



DISINHERITED



Save the Children

**EXECUTIVE
SUMMARY**

Childhood inequality, equal opportunities
and public policy

Coordination:

Ana Sastre
Almudena Escorial

Authors:

Liliana Marcos
Thomas Ubrich

Cover photo:

Mingo Venero

Graphs and illustrations:

Germán Gullón (VALBHY)

Design and layout:

Óscar Naranjo Galván

Printed by:



FEBRUARY 2017

Edited by:

Save the Children España

“Disinherited” has been produced based on a series of readings and interviews with experts. Part II, has been compiled from comprehensive analysis of official data and documentation conducted by Lucas Gortazar and Carmen de Paz from the company KSNET - Knowledge Sharing Network Ltd., with collaboration from David Martinez De Lafuente and Loredana Stan.

Furthermore, the ideas, requests and reasoning of more than 130 boys and girls who engaged in activities of participatory action research, where they reflected on inequality and poverty, have been incorporated into this report. These children, as participants in our social action programmes, have not been mere research subjects, but have been Save the Children’s researchers. **They have contributed all the photographs in this study.**

Acknowledgments: María Jesús Alonso, Ildefonso Márquez Perales, Xavier Bonal, Aína Tabarini, Angels López, Alejandro Benito and each and every one of the specialists and teachers from Save the Children and the Verge Blanca organisation who have engaged in the participatory research activities that have enriched this document. A very special thank you to the children who have shared their experiences and their immense wisdom with us.



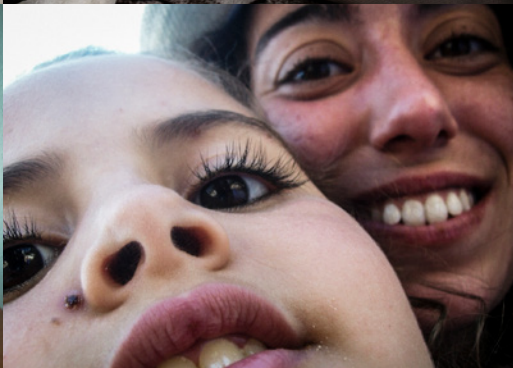
Sometimes we want a window into the lives of others. To see what they see, feel what they feel, understand why they think the way they do.

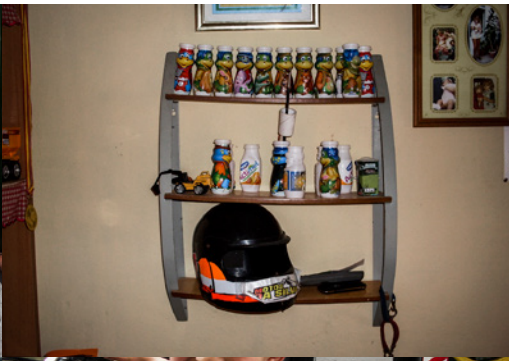
At Save the Children we always try to achieve this when we are working towards understanding the reality of children. For this reason, over the course of the research conducted to produce this report, we gave cameras to more than 130 children from our programmes, who were actively involved in this research.

All the images in this report are theirs. Through their photographs we see their daily life through their own eyes. We have gone into their houses, met their families, seen their neighbourhoods, we have opened their books and school textbooks and we have played their games.

They have lent us their gaze and we have looked through it. We invite you to look too.

Nothing is more real.





GREATER CHILDHOOD INEQUALITY IN A WORLD OF GREATER INEQUALITY

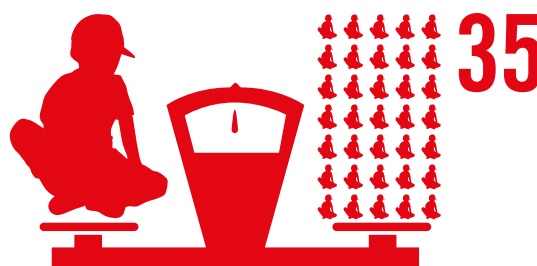
Rising inequality is persistent virtually throughout the whole world and has been breaking records for the last 30 years.

In industrialised countries the richest 10% of the population earns 9.6 times more than the poorest 10%.¹

The rise in inequality has been particularly felt in childhood. A study conducted by Save the Children in 32 countries of differing income levels and different parts of the world, showed that children with higher incomes have access to 35 times more resources than the poorest children.²

“If families have vastly different economic resources, some children in some families will face an unfair start in life, and public policy will have to make a great effort to overcome these differences in initial conditions.”

Banco Mundial,
Taking on Inequality.



These enormous differences restrict social cohesion and increase social expenditure,³ at the same time as slowing economic growth. It is estimated that the OECD member countries stopped growing by 8.5% in two and a half decades due to the rise in inequality.⁴

Another particularly alarming consequence of rising inequality is that it significantly limits equal opportunities: children who have less cannot progress and achieve the same as they could with a more fortunate upbringing. This is why the major international institutions place special emphasis on reducing inequality, equitable education and early childhood development in their public policy recommendations.

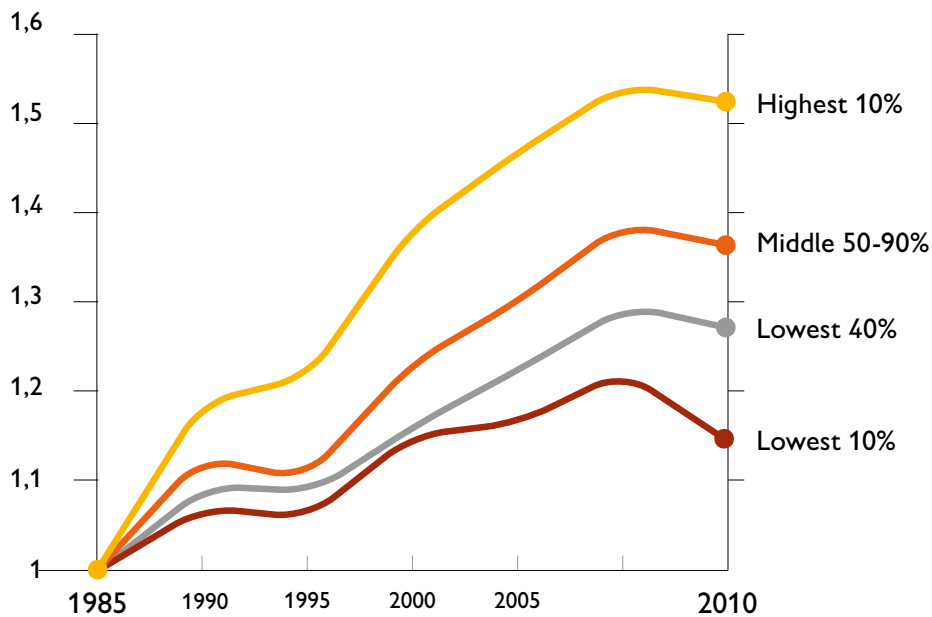
1 OECD (2015): In it together: Why Less Inequality Benefits All, Paris: OECD.

2 SAVE THE CHILDREN (2012): Born to be equal. How reducing inequality could give our children a better future. London.

3 Source: UNICEF (2012 B): Child Poverty and Inequality, New Perspectives.

4 OECD (2015): In it together: Why Less Inequality Benefits All, Paris: OECD.

Development of household income per income group



Source: OECD Income Distribution Database.

This graph collates the changes in household income for the OECD industrialised country members according to income level since 1985. The line gradients indicate the rate of growth or decline for each income group. The progress of the yellow and red lines show that when there is growth, the richest 10% accumulate more wealth rapidly, whereas, when there is a downturn, the poorest 10% lose disproportionately more.



9.6 times more income

In industrialised countries the richest 10% of the population earns 9.6 times more than the poorest 10%.

IN SPAIN...

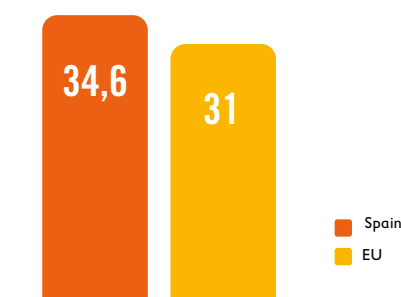


Spain is the sixth country with the greatest inequality in the EU after Estonia, Latvia, Bulgaria, Romania and Lithuania.

Spain is one of the EU countries with the highest levels of inequality. In addition to this, the inequality in our country displays specific characteristics, which make it particularly concerning.

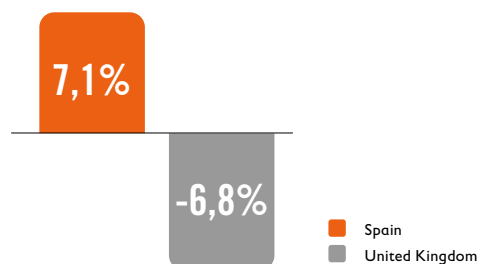
1. Since the onset of the crisis, inequality has grown faster than in other surrounding countries. Between 2008 and 2014 the GINI⁵ index increased by 7.1% in Spain, compared to 3.3% in Greece or 1.7% in Germany.

Gini Index in 2015



Source: Eurostat.

Gini development 2008-2014

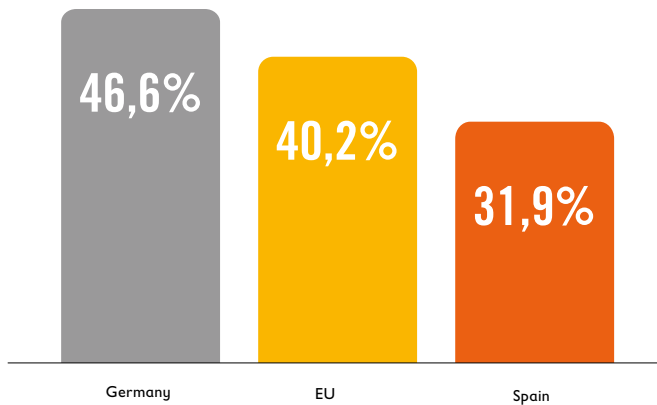


Source: Eurostat.

2. The redistributive capacity of our public policies is less than that of other European countries. While Sweden reduced its inequality by 52.9% through social transfers and the EU on average by 40.2%, Spain reduced it by 31.9%.

⁵ The Gini index measures the deviation of the distribution of income among individuals or households within an economy from a perfectly equal distribution. A Gini index value of 0 represents absolute equality, while a value of 100 absolute inequality. If it is expressed as a coefficient and not an index, it takes values between 0 and 1. In this publication, Gini is always expressed as an index.

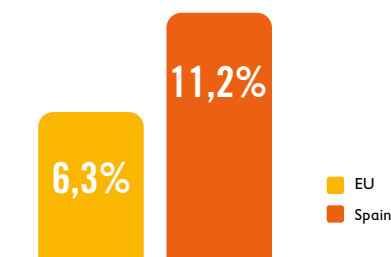
Inequality reduction by government transfers



Source: Eurostat.

3. Inequality means that the poorest people have a particularly low participation in national income. Within the EU, just in Greece and Romania the poorest 10% of the population take away a smaller share of the pie of the country's wealth.
4. This is due to a significant increase of severe poverty in Spain, which has increased by 3.8 points from 2008 to 2015, affecting 11.2% of the population. In the EU severe poverty has risen by 0.7 points over the same period.

Severe poverty



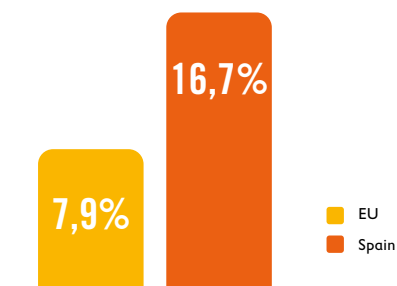
Source: Eurostat.

7

The richest 20% of the population earns 7 times more than the poorest; the European Union average is 5.2.

5. Both inequality and poverty have a greater impact on children. Severe childhood poverty affects 16.7% of children.

Severe childhood poverty



Source: Eurostat.

INEQUITABLE SYSTEM OF TAXATION

Along with social transfers, another way the State restricts inequality and redistributes wealth is through the tax system. However, in Spain, it is not sufficiently progressive to fulfil this role: the poorest 20% of the population see 28.21% of their earnings taxed, and only one other income group exceeds this proportion: the richest 10%. Everyone else pays proportionally less.⁶

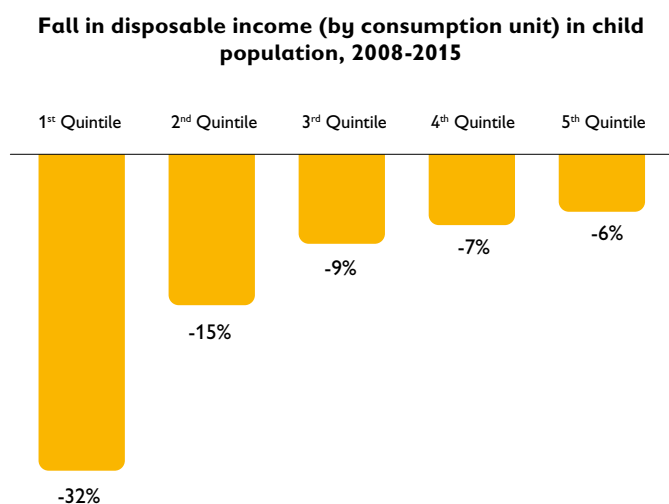


⁶ LABORDA, J., MARÍN, C. and ONRUBIA, J. (2016): Observatory for tax division among Spanish households, first report.

IMPACT OF INEQUALITY ON CHILDHOOD IN SPAIN

Inequality is higher amongst children than among the general population. In Spain, whilst the Gini for the whole population is 34.6 points, the Gini for children is 37.1 points.

The fall in income among the poorest children has been particularly overwhelming and disproportionate: children from the poorest 20% of the population (first quintile⁷) have seen their income diminish by 32% compared to 6% for the richest.



Source: Compiled by Survey on Living Condition (ECV, in its Spanish acronym), NSI.

From 2008 to 2015 the Gini has varied by 2.2 points for the general population and by 3.3 for children.

Greater inequality brings less equal opportunities and poverty is inherited in greater measure.

⁷ Income quintiles are calculated by ordering the population (from a region, country, etc.) from the poorest individual to the wealthiest and then dividing them into 5 parts of an equal number of individuals. In this way, 5 quintiles ordered by income are obtained, where the first quintile (or Q1, quintile 1) represents the poorest section of the population; the second quintile (Q2, quintile 2), the next level and so on successively up to the fifth quintile (Q5, quintile 5), representing the wealthiest population.

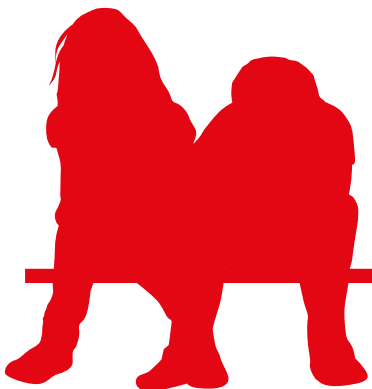
he main impact of rising inequality on childhood is that in more unequal societies, equal opportunities greatly depend on income inheritance and the social and cultural capital that children receive from their parents.

- Firstly, the **income gap** opens differentiated educational possibilities: some will study a Masters and speak more languages, and others will not be able to afford the luxury of studying after compulsory education.
- **Cultural inequality** means that some children will develop proficiencies valued by the educational system and marketplace with greater ease and with the support of their parents and exchanges that take place within the family environment. Furthermore, habits and ways learnt at home allow some children to enjoy more social or professional mobility than others.
- **Social inequality** is also linked to relying on a series of networks and contacts, which in the case of children from high income families, means they will have future options and opportunities and in the case of those less fortunate, means having functional survival networks.

**“A poor child is one who
cannot dream.”**

**Girl, 9 years old.
Vallecas, Madrid.**

In Spain, up until recently, social position and income level have been inherited relatively less than in other countries with similar inequality, because we were undergoing a particular historical moment of rapid modernisation of our economy. Yet this stage has ended and the certainty that we will enjoy a better quality of life than our parents did is no longer the case. Social, cultural and income inheritance determine in greater measure what kind of adults the children of today will grow up to be.



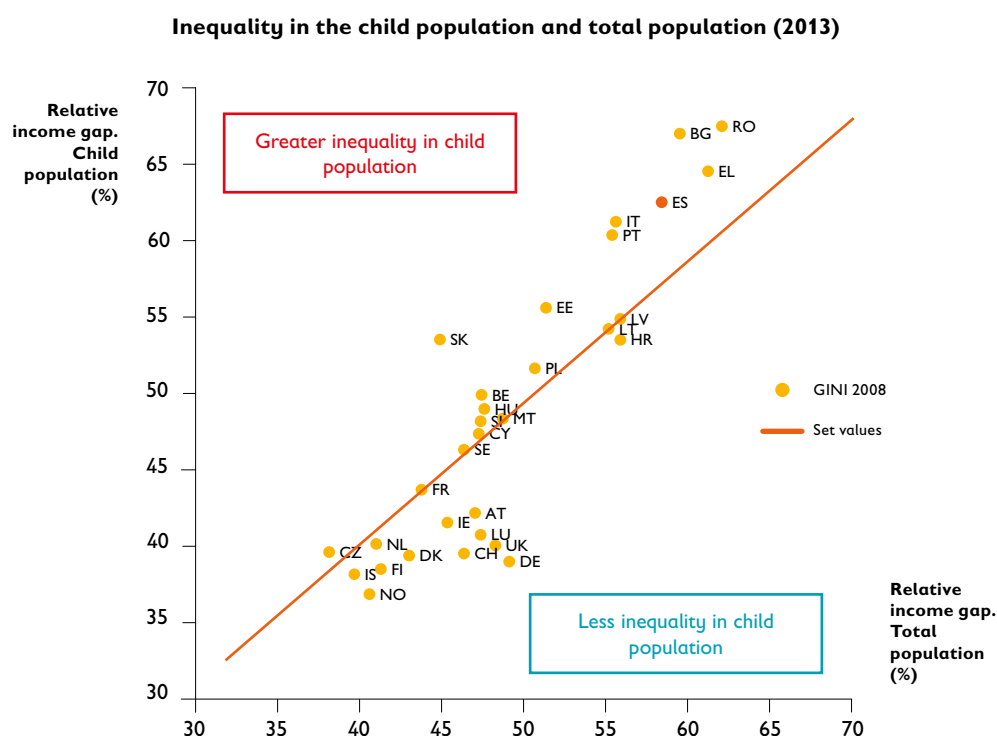
REDUCING INEQUALITY BY STARTING WITH CHILDREN

The countries that have become fairer and more equitable are those who have begun to restrict the differences that affect children. In these countries there is less poverty, childhood poverty is lower overall. It is the same for inequality.

The following graph shows how childhood inequality⁸ and general social inequality are strongly linked. However, more importantly, is the fact that the countries with least inequality look after children relatively better than the overall population (blue), while in those countries with greater inequality (including Spain) the opposite occurs (red): the inequality indicators are greater amongst children than for the overall population.



Countries such as Finland, Norway and Denmark have opted for investing in children as an effective way of achieving fairer societies.



Source: UNICEF (2015) basado en EU-SILC 2013.

⁸ The relative income gap is defined as the percentage in the income gap between those people who are in the lowest income distribution (first decile) and those who are in an average situation (fifth decile).

In many cases, it has been an institutional strategy for childhood which has engendered an improvement in equal opportunities for children living in poverty and, thereby, a reduction of inequality between adults.

Therefore, if inequality is a serious problem and other countries are fighting it from a perspective of equal opportunities in childhood, the Spanish government must start by implementing specific policies directed towards the reduction of childhood inequality.

An example of this being possible is in the case of the United Kingdom; a country which faced an alarming problem of child poverty similar to that of Spain's current situation, with a rate of 26% in 1998, and which has managed to reduce it by more than 10 points. England has an official commission in charge of studying equal opportunities and social mobility, the Social Mobility Commission, originally called the Social Mobility and Child Poverty Commission.

THE FIVE ASPECTS OF INEQUALITY

At Save the Children we have analysed five aspects where inequality is evident and has specific consequences for the development of children who are underprivileged: employment, social protection, housing, education and health. Public policies should address these issues to restrict inequalities present in childhood.



EMPLOYMENT



SOCIAL PROTECTION



HOUSING



EDUCATION



HEALTH

1. EMPLOYMENT

Parents' employment plays a vital role in children's development. It is their main source of income, particularly in the case of low incomes, which are in turn more vulnerable to unemployment and precarious work. Parental unemployment or precarious work affects physical and socio-emotional wellbeing and cognitive development in children. Both unemployment and poor quality employment has a greater effect on households with children.



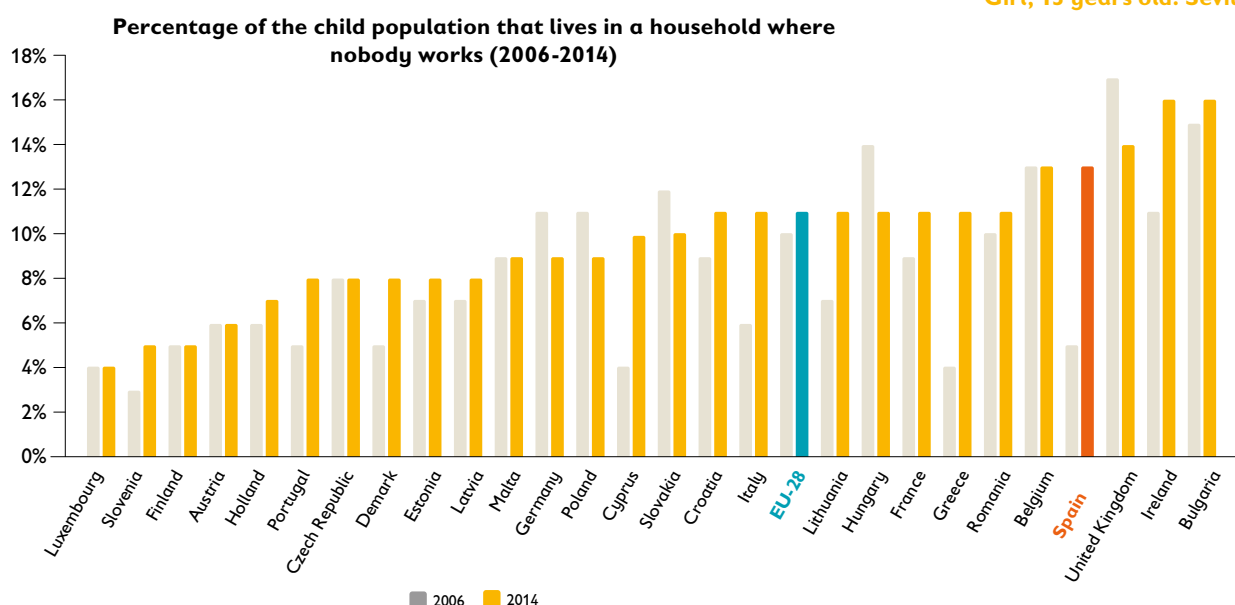
The employment crisis has particularly affected young homes, respecting the jobs of those with more stable employment. Being that children are found more in young homes, children have been the silent victims of unemployment.⁹

	Homes with-out children	Homes with children
Main breadwinner unemployed for more than a year	4,9%	13,4%
Households with all people of working age unemployed	9,3%	15,1%

Source: EINSFOESSA 2013

"There are so many children whose dreams don't come true. Gifts, holidays, including being able to sign up for sports. I think this is because their parents don't have enough money. I wish there was enough work so that all children's wishes could come true."

Girl, 13 years old. Seville.



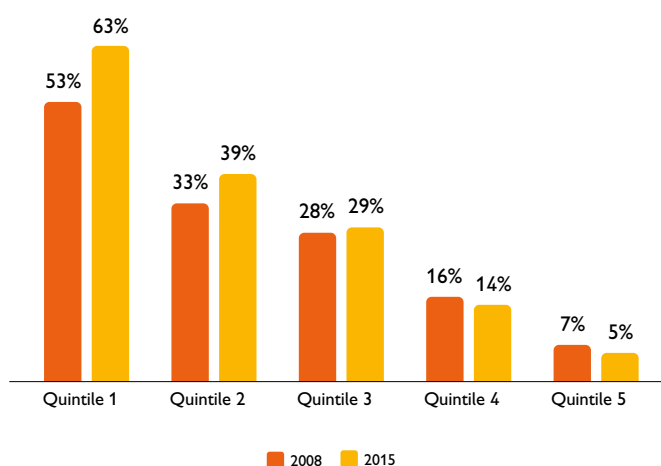
Source: Compiled by Survey on Living Condition (ECV, in its Spanish acronym), NSI.

⁹ Bank of Spain (2016), Survey of Household Finances (EFF, in its Spanish acronym) 2014: methods, results and changes since 2011.

The percentage of children who live in households where none of its members are working has increased substantially since 2008, reaching 11.8% in 2015, some 800,000 children. Furthermore, the percentage of minors who live in households where the head of the family is unemployed or inactive is substantially greater amongst the poorest families, and this proportion has increased considerably in the last few years.

Without a doubt, parents' employment is an essential condition for adequate development in childhood, but it is not sufficient if it is not quality work. Among families with children who have managed to keep their job or find one, the impact of poverty has increased and is higher than that found on average in Europe. The rate of poor households with dependent children and where one of the parents is employed has increased from 11.7% in 2013 to 14.8% in 2015.

Proportion of children who live in households where the main caregiver has a temporary work contract, per quintile (2008-2015)



14,8%

The poverty rate for households with children where the parents work is 14,8% in Spain. The European average is 9.5%.

Source: Compiled by Survey on Living Condition (ECV, in its Spanish acronym), NSI.

More than 6 out of 10 children from the poorest families live in households where the main breadwinner has a temporary job. These are not only the first jobs to go in times of crisis, but they also have much lower incomes on average: just over 14,000 Euros per year on average per worker.

Temporary work, part-time work and self-employment now represent around a third of total employment in the OECD countries. In 2015, 25.1% of Spanish contracts were temporary, almost double the EU average (13.8%). Among these, a high percentage correspond to families with children if compared to those families without children.

2. SOCIAL PROTECTION



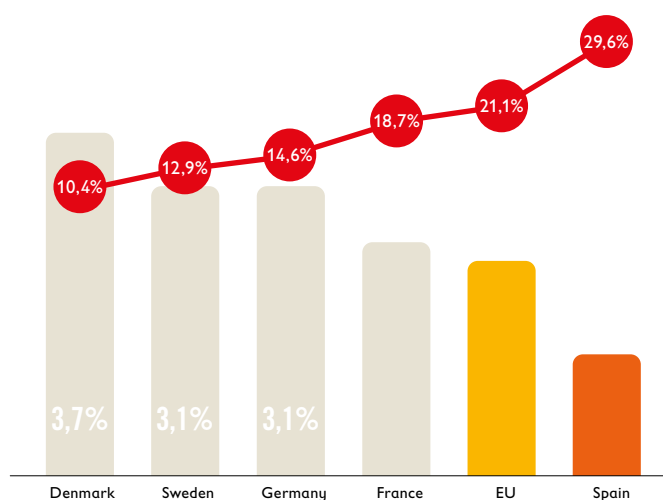
If the economy does not generate enough wealth that is inclusive, and it is not distributed through adequate labour, tax and social policies, it is social protection that saves families from destitution. In the specific case of family and child protection, the goal must be to protect minors from poverty. However, in our country, this protection is severely lacking, investment is scarce and it is not distributed fairly, thereby it fails to reduce inequality and reaches very few children.

In Spain, despite the impact of the employment crisis and the precarious nature of work for the poorest families with dependent children, child protection is not well developed and does not redistribute wealth from the richest children to the poorest.

Welfare benefits for the home and family should protect children from poverty and restrict inequality. Nevertheless, this does not happen because of the following four reasons:

- 1. Low investment:** In the European context, the richer a country is the higher percentage of its GDP is dedicated to child protection. However, Spain has a similar budget to Bulgaria, the Czech Republic or Slovakia, a long way off from countries such as Germany, Finland or Denmark, including the European average (1.3% of GDP dedicated to social and family protection compared to 2.3%).

Percentage of spending on social protection for children in relation to the GDP (bars) and children living in poverty (points)



Source: Eurostat.

33,6%

Barely 33.6% of children who are officially recognised as poor in Spain have access to the only national benefit that is purposely aimed towards them.

“We ask the President to resolve the problem of families’ lack of financial resources, so that there is work for everyone who wants to work, but most importantly, so that no child must go without food.”

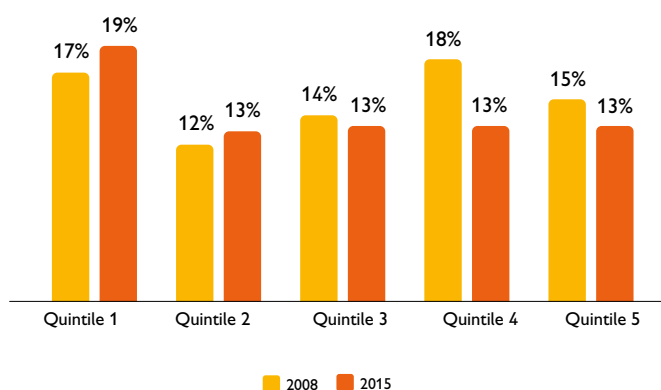
Boy, 15 years old. Barcelona

3/10

Only 3 out of every 10 children living in poverty receive the national benefit aimed at protecting impoverished children..

2. **Poorly designed:** in Spain the majority of social welfare for families is contributory: people receive it when they are working, so this excludes children from the poorest families where unemployment and low levels of employability are more prevalent. Besides, children do not work and their protection should therefore not depend on this factor. As a result, this social protection is not very redistributive, which means, it is not allocated where it is most needed. The percentage of children who receive a social benefit for the household is similar between those who come from low income families and those who come from higher income families.

Percentage of children who live in households where some kind of household benefit is received, per quintile (2008-2015)



Source: Compiled by Survey on Living Condition (ECV, in its Spanish acronym), NSI.

3. **Benefits with poor coverage:** No fewer than 1,600,000 children who live below the poverty line do not have access to benefits for dependent children, because the maximum income limit to receive the benefit is beneath the poverty line. In terms of benefits for single parent family households, only one out of ten single parent families receive this benefit.
4. **Low investment per child:** The amount each recipient family receives is so low that it can barely lift any child out of poverty. By way of example, in Spain a family with two children who receive child benefit, receive 582 Euros per year (25 Euros per child/per month), whilst in Italy, which has a similar average income to Spain, it would be 3,099.96 Euros; in Bulgaria, where the average income is four times less than in Spain, they would receive 528 Euros.

CHILD BENEFIT (FOR DEPENDENT CHILDREN)

The majority of EU countries (17 out of 28) base their child social protection on a universal benefit for dependent children, which is non-contributory and is funded through taxes. The amount of benefit varies, but broadly speaking can be divided into two groups: higher income countries, among whom the average benefit is around 100 Euros per month per child (depending on the age or number of children, although with notable differences among them for income level) and those lower income countries (mainly the Eastern European countries), where the benefit falls below a quarter of this amount.

Spain is an exception to this general European trend. Child benefit in our country is non-contributory, however it is not universal but dependent on the family's income level. Additionally, the amount of benefit comes to 291 Euros per year (around 25 Euros per month) per child, which places us alongside the lowest income countries in Europe.

3. HOUSING

Housing costs are some of the most regressive costs for Spanish families: income for the most disadvantaged people has fallen at a much faster rate than rent or mortgages, and gas and electricity are unavoidable costs that have not only not fallen, but which have increased during the crisis. In addition to this, housing and neighbourhoods set the scene for children's development: overcrowding and energy poverty mostly affects households with children, and neighbourhoods segregated by socioeconomic level will shape their future and opportunities.

Since the onset of the crisis, the income of families with children has fallen more than rent and other living costs, and markedly so in the lowest income quintile: between 2008 and 2015, disposable income discounting housing costs fell by 44% in the first quintile and barely by 6% amongst those with more resources.



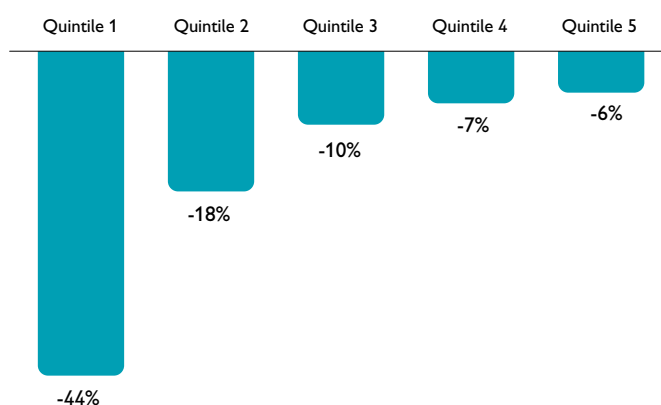
“Every family should have a proper home with electricity, water and secure facilities.”

Girl, 12 years old. Valencia.

	Household without children	Household with children
Major issues with buildings, disrepair, etc.	1,3%	2,3%
Damp, dirt and smell (health hazards)	9,1%	11,0%
Severe overcrowding (<15m2/person)	0,6%	10,1%

Source: EINSFOESSA 2013

Fall in disposable rent after housing costs, per quintile (2008-2015)



Source: Compiled by Survey on Living Conditions (ECV, in its Spanish acronym), NSI.

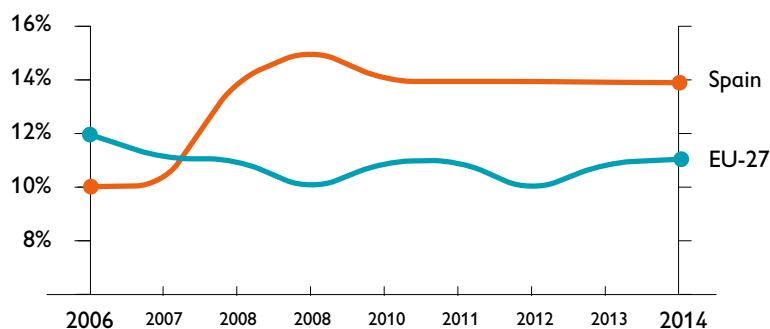
130€

The amount leftover per month for each child from a family in the first quintile, discounting housing costs, has gone from 233 Euros in 2008 to 130 in 2015.

When housing costs are so high in comparison to disposable income, a “housing burden” may occur, which is according to the European Union, when a family spends more than 40% of their income on these costs. The burden rate in Spain is much higher than the European average (see graph). More than 1 out of every 2 families with children from the first quintile bears a housing burden and 1 out of every 3 live in households with rent or mortgage arrears. With regard to evictions, households with dependent children are more affected (6.8% of these) than those households without minors (2.5%).

Development of housing burden rate

Source: Compiled by Eurostat.



1/2

Half of families with children from the poorest 20% suffer from housing burden.

Moreover, housing sets the scene for a child's development and housing conditions profoundly affect their future. Health hazards, overcrowding or serious problems with buildings affect households with children more greatly than those without. The rate of overcrowding is considerably greater amongst the poorest children: 2 out of every 10 live in these conditions.

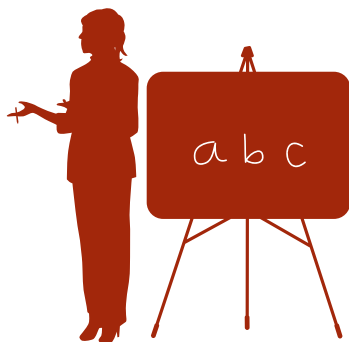
Another factor relating to housing which significantly affects those who are less well off, and restricts equal opportunity, is residential segregation. Through this mechanism, groups with greater economic power separate themselves from those with less power. This is closely linked to economic disadvantage, standardisation of peoples' social networks, and children in vulnerable conditions who find they have limited access to relations, goods and services, which would allow them to lift themselves out of poverty. 22.5% of children live in disadvantaged areas or rundown neighbourhoods.

6,8%

Evictions affect households with dependent children (6.8% of these) more greatly than those without children (2.5%).

AFFORDABLE RENT

Families with children most at risk are more likely to find themselves in rented accommodation than the rest of the population. A bold intervention in the property market, to make renting more accessible and improving its quality, would limit inequality from the bottom up to improve the living conditions of the most impoverished.



4. EDUCATION

Equal opportunity in education allows for the reduction of many other factors that restrict social mobility. Nevertheless, the Spanish education system does not seem equipped to compensate for the inequalities that children present with at school and which continue to affect their educational career and life course. A high proportion of young people who abandon their studies prematurely, come from the poorest families. Some parts of the education system that should be based on equal opportunities, such as grants, education for 0 to 3 year olds or student diversity, are more beneficial to those who have fewer difficulties.

43%

of children from the first income quintile are early school leavers.

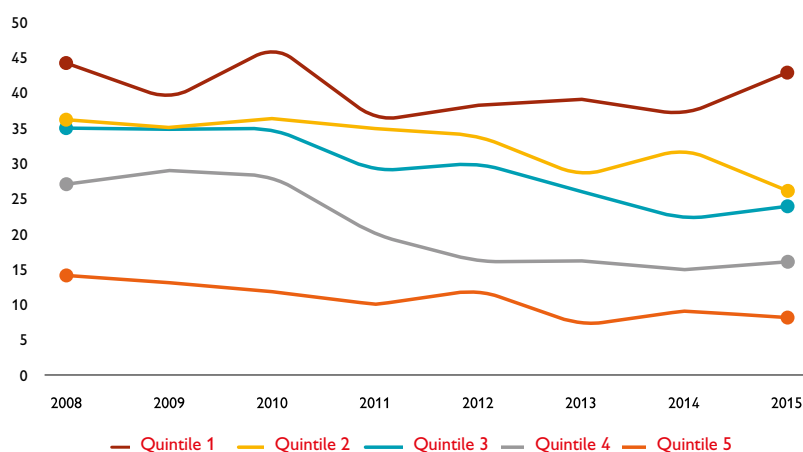
Graduating from compulsory secondary education and continuing onto further education are two essential conditions for a child's future social and workplace integration. Yet these conditions are increasingly determined by a family's income level and education. The OECD warns that between 2003 and 2012, the impact that socioeconomic level had on academic results has grown by 24%.



58%

of ESL from 2015 corresponds to children from the poorest 40% of the population.

Rate of Early School Leaving per income quintile between 2008 and 2015



Source: Compiled by Survey on Living Conditions, NSI 2015.

Thereby, even though Early School Leaving (ESL) has fallen since the start of the crisis, partly through the loss of unskilled unemployment, it has mainly dropped among children from high income families. Amongst young people who have dropped out of studying after compulsory education, those who come from the lowest income quintile have gone from 28% in 2008 to 36% in 2015.

12%

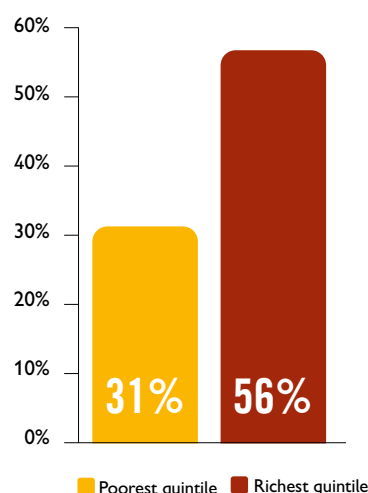
Whilst between 2010 and 2015 public expenditure on education in the EU was cut by 3%, in Spain it was cut by 12%.

Families with greater economic resources invest on average 7 or 8 times more on education than those from the poorest 33% and rely on cultural resources that help children achieve better academic results. The lack of viable options for the future means that children from lower income families have less academic connections.

There are public policies designed to combat these initial conditions and to create equal starting points for children, but these policies are also shadowed by inequality:

- **Education from 0-3 years:** this is the educational stage with the greatest equalising power. Nevertheless, the lack of available places, its high cost and specific admission criteria contributes towards unequal representation according to income level at this stage of education.

Percentage of enrolment for 0 to 3 year olds per income quintile



Source: Compiled by Survey on Living Conditions, NSI

- **Funding and grants:** Increased funding improves the fairness of the system. Furthermore, cuts in public investment coupled with a rise in expenditure for families, thereby increases the difference in the quality of schooling. Spain, which has always invested less than the community average on education, has also made more cuts than other countries during the crisis, and grants have suffered a disproportionate reduction.

“We want a world where everyone has a decent job, which is why we want a free education”

Girl, 11 years old. Lérida.



50

points is the average PISA score difference between native and foreign students in Spain; in Europe it is 32.



5/10

Nearly 5 out of every 10 Romany children do not graduate from CSE, double that of the general population.

- **Educational segregation:** When boys and girls are put together from different socioeconomic backgrounds, the “peer” effect occurs. Nonetheless, the OECD warns that, if no balancing mechanism is applied, the free choice for parents to choose schools can lead to a concentration of pupils from specific backgrounds in some schools.
- **Emphasis on diversity:** Every pupil is different and schools lean towards creating uniformity. If the curriculum, education and assessment system cannot adapt itself to the individuality of each child, those from less fortunate backgrounds will fare worse. A balance must be struck between the option of all pupils studying together and education being tailored according to different needs.
- **Extracurricular activities:** Many skills learnt through participating in activities out of class are vital for future social and workplace integration; however, without sufficient public funds, access to extracurricular activities is determined by the families’ financial resources.

“Football is out of the question. I can’t join the team because they charge 180€ a year.
[Would you like to join?] Yes, I would”

Boy, 11 years old. Madrid.



53,8%

is the rate of ESL amongst those with disabilities, whilst the rate is 31.5% for those without a disability

IT MUST GET BETTER

Save the Children recently published a report ‘**It must get better. For an education system that leaves no child behind.**’¹⁰ The report analysed which children are prematurely leaving school, what the inequalities are in the Spanish educational system, and what principles it must follow so that all children have the same opportunities.

¹⁰ Available at: <https://www.savethechildren.es/publicaciones/necesita-mejorar>

5. HEALTH

Social determinants of health are the circumstances in which people are born, grow and age, and are a result of the unequal distribution of income, power and resources, which affect their health.¹¹ Children from the first quintile are affected by social determinants to a greater and worse extent and this is reflected by lower health indicators.

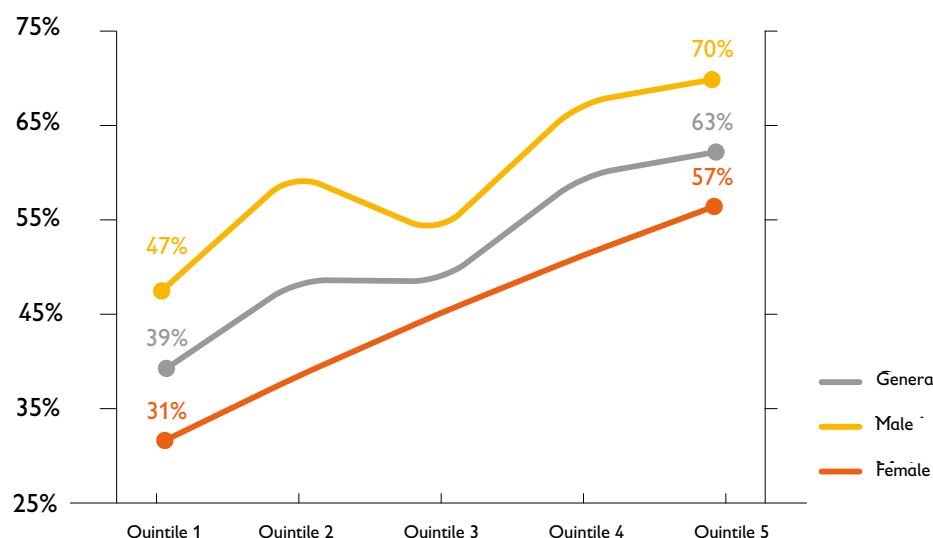
As an example, obesity in 6 to 9 year olds affects 33% of children from the first quintile, and is 10 points less in the richest quintile. Sedentary lifestyle is also more acute (17.2% amongst boys compared to 9.3% among girls). Equally there are differences in the consumption of alcohol and tobacco, and in the use of contraceptive methods.



807M

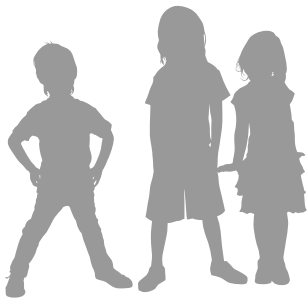
Health promotion and prevention services have been reduced to 807 million since the start of the crisis.

Proportion of child population (4-14 years old) that practice regular physical activity in free time, according to sex and quintile (2011/2012)



Source: Compiled by National Health Survey (2011/12).

¹¹ World Health Organisation (2009): Closing the gap in a generation. Health equity through action on the social determinants of health. Geneva: WHO.



To equalise health conditions we must tackle social determinants of health, but also focus on equity, childhood and health services based on prevention and health promotion. However, since 2008, prevention has been disproportionately reduced if we compare it to other health services.

As well as budgetary constraints for prevention and promotion, there are other health services that have significant flaws in their scope and which mostly affect those children in the first income quintiles from developing their maximum potential. Orthopaedic prescription charges, optician appointments not being covered under the National Health Service and serious shortcomings in early intervention limit opportunities for children in our country in vulnerable situations.

RECOMMENDATIONS: HOW TO RESTRICT CHILDHOOD INEQUALITY?

1. Improve and increase personalised assistance for employment searches and individualised itineraries adapted to parents' specific circumstances.
2. Increase investment in social protection for children and families until it reaches the European average, thereby opting for a non-contributory component.
3. Improve child benefit for dependent children both in coverage and quantity.
4. Guarantee the protection of children with unemployed parents by widening the reach of non-contributory benefit and maternity tax deduction.
5. Increase protection for single parent families through the creation of a standardised certificate, which allows them to access additional measures of protection.
6. Increase the availability of affordable rents, through public policies and plans, which seek to promote renting with equitable criteria.
7. Plan urban interventions to prevent and limit segregation.
8. Bring back a discounted rate to combat energy poverty, which assists the needs of the most vulnerable children.
9. Guarantee by law the protection of families with children against evictions.
10. Progressively increase public spending on education until it reaches the OECD average.
11. Reform the grant system so that equality criteria are prioritised.

12. Create an access plan for public preschool education, to increase school enrolment from 0 to 3 until reaching a minimum of 33% in all autonomous communities.
13. Establish a plan to combat segregated schooling, which prevents pupil segregation according to their ethnic origin or socioeconomic status.
14. Promote inclusive student diversity in schools.
15. Strengthen policies of prevention and health promotion focusing on equity and childhood.
16. Given the high prevalence of childhood obesity and its major impact on the health of children from low income families, actively legislate for a change in diet.
17. Provide better coverage for prosthesis, hearing aids and glasses for children up to 18 years, covering the total cost under the National Health Service.
18. Include psychological and psychosocial care for children under the age of 18 under the National Health Service.
19. Include sex education, from a perspective of sexual and reproductive rights, in the national curriculum, from an early age.





THANK YOU

Thank you to the over 130 children who actively participated in the compilation of this report and research on child inequality. **Their views, words and experiences have been essential for our work.**

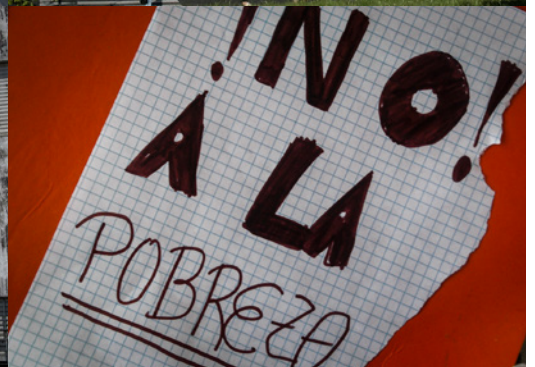
If you want to know more about inequality and childhood, go to:

savethechildren.es/desigualdad

and download the full report

“Disinherited. Childhood inequality, equal opportunities and public policy in Spain”





SAVETHECHILDREN.ES



Save the Children