

# Culture and education: right to cultural participation and lifelong artistic education and practice

## Government Measure #4

Barcelona Cultural  
Rights Plan



Ajuntament  
de Barcelona

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# 1. PRESENTATION AND CONTEXT

Barcelona Cultural Rights Plan

The Barcelona Cultural Rights Plan was presented on 30 April as a conceptual, political and strategic framework for recognising and expanding cultural rights in the city. The aim of this plan is to design public policies from the perspective of cultural rights and to open the way for the recognition of these rights for all of Barcelona's citizens.

Entitled '*Fem cultura*' [Let's Make Culture] and based on nine measures, this plan sets out a strategy for establishing cultural rights as fundamental rights of the first order, strengthening democratic life in the city and including the cultural sector and all municipal areas in the design and implementation of local cultural policies. Aimed at providing a fresh look at cultural rights and public action, the plan incorporates new links between cultural action and strategic areas such as education, sustainability, science, feminism, innovation and technology.

"Culture and education: right to cultural participation and lifelong artistic education and practice" is one of these nine measures included in the plan. In contrast to other measures, this one is based on **updating, expanding and realising everything set out in the government measure entitled "Towards a public policy on culture and education"** presented in 2019. That measure was launched jointly between the Barcelona Institute of Culture, the Barcelona Municipal Institute of Education and the Barcelona Education Consortium.

The government measure of 2019, then, represented a first step towards developing a cross-cutting public policy in the areas of culture and education in Barcelona. **It was drafted using a methodology based on cooperation between authorities and the building of a shared vision between the cultural and educational spheres.** It was based on an analysis that enabled the identification of the main challenges that needed addressing:

- 1. the imbalance in educational and cultural resources in the city's areas,**
- 2. the lack of a shared project between educational and cultural institutions and of a common strategy,**
- 3. the systemic divide and lack of mutual recognition between cultural and educational systems,**
- 4. the lack of recognition of the cultural and creative capacities of our diverse citizens as a condition for enabling access to and participation in cultural life.**

The principles that structured the government measure of 2019 for tackling these failures and which remain valid under the Cultural Rights Plan are as follows:

### **Recognition, interdependence and collaboration**

The complex and multidimensional challenges linked to culture and education require comprehensive responses, and call for different ways of doing things. We need to understand the limits of the institutions in tackling these problems in isolation and separately.

At the same time, the launching of citywide policies and strategic programmes must make room for unique and specific proposals from the neighbourhoods and districts. Hence the need for an equity based approach.

It is essential for structural policies to be established with a governance approach

and a strategy that facilitate stable collaboration between diverse organisations (public, private, community) which are recognised as educational and cultural.

### **Hybridisation and adaptation**

Apart from the interaction between cultural and educational players, the intention is also to facilitate the hybridisation, at neighbourhood-city levels, of established and emerging educational approaches, of public and community proposals, of regulated/in-school and out-of-school initiatives, as well as various artistic disciplines.

Partnerships and alliances between the institutions, associations and citizens need to be promoted to drive transformational projects where the entire education community feels jointly responsible for and decisive in the actions undertaken.

Finally, it should be added that diversity is a key value. There is no single model or recipe for designing and implementing cultural and artistic education projects.

### **Reality principle and universal inclusive learning**

Cultural and education programmes must incorporate what is known as the *reality principle* into artistic and cultural education and training. In other words, work must be based on actual creative practices, such as developing a work of art, choreography or musical presentation. This is not about limiting training to simulations of these practices, but about learning through real practice.

This reality principle applies in the active participation of people (young children, teenagers and adults) in the city's cultural life. That means people assuming responsibilities and being part of open projects and events, such as organising an exhibition, big annual festival or show.

The learning environments of artistic practices must be designed under inclusive criteria so that all children and young people, whatever their abilities, aptitudes or cultural backgrounds, have the opportunity to realise their own creative potential to the full.

Following the path embarked on in 2019, this measure, "Culture and education: right to cultural participation and lifelong artistic education and practice", contains a series of **lines of action that consolidate the municipal strategy for integrating the two areas**. Some of these lines of action are already in operation, some are being developed as pilot projects and others are to be started before the end of this term of office.

In addition, over the last few years and subsequent to 2019 other measures and proposals have been presented which need to be taken into account when completing the context that gives meaning to this measure. In the first place, of course, the **Cultural Rights Plan** that provides a more extensive context and sets the 2019 measure in a more complete and coherent ideological and political framework.

Likewise, the January 2022 presentation of the measure entitled "Strategy. Towards an afternoon policy in educating neighbourhoods. Equitable extracurricular educational and cultural opportunities for Barcelona's children and teenagers needs to provide an unprecedented impetus to educational initiatives beyond the education offered during school hours to ensure equity and educational success.

The Charter of Educating Cities, revised in 2020, also defines access to culture as one of the principles of the right to an educating city: “The educating city will promote the right to culture and the engagement of all citizens and, in particular, of the most vulnerable groups, in the cultural life of the city as a way of inclusion and fostering the feeling of belonging and harmonious living. In addition to the enjoyment of cultural assets, this cultural participation will include the contribution that all citizens can make to a dynamic and ever-changing culture and citizen involvement in the management of cultural facilities and initiatives”.

On the other hand, we should mention two initiatives that have been carried out, with the aim of overcoming the administrative division that has traditionally impeded progress in the connection of these two areas. First, the creation of a specific department within the ICUB, that of **Culture and Education in the Neighbourhoods**, which brings together the programmes that connect culture and education and which historically had been launched either by the ICUB or by the IMEB, so they are now in the same department, for the first time.

The Department of Education has also been created at Barcelona City Council as a body responsible for promoting, diagnosing and coordinating the educational policies that the City Council implements or takes part in.

Finally, we should mention, as the latest example of the commitment to implementing cultural and educational policies, the announcement of the future headquarters, in the former Gustavo-Gili Publishing House offices, of the future Barcelona Institute of Culture and Education. The future Institute will enable a large part of the areas of culture and education currently promoted by the City Council through its Department of Education, Department of Culture and Education in the Neighbourhoods and Department of Interculturality, to be brought together, harmonised and strengthened under a single administrative structure. Other areas such as the investment, planning and management of schools will remain in other administrative structures.

The context of this measure, however, is not complete without taking account of the impact that the worldwide Covid-19 pandemic has had on the world of education, with a very direct impact on the pace of deployment of cultural and educational policies, as was expected. In addition, new needs not present in 2019 have come to the fore in the framework of the education system, something that has required us to reconsider the order of priorities and preferences when deploying the lines of action.

## 2. DIAGNOSIS

Barcelona Cultural Rights Plan

Barcelona is rich in resources, communities and people that are actively involved in culture and education. There are numerous projects that highlight the value of cultural and educational action. Even so, the city is marked by deep social inequalities. **Inequalities in disposable household income have repercussions on the health of the population.** Data from the educational sphere confirm this diagnosis: **family and territorial contexts are decisive factors in educational opportunities.**

Despite having less visibility, some of these inequalities have to do with the **right to participate in the city's cultural life.** Determined by numerous social and economic factors (educational level, financial resources, neighbourhood and area of residence etc.,) such inequalities are therefore having a decisive effect on whether or not these children or teenagers engage in cultural activities.

For example, several sources show that access to and choice of extracurricular activities are determined by inequalities fundamentally due to social factors (level of studies, income level and family origins) and regional factors (some Barcelona neighbourhoods offer more options, with greater variety and of a higher quality). Students who do not do extracurricular activities tend to be concentrated in families with a low level of studies, although low household income and immigrant origins are also family situations associated with reduced extracurricular engagement. Children with these family profiles who do engage in such extracurricular activities usually do so through sport and it is unusual for them to access artistic activities, which remain the preserve of families with higher educational levels. In fact, according to the survey on the sports habits of Barcelona's school-age population in 2018, there is a **28% difference in access to extracurricular activities depending on household income level** (difference between low and high income).

From the point of view of territorial inequality in Barcelona, a 2021 study from the IERM (Institute of Regional and Metropolitan Studies) entitled "Extracurricular activities in Barcelona's public secondary schools" suggests that the three districts with the lowest household income levels (Nou Barris, Sant Andreu and Horta-Guinardó) also present below average indicators for the range of extracurricular activities available at public secondary schools and fewer students engaging in extracurricular sport.

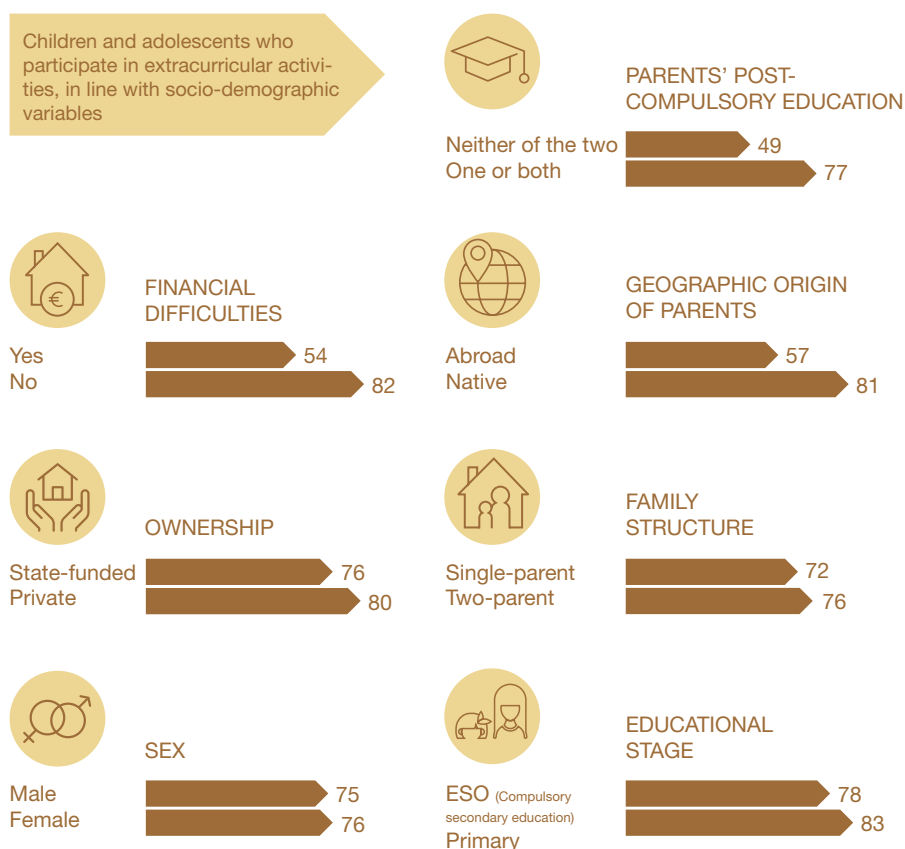
In Barcelona, for all the efforts of many players, as well as the existence of established projects, **there are significant shortcomings when it comes to the territorial distribution of cultural and artistic education, training and instruction, which is very unequal.**

This unequal distribution affects not just individuals and communities but schools too. Some of these schools have more cultural educational resources in their vicinity, while others have worse segregation dynamics because of these deficits in their area. In other words, as made clear in the **City's Education Project for 2016-2019**, Barcelona is an educational player in its own right and this educational environment and its cultural diversity are having an impact on the personal development of citizens.

There are other deficiencies besides territorial inequality. **The range of cultural education on offer is not the same for all ages.** For all the progress, people over the age of 18 and children under the age of 3 still take a back seat. This



## Social inequalities in access to extracurricular activities (%)



Source: Catalan Health Survey (ESCA). Results 2017-2018 wave and Educational Barometer Survey 2017.

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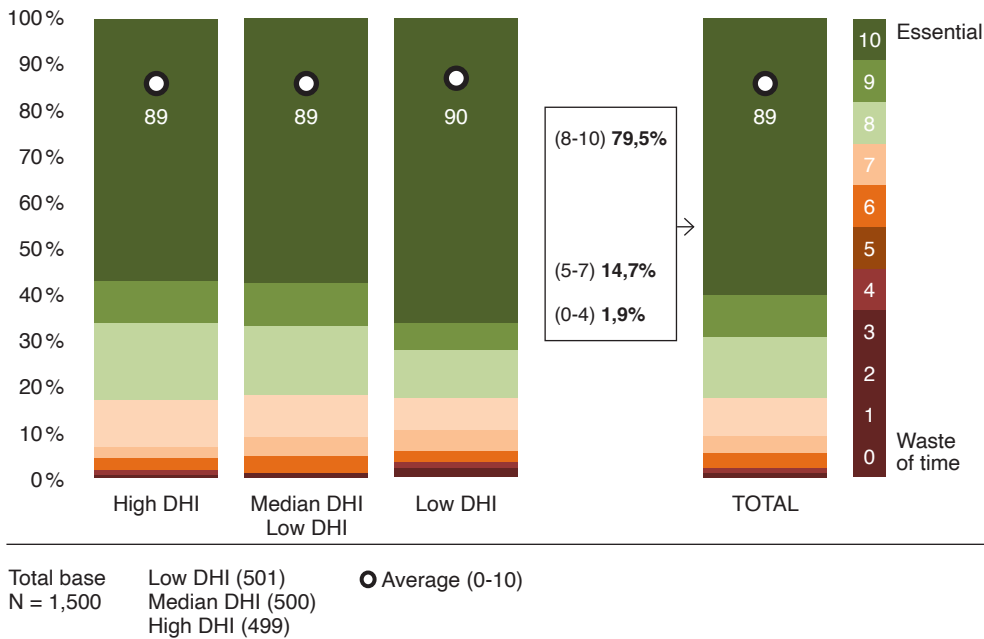
makes an intergenerational approach difficult and reinforces the preproduction of inequalities. And, finally, and connected with this last point, we find **an imbalance in the availability of training in different artistic disciplines**. In other words, some forms of artistic expression, such as music, are more widely available than others, as is the case with the visual arts, where there is an evident lack of options in most parts of the city.

Another factor which extends and strengthens this inequality is the failure to take into account the fact **that education is something which takes place in different contexts** that are inseparable and directly interrelated: **the formal** context (or regulated context of schools and school hours), **the non-formal** context (outside school hours) and **the informal** context (in places and environments not regarded as educational but which have a basic educational function); as well as, obviously, the family environment of children and teenagers.

**These inequalities**, both in engagement and in educational opportunities, **require a structural approach**. An example of such inequalities can be found in the results of the 2020 Survey on Cultural Participation and Cultural Needs in Barcelona. The following chart shows that artistic teaching in schools is rated as fair but this contrasts with the inequality of opportunities when it comes to accessing such teaching outside school.

## Importance of arts education in primary and secondary schools. Summary by DHI

Do you think that visual arts, music, theatre or film classes in primary and secondary schools are a waste of time, or are essential in the education of children and adolescents (Rate on a scale of 0-10).



Source: 2020 Survey on Cultural Participation and Cultural Needs in Barcelona.

Barcelona has **some valuable experiences (public, community and private)** that promote educational cultural intervention. In fact, the strategic commitment made to the City Education Project (and the concept of the city as a learning space) foresaw the need to address this situation. And in recent years, various programmes and actions developed through the Neighbourhood Plan have pointed in that direction.

However, despite this, **there is still a systemic divide between the cultural and education systems** that has been gradually consolidating over time and which has a series of consequences today. For all the various lines of action launched over the last few years to reverse this situation, it is still the case that at present:

- > There has been a lack of a shared and common diagnosis between the educational and cultural spheres.
- > Both the educational and the cultural systems tend to see reasoning, critical capacity and investigation (thought), as separate from experience (action) and sensitivity (emotion).
- > Vertical, one-way (or, sometimes, isolated) relationships are being established between the educational and cultural systems.
- > There is a lack of continuity in the educational itineraries of children and teenagers owing to the lack of coordination between the cultural and educational players.
- > There is currently little training and awareness-raising among teachers in aspects relating to cultural education, and these are far removed from the more lively and dynamic centres for contemporary creation or thought.

To round off then, we should add that **there is a clear hegemony of institutional culture compared to other artistic expressions produced on the margins of the system**, which has contributed to the standardisation of cultural expressions and left out a great range of diversity to the detriment of cultural wealth and equal opportunities. This is expressed in various issues::

- > Relations between educational and cultural agents are very often conditioned by a lack of resources and institutional recognition (lack of a clear and ongoing policy of arts education and the need to strengthen the educational dimension of cultural organisations).
- > Not enough thought is given to the many forms that cultural participation might take, nor the skills that people and communities have as culturally active players

In short, we need to recognise that culture and what constitutes culture is also an instance of conflict and consensus, of selecting from differences and negotiating what is shared, of inclusive actions and exclusive practices, of hegemonic representations and constructing alternatives. Developing educational cultural policies to tackle inequalities here means taking on board the need to **work for equity through diversity**.

This could be one of the most complex features and implies a bigger challenge: that of approaching it from the logic of equity and avoiding a single, general, common norm or reference in implementing them. This means carrying out specific interventions based on different needs, bearing in mind the diversity of practices and cultural players in each area.

# *3. Mission*

Barcelona Cultural Rights Plan

To update and continue advancing in the development of a cross-cutting public policy in the fields of culture and education, reduce inequalities in the right to engagement in the city's cultural life and guarantee equity of opportunity in accessing quality and lifelong education.

# ***4. GOALS***

Barcelona Cultural Rights Plan

The goals featured in the measure include those already set out in the government measure entitled “Towards a Public Policy on Education and Culture” presented in 2019 and the addition of others that have been steadily identified as priority over the years.

- > To move towards a comprehensive conception of the relationship between education and culture, connecting the various dimensions involved in cultural and artistic education: critical and investigative capacity (thought), experience and teamwork (action) and personal subjectivity and sensitivity (emotion).
- > To develop a territorially balanced offer of cultural education, preferably in the areas with the most deficits and deficiencies, and aimed at people of all ages and throughout life, establishing continuity pathways both in school contexts and outside the regulated framework and within the community area.
- > To establish links between cultural and educational players, overcoming institutional and competence segmentation.
- > To develop a type of intervention based on the needs and capacities detected in each area and their specific features, promoting the community dimension.
- > To value schools as cultural centres that generate, rather than merely disseminate and convey, knowledge, content and creations. And at the same time, to boost the educational dimension of the city’s cultural centres and creation spaces.
- > The processes and players of contemporary creation committed to the intrinsic values of culture (creative freedom, aesthetic training and expressiveness, memory, research, etc.,) need to operate as driving forces for the city’s educational development.
- > To recognise and promote the development of multiple and heterogeneous cultural and artistic education pedagogies that share respect for diverse forms of knowledge, systematisation and rigour in the acquisition of expressive languages, inclusive universal learning and a central role for people in the learning process.
- > To develop governance structures (for designing, deploying and assessing programmes and projects in this direction) that are sustainable and yet adaptable in culture and education programmes. To launch a joint intervention and programme-deployment model based on diagnosis, action and assessment.
- > To strengthen and accompany the consolidation processes of professional figures relating to cultural, artistic and educational mediation as key players for the development of systems, programmes and initiatives for linking artistic creation in a (formal, non-formal and informal) educational context.

- > To promote the development of policies and programmes linking culture and education in the metropolitan arena. In particular, to encourage the development of programmes that link artistic creation in an educational context, based on local cultural and educational players and in the context of metropolitan area vocation programmes, such as the Metropolitan Dance festival and the future ManifestaArt Biennial 2024. That is, to start launching programmes jointly and between several municipalities and with this networking logic at a metropolitan scale.



# 5. Lines of action

Barcelona Cultural Rights Plan

As pointed out in the above section on context, this government measure follows a path embarked on under the 2019 measure that gave expression to Barcelona City Council's commitment to developing a cross-cutting public policy that encompasses culture and education. Which is why some of lines of action provided for under the measure include the consolidation and extension of programmes launched before 2019, others that have been developed and implemented between 2019 and the present day and which will be extended in the coming years and, finally, lines of action that will start being developed over the coming months.

## **5.1. Right to cultural practice and experimentation within the contexts of school and formal education**

### **5.1.1. Extension and consolidation of support programmes that represent intersections and connections between cultural facilities and players and schools**

Initiatives and programmes started between 2019 and 2022

- > **Mediation and support programme for artistic baccalaureates specialising in the performing arts:** The 2020-21 school year saw the launch of three new artistic baccalaureates specialising in the performing arts in the city's public centres, and there are now nine schools currently offering these courses in the city. These new schools have launched "CONNEXIONS Batxillerats Artístics", a mediation and support programme launched jointly between the Barcelona Education Consortium and the Barcelona Institute of Culture, with the aim of establishing long-lasting links between these centres and the cultural system, above all in the realm of the performing arts, and cultural facilities in the vicinity of these schools.

Three types of proposals will be developed over the school year: training and support aimed at teachers for establishing how to adapt the language of the performing arts to the curriculum to be developed; implementing educational initiatives around lesser-known aspects of the world of production in the performing arts, and instruction aimed at knowledge of the city's spaces and performing arts projects and at students of these baccalaureates. Collaboration with performing arts facilities near these schools.

In addition, a CONNEXIONS "sub-programme" was launched in 2021, entitled "Imperdibles", aiming to introduce young baccalaureate students (aged 16 to 18) to the performing arts programme and enable them to discover new languages and creations in the field of performing arts and in designing a festival. The current programmes will be consolidated for the coming school year and steadily extended.

- > **Specific line of subsidies:** A specific line of subsidies within the ordinary general call for applications has been created, for developing and consolidating projects that promote links between the cultural and educational fields. This line is provided with a total budget of close to half a million euros which have been used to fund part of the 80 projects from 80 separate associations of the 110 projects submitted for the 2022 call.

- > **Assessment of the educational link of the creation projects:** In 2020, due to the situation caused by the Covid-19 pandemic, the **2020 Barcelona Awards Grants** were created as an exceptional source of financial aid. The grants were allocated to enable creation, research and innovation projects in the areas of culture and education. The goals pursued were to reactivate a sector that was hit hard by the health crisis and is constantly battling job insecurity, and to promote initiatives that would help to maintain dynamism within the areas of culture and education in Barcelona through innovation in these areas.

Thirty-four awards were given out worth a total of 340,000 euros in the lines “Generating new links between cultural and educational players and/or facilities” and “New strategies and methodologies for strengthening the educational projects of cultural facilities”. These grants **have been used to generate new lines of research around possible links between cultural and educational facilities and to present new cultural and artistic projects in educational contexts** in different parts of the city of Barcelona.

Similarly, as a result of the commitment to promote these links, **the Barcelona Crea S Grants**, the successors of the Premis Barcelona 2020 Grants, will incorporate **into the projects’ assessment a specific and preferential rating for links with the education system.**

**New** programmes and initiatives that are to be implemented over the coming months

- > **Coordination between the Unified Call for Educational Programmes and Team Training and the Educational Activities Platform (PAE):** The Barcelona Education Consortium is organising the Unified Call for Educational Programmes and Team Training which will enable the educational programmes and training activities that improve teaching quality to be grouped together on a single platform. These programmes are proposed by the city’s institutions and cultural, scientific and social players to be developed in schools as a process that will be carried out throughout or for much of the school year.

The Educational Innovation Council, which has been attached to the Barcelona Institute of Culture since 2022, is also managing and promoting the School Activities Platform (PAE). This platform provides a standardised way of presenting the activities that are offered throughout the year by the city’s cultural facilities to the education system whether free of charge or through bookings and payment. More specifically, the PAE is offering over 5,200 activities, facilitating their registration, the forms of preliminary contact between schools and facilities, and access to the educational materials and documents relating to the activities. Free activities are also being offered at schools for disadvantaged children to prevent prices from posing an obstacle to access. During the 2021-22 school year, 82 associations offered 31,026 free places for paid activities, 13% fewer than during the pre-Covid-19 era, but clearly recovering from the previous school year.

Through this approach, new links will be established between the **two systems and platforms**, the **CUP and the PAE**, to facilitate analyses

in schools of the data on the programmes and activities offered by the two instruments, and to redress the balance between the city's schools of activities offered by the city's cultural facilities and players.

Both are tools that are meant to facilitate the strategic planning of projects to be carried out during the school year in accordance with the educational project of each centre (PEC). The coordination between the two platforms will therefore help schools to organise the proposals and generate greater impact (from the point of view of educational transformation), as well as link the various activities that may take place at the same school.

### **5.1.2. Programmes promoting the development of artistic-creation processes in educational contexts**

#### Programmes launched before 2019

- > **“In Residence”**: This is a programme created in 2009 and launched by the Barcelona Institute of Culture and the Barcelona Education Consortium which introduces contemporary creation to state secondary schools through a creation process developed by a creator with compulsory secondary education (ESO) students and their teachers throughout a school year. With the completion of the thirteenth edition (2021-2022), a total of 210 creators, 3,000 teenagers and 175 teachers have taken part in the programme, from almost three quarters of Barcelona's schools. Right from the outset, In Residence gave importance to the role of mediators, who organise and support each of the creation processes. The programme currently has 16 mediation teams, made up of the main associations dedicated to cultural and education programmes, art centres, museums, performing art spaces, creation factories and creation spaces. This is a well-established programme in the city which will continue growing over the coming years.
- > **“Tot Dansa”**: brings the language of movement and contemporary-dance creation to the city's compulsory secondary education (ESO), baccalaureate and state-school students, through a living, collective-creation experience. With a choreographer, chosen through a Mercat de les Flors competition, and the support of the Institute of Theatre's Higher Conservatory of Dance, teachers and students at participating schools together create a show to be performed at Mercat de les Flors.

It is developed throughout the school year, and the methodology is divided into three stages led by the project's choreographers, chosen each year, and with the assistance of a team of dance trainers/educators. The three areas are: training the teachers, the creation process in the schools and the final show featuring all the schools taking part.

Thirty-seven of the city's state schools have taken part over the last 10 editions of the programme, 6 per edition. The number of schools taking part has doubled since the 2020-2021 school year, up to 12 per edition.

- > **“Films in progress”** i **“Photography in progress”**: These programmes, promoted citywide by the A Bao A Qu association, with the

support of the Barcelona Institute of Culture and the Barcelona Education Consortium, aim to encourage students to discover film and photography understood as art, creation and culture in addition to developing the educational potential of film making.

- > **“Corrandescola”** and **“Improversem”**: These are two programmes jointly launched by the Barcelona Institute of Culture, the Barcelona Education Consortium and the Catalan government which invite secondary school students to work on their spoken language, singing as soloists and staging through folk songs, also known as *cançó improvisada* or *corrandes* in the case of the “Corrandescola” programme. The “Improversem” programme, by contrast, does this through folk songs and rap, creating a space for critical dialogue around a topic of interest, such as gender equality and the fight against racism.
- > **“Contes cantats”**: This is a programme for the collective creation of a cantata, where students from various schools work together with the composer and a music school. The programme is run by the Barcelona Education Consortium, ESMUC and the Orfeó Gracienc.

#### Programmes started between 2019 and 2022

- > **“Espais C”**: The “Espais C” programme (“Artistic-creation spaces in Barcelona’s primary schools”) continuously introduces art into schools through a stay and access to a creator’s workshop. “Espais C” is a programme from the Barcelona Education Consortium and the Barcelona Institute of Culture with the collaboration of the Autonomous University of Barcelona’s Department of Pedagogy. Although it began earlier, the programme underwent a major reorientation in 2021-2022 with regard to the approach and engagement of the city’s visual arts sector.

The programme is coordinated by Fabra i Coats Contemporary Art Centre of Barcelona and the Experimentem amb l’Art association, with Hangar, the Antoni Tàpies Foundation and the Suñol Foundation taking part too, as centres mediating, selecting and supporting the participating artists. Three schools have participated in the programme in 2021-2022 (two secondary schools and one primary school) and it will be extended to a total of six “Espais C” centres which will join the programme in 2022-2023.

- > **“Escena Pilot”**: this was launched in 2020-2021 and brings the language of theatre to compulsory secondary-education (ESO) and baccalaureate students through a lived experience of collective stage creation. This is about giving young people the opportunity to have an important theatre experience in contact with professionals from the sector.

The programme is jointly promoted by the Barcelona Institute of Culture and the Teatre Lliure, and involves the production of a theatre show collectively created by students from a number of the city’s state secondary schools. The 2021-2022 edition saw five secondary schools taking part, a number that will rise to ten over the coming four years. The results of the pilot scheme will enable the strategy for extending the programme to be defined over the coming years.

### 5.1.3. Extension of the “Eix Singular” [Specialist Hub] programme: unique artistic and scientific projects in schools

Programme launched before 2019

The “**Eix Singular**” programme, a variant of the “Caixa d’Eines” programme developed under the Neighbourhood Plan, was launched in 2018. “Eix Singular” [Specialist Hub] involves establishing an artistic discipline as the cornerstone of a school’s educational project (especially in schools that operate as “Instituts escolars” - specialist or ‘magnet’ schools), that will have an impact on all students at every educational level.

The programme is run by the Barcelona Education Consortium, with the participation of the Neighbourhood Plan and the Barcelona Institute of Culture. The aim of creating specialist schools is to help facilitate students’ formative itinerary and reduce the school drop-out rate. The purpose of promoting a specialist artistic hub is to strengthen this aim to ensure continuity in learning and to generate cohesion between the teaching staff and the subjects that are taught which are connected to this hub. It also serves to give the school and its educational project a distinctive character. This distinctiveness helps to raise the profile of the school in the local area and also enables it to link up with leading facilities and programmes in this field or speciality located in Barcelona.

“Eix Singular” is currently being developed in eight of the city’s schools and in 2022-2023 there are plans to create a network or shared space for meeting and joint innovation, and it is hoped that the programme might be **extended to up to ten schools**. One of the goals is for these participating schools to become benchmarks for all the city’s schools when it comes to generating methodologies on how to apply artistic languages and expressions within their curricula and educational plans.

A series of issues need to be taken into account with regard the deployment and extension of the “Eix Singular” programme:

- > The structuring plan must stem from a shared need between the teachers, the educational community and the surrounding area.
- > More intensive support programmes need to be established for the early years (from 3-4 years) in schools by external associations and players specialising in the field or the specialist discipline.
- > An annual programme is being designed for specific training in this specialisation and its application to the school curriculum, aimed at the school’s trainers and teachers.
- > We need to guarantee a system for keeping teaching staff, with specific profiles for developing this structure and speciality.
- > The programme’s implementation in each school can be accompanied by an investment programme for adapting the schools’ spaces (from an architectural and equipment-supply point of view) to enable this specialism to be developed.
- > A revitalisation plan needs to be incorporated along with a regular programme of activities from within the school, aimed at the community and outside school hours, related to this specialism.

#### 5.1.4. Creation and consolidation of the “Temps d’art” [art time] programme

Programme started between 2019 and 2022

A new arts education pilot scheme, entitled “**Temps d’art**”, was jointly launched during the 2021-2022 school year by Barcelona City Council and the Barcelona Education Consortium.

“Temps d’art” opens up a new space for creation and arts education for schools in a particular territory, with three inter-relating areas: music, performing arts and visual and plastic arts. The initiative, which was created to redress the inequalities in the practice of artistic experiences during and outside school hours, increases the time dedicated to arts education in accordance with the context of each school (up to two hours more in primary and secondary education) and sets out a new way of working in the classroom, with three resident artists in each of the schools.

Currently taking part in this pilot project are students from three state schools and a La Verneda secondary school (with a total of 430 children and young people) and the sessions include the support of specialist teachers from the schools and an artist for each of the artistic languages. The programme is monitored qualitatively and quantitatively, with the participation of students, teachers, the artists and management teams from the schools, as well as the person in charge of the programme.

#### 5.1.5. Linking Creation Factories up with local schools in the area

Programme started between 2019 and 2022

A space has been established under the Neighbourhood Plan for linking the Creation Factories located in these areas [1] with their nearest schools. Through this line of action, facilities such as La Central del Circ, Ateneu Popular 9 Barris and El Graner - Centre de Creació del Cos i el Moviment - have been provided with specific resources for developing educational programmes based on their experience supporting creation in their respective disciplines and languages.

#### 5.1.6. Consolidation and extension of artistic activity and practice programmes in the classroom in areas with certain social and territorial features

Initiatives and programmes started between 2019 and 2022

With the aim of redressing current inequalities in access to artistic-training programmes, programmes are being launched that promote intensive interventions in schools with certain contexts and educational needs due to a variety of factors (the social and financial context of the families, high levels of late enrolment, etc.)

An example of this line of action is the “**EducArtS**” programme, an initiative from the Neighbourhood Plan in collaboration with the ICUB and the Barcelona Education Consortium and developed by the Arc i Xamfrà Foundation which is being implemented in the Ciutat Meridiana, Torre Baró and Vallbona neighbourhoods. It is an educational project that uses the performing arts and music as

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The city neighbourhoods where the Neighbourhood Plan is being implemented are: El Carmel i Can Baró; El Poble-sec; Les Roquetes i el Verdun, La Prosperitat, El Turó de la Peira i Can Peguera; El Besòs i el Maresme, El Raval, La Trinitat Nova, La Trinitat Vella, Zona Nord, El Bon Pastor i Baró de Viver, El Gòtic Sud, La Marina, La Verneda i la Pau, Sant Genís, dels Agudells and La Teixonera.



social and educational tools, for improving the educational opportunities of these neighbourhoods' children and young people. Based on demand from schools, the programme works to support children with their emotional needs in order to improve their emotional state and to equip them with the tools for managing conflicts, improving the students' language and communication skills, stimulating inter-school relations and strengthening the educational community.

### 5.1.7. Training plan and support system for teachers

#### Initiatives and programmes started between 2019 and 2022

In this line, new projects have been launched within the framework of the Neighbourhood Plan to support teachers and to promote a shift in the school's educational project towards new artistic fields.

One of the keys for promoting artistic practice in the classroom is ongoing training for teachers and their involvement in applying new teaching methods for arts education and practice in the curricular context. To this end a training plan will be established, as well as a **system for supporting** teachers (in many cases with the participation of outside specialists and workshop facilitators).

## 5.2. Right to (non-formal or informal) cultural educating environments

### 5.2.1. Expansion of the Municipal Music and Art School Network

#### New programmes and initiatives that are to be implemented over the coming months

Barcelona currently has five municipal music schools which are being managed through the Municipal Institute of Education (IMEB). They are located in the districts of Horta-Guinardó, Sarrià-Sant Gervasi, Eixample, Nou Barris and Sant Andreu. As pointed out in the diagnosis of this measure, the public supply of arts education in the city is insufficient to meet existing demand. The Escola Municipal de Música i Art in the Sant Martí district will be launched during the 2023-2024 and 2024-2025 school years in an attempt to move towards a more balanced distribution of arts education opportunities that ensures better access, extending teaching for the first time beyond musical language and making the facility an interdisciplinary, community focused centre. In addition, the headquarters of the Escola Municipal de Música de Sant Andreu - Mestre Pich Santasusana, currently located in the Josep Pallach building, will move to the Fabra i Coats complex.

In addition to this extension, as already started during the 21/22 school year, throughout the Municipal Schools and Arts network, **community-focused programmes are to be developed and implemented by area**. These area-specific programmes are intended to enable the Escola Municipal de Música's impact to go beyond its building or facility and spread through the neighbourhoods themselves through these programmes in collaboration with other facilities (old people's centres, neighbourhood centres, community centres and so on). This will enable practical music programmes to be developed with other groups and segments of the population who tend to be less well represented in music schools.



Support and accompaniment activities will also be promoted for music-specialist teachers at schools and music awareness-raising projects within the community.

### **5.2.2. System of financial aid and/or allowances for families for accessing artistic practice and education**

**New** programme that will be implemented over the coming months

The five municipal music schools that are currently up and running also have an allowance programme for students from lower-income families. The 2020-21 school year saw 12% of students (248 children and young people) receive an allowance, from a budget totalling 102,000 euros.

In addition, financial aid has been provided from the state since 2014 in the form of discounts and allowances for carrying out activities in private music schools authorised by the Catalan Ministry of Education under an agreement from the Barcelona Institute of Culture with the Catalan Private-Initiative Music Schools Association (EMIPAC).

One of the measures included in the Educational Afternoons Strategy is financial aid for extracurricular artistic practice for school-age children and teenagers, similar to the current grants for extracurricular sport activities, also based on the activities offered by organisations and various officially approved arts activities in the city, to make it easier for children and teenagers in socially vulnerable situations to access these opportunities. This aid programme is expected to be launched for the 2023-2024 school year and will be provided with an initial fund of over half a million euros, which will be progressively increased over the coming years.

### **5.2.3. Training programme for social and cultural associations and players for carrying out extracurricular activities and providing support and accompaniment to the AFAs [students' families associations]**

Initiatives and programmes started between 2019 and 2022

As for AFAs (students' families association), support strategies need to be established to ensure they serve their function of bringing families together and to promote their involvement in fostering extracurricular artistic and cultural activities. This year we are promoting a specific line of subsidies, from the Department of Education itself, aimed at supporting AFAs at Barcelona's schools in organising extracurricular activities (including arts activities) with a total allocation of 50,000 euros.

### **5.2.4. Municipal programme of extracurricular activities in districts and neighbourhoods where they are most lacking and which have the greatest need**

**New** programme that will be implemented over the coming months

A specific intervention within the framework of the Educational Afternoons Strategy and the Neighbourhood Plan is to be deployed in areas where such activities are most lacking or where families and children and young people have difficulties accessing extracurricular artistic and scientific activities.

A **pilot programme of extracurricular arts activities** will be launched for the 2022-2023 school year in state schools in a total of ten neighbourhoods in the districts of Sant Martí, Sant Andreu, Nou Barris, Horta-Guinardó, Sants-Montjuïc and Ciutat Vella in the areas covered by the Neighbourhood Plan and aimed at all educational levels. Local cultural facilities in these areas, such as libraries and community centres, will also be directly involved in the programme. The programme will be accompanied by a support, accompaniment and skills-acquisition strategy for AFAs and will include, ideally, local professionals and organisations.

### **5.2.5. Consolidation and extension of the Connexions programme**

#### Initiatives and programmes started between 2019 and 2022

As part of the “Ampliem Espais” [We’re expanding spaces] programme, which was carried out in response to the restrictions on carrying out educational activities in schools owing to the Covid-19 pandemic, local facilities were made available to schools to make up for the lack of school spaces.

This new reality and the new links between the schools and local facilities led to the creation of the Connexions Programme. Connexions was established so that providing access to spaces for educational facilities could go beyond the simple provision of a space and would instead enable a collaboration project to be developed between the school and local cultural facility which would create new synergies and links between the two. This pilot project carried out during the 2021-2022 school year became a programme that will now be offered at eight schools from 2022-2023 and which provides a mediator who enables links to be formed between a school and a local cultural facility so they can work together to develop co-created and long-lasting projects.

### **5.3. Right to cultural and artistic centres and facilities with an educating aspect**

#### **5.3.1. Transformation of the models and teams of cultural centre educational services and programmes**

##### **New** programmes and initiatives that are to be implemented over the coming months

If progress is to be made in the educational side of cultural facilities and centres, reference indicators need to be established on the funding required by an educational service compared to all the other services. This action is especially important in the case of museums, although it will eventually need to be applicable to all other cultural centres too.

It is important to begin giving the educational and mediation activities of cultural centres a more central role through greater involvement of educational services in defining the general cultural programme of museums and cultural centres. And, by the same token, all the other branches and programmes of cultural centres and museums need to play more active roles in the definition and deployment of educational services.

Finally, in some cases, some of the procedures for hiring these services will be reorientated and supervised to ensure stability and continuity among the teams that carry out education programmes in many of the facilities.

### **5.3.2. Consolidation of the CIP (Educational Innovation Council) as the main catalyst for activity ideas**

**New** programmes and initiatives that are to be implemented over the coming months

Currently promoted by the ICUB, the Educational Innovation Council (CIP) was set up by the Barcelona Municipal Institute of Education (IMEB) with the aim of facilitating coordination between the cultural, scientific and artistic institutions, among others, that offered educational activities to the city's schools. The CIP has a track record of highlighting the compensatory effect of school activities and their potential for bringing cultural literacy to children and young people from complex backgrounds.

The CIP currently brings together over 150 citizen organisations (institutions, public authorities, boards of trustees, foundations, museums, non-governmental enterprises, private universities etc.) which play an active role in this educational network, offering over 5,000 educational activities.

The CIP's new management project for the coming four years will include further research and innovation to generate new links and synergies between schools and cultural centres so that they mutually influence one another and co-produce proposals.

New technical functions are also being incorporated which will affect and extend the educational work of the CIP network's member organisations, promoting new educational after-school and holiday activities to help combat inequalities between the city's children and young people.

Also, work will focus on the educational quality of the educational projects, facilitating training and improvement processes, and renewing the Seal of Educational Quality (an assessment certificate of the educational capacities of the activities offered), so that the Council's organisations and institutions can create educational proposals in line with the transformation process of the schools, while establishing educational-quality parameters across all the educational projects offered by the Council's members.

### **5.3.3. Boosting regular programmes that connect cultural centres to nearby schools**

**New** programmes and initiatives that are to be implemented over the coming months

The strategic importance of the educational programmes needs to be incorporated into and made explicit in the catalogue of services of local cultural centres (community centres, libraries, activity centres etc.) and in the programme contracts of cultural centres and museums.

To facilitate this **new approach and boost spaces for collaboration between cultural centres and schools, it will promote the progressive training and skills acquisition of the cultural centres' teams** (both at ex-

ecutive and managerial as well as technical levels) in ways of working that are increasingly cross-cutting and promote community involvement. In fact, one line of work that needs encouraging and which some cultural centres have already started experimenting with, though it is at an early stage, would be to promote systems for defining cultural centre programmes that are open to the participation of educational players.

In this line a **working group has been created**, launched by the Department of Heritage and Museums of the Barcelona Institute of Culture, **to help to define and specify the functions of the municipal museums' educational and mediation services**. The aim must be to define a catalogue of types and standards that enable the standardisation of the criteria for signing up to these services, and their deployment at all municipal museums over the coming years.

In the case of local cultural centres such as community centres and libraries, several cultural programmes are also being launched linking the areas of culture and education. On the one hand, one of their cornerstones of community centre network programmes such as the **Barcelona Cultural District** of living arts and the **Temporals programme**, of contemporary visual arts, is the involvement of schools near to the community centres that plan shows and exhibitions

The IMEB and Barcelona Libraries Consortium (CBB) have likewise agreed to the transfer and cataloguing of the **Artur Martorell Heritage Fonds to the Biblioteca Xavier Berenguer, as well as the collection of Children and Young People's literature from educational resources up to now in the Biblioteca Artur Martorell in the Municipal Libraries network catalogue**. Support is also being provided at municipal nursery schools by their nearest public libraries to encourage shared reading from a young age, both in school and with families. As part of this project, 25 school playgrounds open their gates every Saturday morning for free play and they also offer cultural activities and small libraries in collaboration with CBB.

At the same time, programmes are also being carried out jointly with libraries linking culture and education, such as "Literàpolis", "Poètiques Barcelonines" and "Lectures explosives". The last of these programmes consists of a book club which, in addition to the usual dynamics of such clubs, includes "augmented reading" activities, such as visits or activities around a setting or representative feature of the text being read or meetings with authors.

#### 5.3.4. Identifying schools as cultural centres in their local area

##### Programme launched before 2019

- > **"Patrimonia'm Col·leccions" extension.** "Patrimonia'm Col·leccions" is a collaboration programme where a school works jointly with a municipal museum sponsoring one of its heritage collections or features and carrying out a cross-cutting interpretation and heritage-dissemination project. It aims to move beyond the traditional approach to museum-school relations based on one-off visits and where students are a mere receptor of the narratives created by museums.

State primary and secondary schools take part in the programme, promoted by the ICUB. This year (2021-2022) a total of nine schools have taken part in this programme.

#### Programme started between 2019 and 2022

- > **Cultural and educational halls.** Under the Neighbourhood Plan and making the most of other earlier experiences carried out in the city, a total of five event spaces have been set up in five schools to serve as cultural spaces for organising regular programmes and disseminating culture in their local area.

They have been set up in schools in neighbourhoods where there is a shortage of facilities offering cultural programmes and cultural dissemination activities. The programme is being carried out by the nearest neighbourhood community or activity centres, and is helping to make the most of the school facilities outside normal school hours, making the school into a cultural centre as well.

The number of cultural and educational rooms in the city will extend to a further four schools in the city, making a total network of nine spaces.

#### **New** programme that will be implemented over the coming months

- > **Deployment of the programme for bringing works from the Municipal Art Collection into schools.** This is a new programme that will be carried out in three schools on an experimental basis in the 2022-2023 school year. The intention is to extend the programme to a total of ten schools by the 2024-2025 school year.

This is a programme launched jointly between the Barcelona Institute of Culture, the Museu d'Art Contemporani de Barcelona (MACBA) and the Barcelona Education Consortium to enable participating schools to house and exhibit throughout the school year items from the municipally-owned contemporary art collection and held in the MACBA's reserve collection.

The scheme provides for the development of a public research and analysis programme on the pieces, with the involvement of the artists that created them, to be carried out by the whole community of the school where the artwork is housed.

The project aims to offer a new approach to contemporary creation from schools, and a re-reading from a context that is different from the museum where the artwork comes from.

### **5.3.5. Promoting new educational-project models in large facilities**

#### Initiatives and programmes started between 2019 and 2022

- > Some of the city's **large cultural facilities** in which Barcelona City Council has a direct stake have launched **new project lines that entail a new link to schools** with the aim of further developing artistic creation and awareness processes. One of the challenges for the coming years is to get more facilities joining in and larger numbers of schools taking part in this type of activity.

Examples here would include, but by no means exhaustively, “El monstre al Laberint”, launched by the Liceu, the “La Caixa del Lliure” programme, from the Teatre Lliure, and “Escola en residència” from the CCCB. Mention should also be made, given its track record and impact regarding participating students, of the Cantània programme launched by the Auditori.

#### **5.4. Right to a cross-cutting municipal action that promotes links between culture and education**

##### **5.4.1. Involvement in the development of new Catalan Government-scale initiatives to foster closer ties between culture and education in Catalonia**

###### Initiatives and programmes started between 2019 and 2022

Worth noting is the important leadership being taken on by the Catalan government’s National Council of Culture and Arts to promote links between culture and education in Catalonia.

The organisation of the Arts in Education Forum in April 2022 was an important step for calling on the Catalan government’s Ministries of Education and Culture, as well as all of Catalonia’s local councils, to make considerable progress in ensuring a greater presence of artistic practice in the primary and secondary curriculum and for local authorities to take steps to regulate the minimum number of programmes to promote the teaching of arts (besides music).

Barcelona City Council played an active role in this process and some of the programmes promoted at a local level are being used to establish future work lines in the Catalan context.

##### **5.4.2. Designing and implementing new communication initiatives for the programmes and initiatives that link culture and education**

###### **New** programmes and initiatives that are to be implemented over the coming months

A communication strategy needs to be established which also goes beyond the specific communication areas of the mass media, journalists and sections specialising in the fields of culture and education.

For this reason work is being carried out to define a **municipal web portal** that acts as a point of reference in the city on cultural and educational programmes. This portal should enable people to learn about the programmes being launched, enable monitoring of the artistic processes being carried out in educational contexts and should serve as a space for disseminating to all city residents the landmarks or more singular examples in terms of cultural and educational projects.

Ultimately, when it comes to considering schools as cultural centres, we need to recognise their capacity to generate productions and creations aimed at all Barcelona’s residents, besides the city’s respective educational communities.

Greater visibility to the cultural and educational projects within the specific media of the educational sector thereby helps to generate greater awareness among the educational community of the importance of playing host to programmes in this line.

It is expected that a **communication plan** and a whole series of specific measures for highlighting relations between culture and education will be put in place over the next four years.

#### **5.4.3. Programme for collecting cultural and educational data**

**New** programmes and initiatives that are to be implemented over the coming months

There needs to be broader diagnoses and knowledge of the activity being carried out and on the impact of the cultural and educational programmes. Such analyses are crucial for the ongoing deployment of new public policies and programmes.

Work is now being carried out on standardising and connecting the various sources of data and indicators available. Work will then be carried out on integrating the indicators generated by the Barcelona Education Consortium with information on schools and students, data on municipal nursery schools and municipal music schools and the data gathered by the Barcelona Institute of Culture from the city's cultural facilities.

Over the next three years, these initiatives need to help bring about an interoperative space for connecting the various databases and indicators of the various municipal institutions and departments involved.

# 6. Calendar and budget

Barcelona Cultural Rights Plan



This budget foresees an implementation plan from before the publication of the measure until 2023.

Line of action	Budget
<b>Extension and consolidation of support programmes that represent intersections and connections between cultural facilities and players and schools</b>	558.000 €
<b>Programmes promoting the development of artistic-creation processes in educational contexts</b>	400.000 €
<b>“Eix Singular”: unique artistic and scientific projects in schools</b>	200.000 €
<b>Creation of the “Temps d’art” programme</b>	60.000€
<b>Linking Creation Factories up with local schools in the area</b>	80.000 €
<b>Consolidate and extend artistic activity and practice programmes in the classroom in areas with certain social and territorial features</b>	500.000€
<b>Training plan and system for accompanying teachers</b>	35.000€
<b>Expansion of the Municipal Music and Art School Network</b>	3.000.000 € + 9.000.000 € (Inversions)
<b>System of financial aid and/or allowances for families for accessing artistic practices and teaching</b>	750.000 €
<b>Training programme for social and cultural associations and players for carrying out extracurricular activities and providing support and accompaniment to the AFAs [students' families associations]</b>	180.000 €
<b>Municipal programme of extracurricular activities in districts and neighbourhoods where they are most lacking and which have the greatest need</b>	300.000 €
<b>Recognition of the value of involving schools in the community dynamics of their local area</b>	50.000 €
<b>Transformation of the models and teams of cultural centres' educational services and programmes</b>	
<b>Consolidation of the CIP (Educational Innovation Council) as the main catalyst for activity ideas</b>	190.000 €
<b>Promotion of ongoing programmes that link cultural centres with nearby schools</b>	150.000 €
<b>Identifying schools as cultural centres in their local area</b>	300.000€
<b>Promoting new educational-project models in large facilities</b>	
<b>Involvement in the development of new Catalan Government-scale initiatives to foster closer ties between culture and education in Catalonia</b>	

<b>Design and implementation of new communication initiatives from the links and initiatives that connect culture and education</b>	80.000€
<b>Programme for collecting cultural and educational data</b>	35.000€
<b>Budget</b>	
<b>Current annual expenditure (if they are for more than one year, multiply by years)</b>	6.868.000 €
<b>Investment</b>	9.000.000 €
<b>TOTAL MEASURE 4</b>	<b>15.868.000 €</b>

# 7. Monitoring and evaluation

Barcelona Cultural Rights Plan

The most appropriate follow-up indicators will be defined as the action lines of this measure are developed. However, some of the sources of information that will be available and those that will need to be created to monitor implementation and evaluate the results are listed below.

> **Extension and consolidation of support programmes that represent intersections and connections between cultural facilities and players and schools**

Each of the programmes (mediation programme in arts baccalaureates, specific line of subsidies) included in this line of action has specific indicators and mechanisms for monitoring and assessment purposes.

As for the specific line of subsidies, the Cultural Data Observatory has open data on all the subsidies awarded by the Barcelona Institute of Culture.

> **Programmes promoting the development of artistic-creation processes in educational contexts**

This line of action includes several programmes with their own indicator monitoring systems (En Residència, Tot Dansa, Espais C and Escena Pilot, for example).

> **“Eix Singular”: unique artistic and scientific projects in schools**

The “Eix Singular” was launched in 2018 and is currently being carried out in eight schools and is expected to be extended to ten schools in the coming year. Given that it is a programme whose extension is complex, an in-depth study will have to be conducted on potential schools where it could be implemented and an assessment made of impacts it is having in the schools where it is already being carried out.

> **Creation of the “Temps d’art” programme**

“Temps d’art” is a pilot scheme started in the 2021-2022 school year; which is why its assessment is part of the implementation itself. The result of this assessment will enable decisions to be taken on its possible continuation and deployment.

> **Linking Creation Factories up with local schools in the area**

It will be monitored so that the interactions that are established can be assessed.

> **Consolidate and extend artistic activity and practice programmes in the classroom in areas with certain social and territorial features**

Each of the programmes included in this line has specific monitoring indicators. Of course, with this type of intervention, it needs to be taken into account that the results and effects usually become visible once the programmes have been running for some time. So the monitoring to be carried out will need to take account of this fact and short-, medium- and long-term indicators will have to be established.

> **Training plan and support system for teachers**

Once the training plan is established and the support system specified, monitoring and assessment indicators will have to be designed to

enable the results to be evaluated and any changes and amendments made that are deemed relevant.

> **Expansion of the Municipal Music and Art School Network**

The Barcelona Municipal Institute of Education has access to all the data and indicators which are linked to the city's municipal music schools. Working in collaboration with the Barcelona Institute of Culture, it will be able to establish new indicators to be taken into account when monitoring the new lines of action being carried out at schools.

> **System of financial aid and/or allowances for families for accessing artistic practices and teaching**

This aid programme is expected to be launched for the 2023-2024 school year and will be provided with an initial fund of over half a million euros, which will be steadily increased over the coming years until it reaches 2.5 million euros a year in 2027. It is therefore an important investment and its implementation will be accompanied by a specific monitoring and assessment system.

> **Training programme for social and cultural associations and players for carrying out extracurricular activities and providing support and accompaniment to the AFAs [students' families associations]**

The training programme's design will include a series of targets to be met, each of which will have to be assessed with specific indicators.

> **Municipal programme of extracurricular activities in districts and neighbourhoods where they are most lacking and which have the greatest need**

A pilot programme of extracurricular artistic activities will be launched for the 2022-2023 school year at state schools in a total of eleven neighbourhoods. The pilot will be used for assessing the results and designing the next steps to be taken.

> **Recognition of the value of involving schools in the community dynamics of their local area**

The Connexions programme has its own monitoring and assessment system that enables analysis of both the positive and negative results and effects of the projects being carried out as part of the programme.

> **Transformation of the models and teams of cultural centres' educational services and programmes**

Each cultural centre and museum needs to establish their goals for each educational programme, bearing in mind the new approach that this government measure sets out and mechanisms should be established for assessing the goals.

> **Consolidation of the CIP (Educational Innovation Council) as the main catalyst for proposed activities**

Besides the activity that the CIP is already carrying out, bringing together more than 180 organisations offering activities in schools, the new management project for the coming four years will include a specific system of indicators devised to assess the body's capacity for further

research and innovation in order to generate new links and synergies between schools and cultural centres.

> **Promotion of ongoing programmes that link cultural centres with nearby schools**

Each of the programmes included in this line of action led by the city's community centres and libraries has monitoring and assessment systems.

> **Identifying schools as cultural centres in their local area**

Each of the programmes included in this line of action (Fora de Reserves, Sales de Cultura i Educació and Patrimonia'm Col·leccions) has specific monitoring and assessment systems.

> **Involvement in the development of new Catalan Government-scale initiatives to foster closer ties between culture and education in Catalonia**

This line of action will be monitored as new impact spaces emerge, whether generated by Barcelona City Council or by other authorities and organisations.

> **Design and implementation of new communication initiatives from the links and initiatives that connect culture and education**

The Communication Plan that is designed must meet the general and specific goals that are taken into account when it comes to monitoring and assessing the campaign's expected and real impacts.

> **Programme for collecting cultural and educational data**

This programme will enable the standardisation and systematisation of the monitoring and assessment of all the lines of action provided for in this government measure.

# 8. Coordinating agents

Barcelona Cultural Rights Plan

Initiatives in the fields of culture and education are run mainly by the Barcelona Institute of Culture, the Barcelona Education Consortium, the Barcelona Municipal Institute of Education and the Barcelona Department of Education (attached to the Area of Culture, Education, Science and Community) at Barcelona City Council and Foment de Ciutat as the Neighbourhood Plan's managing organisation.

In addition to these municipal institutions promoting the various Culture and Education programmes, we should also mention the diverse and rich ecosystem of cultural and educational players implementing a large range of projects and programmes in Barcelona.

A proposal has been put forward to focus this Government Measure on initiatives and programmes launched directly by Barcelona City Council. But these lines and initiatives need to include all the projects being implemented by the city's foundations, associations and groups receiving some type of support from Barcelona City Council itself through general calls for subsidy applications or some type of Agreement. Most of these players took part in some of the 10 discussion groups organised for drafting the Government Measure: *Towards a public policy for Culture and Education* presented in 2019

Without this broad range of players, this commitment to creating links between the two areas would be insufficient and would lack the experience, knowledge and conviction with which these players act all over Barcelona and, more especially, in areas with greater deficits and difficulties. No detailed, extensive list of these players has been compiled (to avoid running the risk of overlooking any) but one thing that is crucial is recognition of their work and confirmation of the support (and, as far as possible, its extension) that will continue to be provided so they can continue carrying out their work.





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