent, especially in the areas of greater mismatch between market prices and household income.
- Promote rehousing programs, shanty town eradication and social accompaniment.
- Promote measures that reduce homelessness.
- Design specific measures aimed at the emancipation of young people.
- Guarantee basic supplies (electricity, gas, water, communications) to households with insufficient resources.
- Fight against energy poverty, promoting the social and energy bonus.
- Promote the rehabilitation of homes without adequate living conditions.
- Regenerate the most deteriorated urban spaces.
- Fight against rural depopulation.

STRATEGIC GOAL 4: Effectiveness and efficiency of policies

“Effectiveness and efficiency of policies” focuses on the development of improvements in the design and planning, implementation, governance, creation and management of knowledge and the monitoring and evaluation of social inclusion policies. It refers to the entire system of policies for the prevention and fight against poverty and social exclusion, hence its transversal nature. Defined as areas of progress: the ordering of the system, leading to greater rationalization, coherence and coverage, territorial cooperation, collaboration, coordination of all public and private actors as a way of working together with a common goal and taking advantage of synergies, management of information and knowledge as basic mechanisms to better allocate evidence-based resources and provide higher quality services, social innovation, understood as the search for new solutions and transparency aimed at continuous improvement.

SYSTEM MANAGEMENT AND SERVICE COORDINATION

- Analyzing permanently the benefit system to improve its ordering.
- Analyzing non-contributory benefits of Social Security in order to adapt its coverage.
- Improving management, collaboration, coordination and communication in the National Employment System.
- Deepening coordination and joint action between employment services and social services

TERRITORIAL COOPERATION

- Consensus of the actions between the different territorial levels to avoid duplicities, respecting in all cases the distribution of competences among the public administrations.
- Enhancing the synergies between territories, exchange and mutual learning in addressing problems.
- Promoting the coordination and complementarity of aid systems for the eradication of social exclusion and poverty and completing the mapping of public benefits.

COOPERATION WITH THE EUROPEAN UNION

- Implementing the recommendations of the European Semester in the field of poverty and exclusion.
- Actively participating in the construction spaces of the European social policies.
- Improving the effectiveness of the Structural and Investment Funds in the fight against exclusion, especially in relation to child poverty through a European Child Guarantee system.
- Reinforcing rights, especially the rights of the child, in line with the European Pillar of Social Rights.
- Implementing the European Urban Agenda.

COLLABORATION AND COOPERATION AMONG ALL STAKEHOLDERS

- Promoting the participation of children and adolescents.
- Supporting the Third Sector of Social Action in its attention and accompaniment to the most vulnerable people and groups.
- Encouraging dialogue and participation of the Third Sector in the conception and development of policies.
- Strengthening the dialogue and participation of the social partners.
- Fostering dialogue with parliamentary representatives through the corresponding commissions.
- Encouraging the participation of companies through Corporate Social Responsibility.
- Promoting the participation of people affected by situations of poverty and / or exclusion in the monitoring and evaluation of the policies applied.

INFORMATION, KNOWLEDGE, SOCIAL INNOVATION AND TRANSPARENCY

- Advancing in the knowledge of social problems and needs as well as in the effectiveness of the system in the response to them.
- Promoting learning, innovation and knowledge transfer.
- Establishing a strategy evaluation plan that includes specific activities or evaluations in relation to the design, implementation and results of each measure or of the strategy as a whole.
- Establish statistical analysis tools to accurately detect situations of need that require public action, improving coordination between employment policies and social policies.

The Strategy's evaluation system

A final evaluation of the Strategy (2019-2023) is foreseen at the end of its validity, that is, in 2024. The evaluation will be addressed taking into account the baseline diagnosis, the actions carried out, the results obtained, and the impact associated with its implementation.

1. The execution of the measures: linking their implementation with the corresponding indicators of their results, whenever this is possible, although these indicators will have to be adapted to each measure and its content.
2. The evaluation of results: it will measure progress in reducing poverty and social exclusion and, also, in inclusion policies, based on two types of indicators:
 - Quantitative indicators: the following indicators will be taken as a reference, without prejudice of the consideration of other additional indicators that are considered pertinent and taking into account the baseline marked by the diagnosis:
 - Poverty risk rate (monetary) with thresholds of 60 and 40% of the Median
 - Anchored at-risk of Poverty rate
 - Persistent at-risk of Poverty risk rate
 - Severe material deprivation rate

- AROPE indicator
- Low intensity in employment

All these indicators will always be examined:

- By sex
- By age groups, which distinguish children (under 18 years of age) and young population (18-29)
- By nationality or country of birth, as long as the data permit.

In addition, information will be provided as up-to-date as possible on:

- Rate of early school leaving, by sex
- Employment rate, distinguishing young people from the rest, by sex
- Rate of temporary employment, distinguishing young people from the rest, by sex
- Rate of partial employment, distinguishing young people from the rest, by sex

o Qualitative indicators: will measure progress related to inclusion policies and will be defined based on the qualitative changes expected with the implementation of the Strategy and with the participation of the actors involved in it. It is expected to carry out interviews, seminars or other actions with the main actors in this field, including those in charge of different administrative levels as well as representatives of the organizations social organizations that work in the field in the prevention and fight against poverty and exclusion. If the budgetary provision allows it, there will also be discussion groups or, at least, a day of discussion and debate on the achievements and limitations in the implementation of the Strategy.

3) The impact evaluation, that is, the effects directly derived from the actions and measures foreseen and linked to the Strategy, to find out to what extent the Strategy has contributed to the prevention and reduction of poverty and the improvement of the welfare of the people. In order to prepare the final evaluation, the following information will be taken into account:

- a. Official sources of statistical information.
- b. Evolution of expenditure according to official data, always in relation to the number of people and / or households at risk of poverty and beneficiaries.
- c. System of discussion and consultation with key actors.



Picture of participants at the EAPN Spain XIII National Meeting of Participation “Fight Against Poverty, Social Exclusion and Inequality, in the Framework of the Sustainable Development Goals”, presenting the campaign “Against Aporophobia”, at the Santiago de Compostela Square, Galicia, 2019.
<https://eapn.es/contraporofobia/>

Nuestras redes y Entidades miembro, 19 redes autonómicas:

EAPN-Illes Balears- Xarxa per la Inclusió Social
 Red Andaluza de Lucha contra la Pobreza y la Exclusión Social
 Red Aragonesa de Entidades Sociales para la Inclusión
 Red Europea contra la Pobreza y la Exclusión Social en Castilla y León
 Red Europea de Lucha contra la Pobreza y la Exclusión social en Asturias
 Red Europea de Lucha contra la Pobreza y la Exclusión Social de Canarias
 Red Europea de Lucha contra la Pobreza y la Exclusión Social en Castilla-La Mancha
 Red Europea de Lucha contra la Pobreza y la Exclusión Social en Euskadi
 Red Madrileña de Lucha contra la Pobreza y la Exclusión Social
 Red de Lucha contra la Pobreza y la Exclusión Social de la Región de Murcia
 Red Europea de Lucha contra la Pobreza y la Exclusión Social de Extremadura
 Red Europea de Lucha contra la Pobreza y la Exclusión Social de Melilla
 Red Europea de Lucha contra la Pobreza y la Exclusión Social en Cantabria
 Red Europea de Lucha contra la Pobreza y la Exclusión Social en Ceuta
 Red Europea de Lucha contra la Pobreza y la Exclusión Social en el Estado Español de la Comunidad Autónoma de Galicia
 Red Europea de Lucha contra la Pobreza y la Exclusión Social en La Rioja
 Red Navarra de Lucha contra la Pobreza y la Exclusión Social
 Taula d'Entitats del Tercer Sector Social de Catalunya
 Xarxa per la Inclusió social de la Comunitat Valenciana

Y 15 entidades estatales:

Accem
 Cáritas Española
 Comisión Española de Ayuda al Refugiado (CEAR)
 Confederación de Centros de Desarrollo Rural (COCEDER)
 Plena Inclusión
 Confederación Española de Personas con Discapacidad Física y Orgánica (COCEMFE)
 Cruz Roja Española
 Federación de Mujeres Progresistas (FMP)
 Fundación Cepaim
 Fundación Esplai
 Fundación Secretariado Gitano
 Movimiento por la Paz (MPDL)
 Organización Nacional de Ciegos Españoles (ONCE)
 RAIS Fundación
 Unión Española de Asociaciones y Entidades de Atención al Drogodependiente (UNAD)



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