



Bogota DC (Colombia): Public Policy on Childhood and Adolescence Focused on Early Childhood¹

Name of the policy: Public Policy on Childhood and Adolescence Focused on Early Childhood

Start date: 2012

Completion date: 2015

¹ The **Inclusive Cities Observatory** is a space for analysis and reflection on local social inclusion policies. It contains over sixty case studies on innovative policies for community development, access to basic services, gender equality, environmental protection and the eradication of poverty, among others. The initiative has been developed with the scientific support of Prof. Yves Cabannes from the University College of London (15 case studies) and a team of researchers from the Centre for Social Studies (CES) at the University of Coimbra, which has worked under the supervision of Prof. Boaventura de Sousa Santos (50 study cases). This Observatory aims to identify and investigate successful experiences that might inspire other cities to design and implement their own social inclusion policies.

The **Inclusive Cities Observatory** has been created by the Committee on Social Inclusion, Participatory Democracy and Human Rights of UCLG. United Cities and Local Governments (UCLG) is the global platform that represents and defends the interests of local governments before the international community and works to give cities more political influence on global governance. The **Committee on Social Inclusion, Participatory Democracy and Human Rights** aims to contribute to building a common voice for the cities of UCLG in the areas of social inclusion, participatory democracy and human rights. It also aims to guide local governments in designing these policies and to that end, fosters political debates, the exchange of experiences and peer learning among cities around the world.

This case study is part of the program to Monitor Human Rights under the light of the [Global Charter-Agenda for Human Rights in the City](#), which was implemented as pilot in Bogota. The evaluation of the "Bogotá Humana" program's policies on Ageing and Older People, on Homelessness and on Childhood and Adolescence were carried out from September to December 2015. This study, coordinated by the Committee on Social Inclusion, Participatory Democracy and Human rights in partnership with the Bogota Secretariat for Social Integration, was produced by the team of researched conformed by Rocío Lombera (Centro Operacional de Vivienda y Poblamiento, COPEVI), Giovanni Allegretti and Víctor Huerta (both from the Center for Social Studies of the University of Coimbra).

For more information: www.uclg.org/cisdp/observatory

For further information on the Human Rights Monitoring program: <http://www.uclg-cisdp.org/en/human-rights-monitoring-program>



Introduction

Bogota has shown a sustained and increasingly stronger commitment to the integral development of children. The focus on early childhood is mentioned in the General Purpose of the Bogotá Humana Development Plan, highlighting the need and intention of materialising the guarantee of children's human rights for children during this vital cycle, because they belong to the most overlooked and voiceless sector, but not with a handout or subsidy mindset, but with a rights approach, recognizing human dignity and full citizenship. In Bogota, the road for early childhood rights has already begun and is moving strongly, consistently and with conviction.

1. Right(s) in the *Global Charter-Agenda for Human Rights in the City* concretised

Rights of children (Section 5). This section provides for the enjoyment of all the rights recognized by the 1989 International Convention of the Right of the Child and recognizes the role of local governments to ensure decent living conditions for all children and, in particular, the possibility to pursue their education at school. It emphasises the duty of city inhabitants to act respectfully towards children's dignity and rights, including disabled children.

2. Background

Early childhood is a unique moment to stimulate brain development by intensively using all senses, forming strong emotional bonds and ensuring optimal health and nutrition conditions. However, it is also a stage where undesirable factors, like a polluted environment, deficit in nutrition or exposure to violence, mistreatment or abuse, have irreversible effects on the future physical condition and behaviour of children. Beyond any biological condition, early childhood is a key stage to strengthen the social structure; the adoption of behavioural codes and patterns for adult life is deeply rooted in the behaviours learnt in these first years. It is then important to invest monetary and technical and human resources at this stage of the vital cycle. It has been widely proven that integrated care and higher participation of children in appropriate early stimulation programmes promote the reduction of imbalances in terms of skills, learning and social advantages, delinquency and future criminal behaviour, proper to inequitable societies, and translate into a significant reduction of social costs. This is why any action in favour of early childhood is essential to fundamentally change the conditions in a society, to reduce inequalities and to promote democracy, justice and social cohesion.

According to the 2015 National Statistical Department's projections, Bogota has 7 878 783 inhabitants, out of which 723 156 are children younger than 5 years old, accounting for 9.2% of total population. From 2012 to 2014, the number of children between 0 and 4 years old went down due to a decrease in the fertility rate. 24% of households have at least one child younger than 5 years old, and have a life quality index of 83.9, with a Gini coefficient of 0.472. Poverty covers 17.6% of these households and 2.6% of them live in extreme poverty; 25% of this age

group ranks as poor². In terms of habitable and safe environments, in 2013, 10.26% of children in early childhood lived in overcrowded houses, 70.22% lived close to risky places, like waste dumps, drug-selling spots and brothels, and 66% lived close to parks and green areas (although in many cases they were not properly maintained).

3. Description of the Policy

Pillar 1 of the Bogotá Humana Plan reads “A city that reduces segregation and discrimination: The human being at the centre of development concerns”, thus defining the integrated care for early childhood as one of the government priorities. Section 7 highlights the *Guarantee for the Integrated Development of Early Childhood “Ser feliz, creciendo feliz”* (“Be happy growing happy”) strategic, cross-sector and priority programme that brings together the whole of the District Administration, led by the District Secretariat for Social Integration (SDIS), to take coordinated institutional actions and ensure qualified care for this population, leverage its development, provide significant pedagogical experiences, access to culture, sports and recreation, promote a healthy life, healthy diet, safe and protecting environments, and build sensitive and friendly spaces in the urban and rural areas within the municipality.

This Policy is focused on **Integrated Protection**, consisting of the same pillars it covers (Pillar 1: children and adolescents in full citizenship, Pillar 2: Bogota builds the city with children and adolescents, Pillar 3: governance for the quality of life in childhood and adolescence), recognizing children and adolescents as holders of rights, guaranteeing the assertion of such rights, preventing any situation that may threaten or violate the exercise of such rights, and taking actions to effectively and immediately re-establish them, when necessary.

The actions taken within the framework of the Development Plan are based on the principle of the integrated care of children, which involves a nutritious diet, qualified care and enjoyment of art and culture. To reach the universe of children living in the city, three environments were defined: institutional, household and non-conventional cultural and social environments.

The institutional environment consists of preschool and kindergarten, directly operated by the SDIS or in conjunction with the private sector, where children between 0 and 5 years old have access to their right to health and nutrition, and have access to culture and a set of pedagogic actions targeting at their integral development.

Within the household environment, people are treated by specialists directly at their homes. Interdisciplinary teams, consisting of teachers, psychosocialists, nutritionists, workshop coordinators and social workers, provide integrated care for children between 0 and 3 years old (and their families) who somehow cannot attend preschool. They receive care in terms of education, nutrition, health, culture and psychosocial support at home and in their neighbourhoods.

² Source: Monitoring system of the living conditions of children and adolescents in Bogota, Capital District. 2014 Report CODIA (Operational District Committee on Childhood and Adolescence) March 2015. Data gathered in 2013.

The non-conventional environment include preschools, integrated development houses or rural child and family development centres in non-conventional social and cultural spaces, like hospitals, rural areas or environments where rights are easily violated, like the Bronx neighbourhood within the Voto Nacional area. The purpose is to provide integrated care to children between 0 and 5 years old and their families that, due to their specific characteristics, require care adjusted to the reality of their cultural identity and social context, thus narrowing segregation gaps.

The city of Bogota has dramatically increased the number of collective actions targeted at children with the participation of parents. For instance, in response to the needs of parents working at night, integrated care centres for early childhood during non-conventional night hours and kindergartens were developed in the toughest locations with children at risk. The SDIS infrastructure was expanded from 106 preschools in 2011 to 430 in 2015, thus strengthening public assets.

There are 142 pedagogic nodes working in household environments, which cover the 100% of the overall served population and that are also working with women's rights. In terms of non-conventional environments, there are 8 indigenous preschools (Intercultural Thinking Houses), 8 rural preschools, 24 preschools and integrated care spaces for early childhood in non-conventional night hours, 2 preschools to care for children of people living in the street, the *Esplendor* preschool in El Buen Pastor prison, and 9 *Sana que sana* rooms in hospitals that, even with limited coverage (8% of the total population served) represent a road to guaranteeing the rights of early childhood under different conditions and situations.

Each pedagogic node is an operating unit, aiming at carrying out an interdisciplinary work among components to care for children between 0 and 3 years old, including pregnant women. They provide care to 576 participants through a team of 12 professional duos (teacher and technician), a psychosocial professional, nutritionist and/or nurse, to execute planned pedagogic actions aimed at strengthening the development of children and leveraging qualified care by their families, as well as strengthening the educational role of parents or guardians.

The activities in these nodes include group sessions with mothers and children between 0 and 3 years old in groups of 18 children with their adult caregiver, four times a month. The meetings consist of workshops on children development issues, like pregnancy, breastfeeding, etc., and they are led by professionals in nutrition, social work or psychology and teachers. Additionally, there is a cross-sector activity with IDARTES (District Institute of Arts) for recreational and artistic practices, and with the Secretariat of Health and ERI (Immediate Response Teams) to identify and georeference children to secure integrated care.

Other activities include pedagogic meetings at households to care for children in their family environment, aiming at strengthening emotional bonds, including upbringing and children development guidelines.

Equality of rights for children requires **a differential and inclusive approach**, responding to the diversity in the living conditions, situations and characteristics that make each child different and unique. The realisation of all their rights involves guaranteeing the necessary conditions for an integrated care and protection for children's full development as persons and active members of their community and society. This has led to transcend partial and sectoral visions in the search for an integrated understanding of these subjects of rights, developing population-based policies

in which the Public Policy on Childhood and Adolescents plays a substantial role. Actual integration, cross-sector, co-responsibility and participation are unavoidable to effectively implement the policy.

4. Funding

Since 2012, Bogotá Humana has defined Public Social Spending (GPS) as a budget priority and the share has been constantly growing (33% from 2012 to 2014) to currently account for 70.16% of the city's budget. Public Spending on Childhood includes investment in children and adolescents and accounts for 43.3% of GPS - evidenced by the improvement of this sector's living conditions. Participation in all these programmes is free of charge.

5. Major Outcomes in terms of Guarantee of Rights

The realisation of the rights of children in early childhood under Bogotá Humana is a reality for 250 348 children from 0 to 5 years old, i.e. 43.8% of the population of this age group that participates in the Public Policy on Childhood and Adolescence (PPIA) under the Integrated Care for Early Childhood Programme (AIPI).

With respect to the **right to life**, the mortality rates measured under **Existence** have been progressively diminishing from 2010 to 2014: from 39.1% to 27.3% in the case of maternal mortality, 13.2% to 8.0% in the case of female infant mortality, and from 27.3% to 15.9%.

In terms of **right to food**, chronic malnutrition has been progressively decreasing from 2010 to 2014: from 21.2% to 16.2% for girls, 17.3% to 15.6% in 2013 for boys, but moving up again in 2014 to 19.8%, (even higher than in 2010 and an important warning signal to be analysed). The share of children with low birth weight went down from 12.8% to 12.3% and exclusive breastfeeding (an average period of 3 months) has remained almost unchanged in the same period. The challenge is to cover 100% of nutrients (currently at 70%), which clearly depends on the availability of public resources.

In the area of the **right to health and a healthy environment**, the decrease of vaccination coverage from 99.3 in 2013 to 90.2 in 2014 is a concern, where there is almost universal coverage in terms of public services (water pipelines, drinking water, sewage and basic sanitation). A better quality of water results in an actual improvement in the health condition and quality of life of children, expressed as a 28% decrease in acute diarrhoea diseases from 2010 to 2014. However, there are concerns regarding the progressive increase of acute respiratory diseases (14.8% from 2010 to 2014).

With respect to the **right to identity, family and citizenship**, 100% of children under the “*Ser feliz, creciendo feliz*” programme have been registered.

In the **Development** category, the progressiveness of the **right to education** is evidenced by the primary school enrolment rate in 2014 (83 702 children between 3 and 5 years old in the district education system), showing an increase of more than 100% from 2013. In addition to initial education, some actions are promoted within the integrated care programme by applying a differential approach and providing sensitive and pertinent responses to the various situations and conditions specific to early childhood. To improve the quality of the care provided, two lines

of action have been planned: a pedagogical and curricular one, and another action line related to the technical standards of initial education, through training of teachers, family members and caregivers on the integrated development of early childhood with a rights approach.

To guarantee the **right to culture, art and recreation**, 100% of children younger than 5 years old have been involved in household and institutional environments to enjoy, appreciate, adopt and create art, with an artistic and pedagogic support aiming at constructing identity, self-esteem and autonomy in children and their families, and including interculturality, kindness, freedom and co-responsibility.

Under **Integrated Protection**, 1 100 persons were trained in 2014 (teachers, technicians and administrative staff of the SDIS human talent for early childhood services) and 125 officials were certified to detect child mistreatment and sexual abuse and to learn how to proceed to activate the District protection mechanism in order to guarantee the **right to personal integrity and protection against violence**. The District Secretariat for Social Integration (SDIS) has 34 fixed family service agencies, 2 mobile agencies and one virtual agency to protect victims of family violence, which provided increased protection measures in 2014 (up 56%, a total of 12 433 as of October 2014), in addition to 6 *Proteger* Centres that provide legal advice and psychosocial support to those that have been granted protection measures. We have also surveyed the office that provides initial advice on mental health at institutional environments (preschools) and group health services, as well as support and advice through a hotline (106) for children and teenagers. The children and adolescents mistreatment rate has gone down from 21.4% in 2010 to 18.6% in 2013.

The inclusion model and the differential approach embodied in the Public Policy on Childhood and Adolescence seek to guarantee the **right to equality and non-discrimination**. They recognize individual and common rights to children under different conditions and situations (disability, ethnic groups, victims of armed conflicts, threatened with child labour, temporary sick people) and contribute to the transformation of the current social imaginaries concerning these populations, promoting recognition and respect, as well as the "celebration" of differences - a motivating concept that drives human and social change of attitudes towards what is different and diverse. Great efforts have been made to diagnose, analyse, design, create and work, so that the rights of over 13 400 children in early childhood are guaranteed today -otherwise, they would have hardly had access to such rights.

6. Qualitative Transformation of Government Policies and Actions

The planning, models and approaches of the PPIA help thinking and implementing public policies differently, but they require a radical transformation in the way public affairs are managed.

The **rights approach** is built upon the ethical and political framework of Bogotá Humana, where public actions are built and supported (such as the PPIA and the "*Ser feliz, creciendo feliz*" programme), putting human beings at the centre as holders of rights (in this case, children from 0 to 5 years old), with the subsequent need to build inclusion and equity conditions without distinction, as provided by the differential and territorial approaches for the effective, progressive and sustainable exercise of their rights. The rights approach sets the standard to

shift from sector-based policies to population-based policies, which put people at the centre, considering their uniqueness and the indivisibility of their rights - a very valuable innovation in public management that has been implemented by other cities as well. The policies centred on the uniqueness of people require, due to their own nature, an integrated management, thus calling for the articulation of different government agencies, civil society, families and communities.

The **integrated care approach** that has been implemented goes from a handout approach to the guarantee of rights, where children are considered subjects of rights in their integrity and not in fragments. These rights have to be simultaneously guaranteed and not divided into compartments according to the specific projects of the various government agencies. The model contributed by the “*Ser feliz, creciendo feliz*” programme promotes the development of children in several dimensions, involving articulation among education, health, culture, sports and recreation, integrating prevention, promotion, protection and reestablishment actions, as well as relevant, sufficient and timely responses from the state, the family and the society to ensure the full development and guarantee of their rights.

The **differential approach** amounts to a qualitative and deep contribution of Bogotá Humana to government policies and actions. It implies the transformation of segregating and discriminatory social imaginaries that restrict the access and participation of “the different ones” into diversity and inclusion imaginaries, calling for the generation of specific strategies aiming at including them in all institutional and city scenarios. The action is focused on inclusion and tries to avoid the generation of exclusive and segregated environments for the different sectors, to transcend sensitization and move towards awareness, eliminating social and cultural barriers. The approach based on the vision that each boy and girl is unique and different has led to understand and provide alternative responses to the situations lived by children with disabilities, members of ethnic groups, children living under high vulnerability conditions, as those witnessed in rural areas, violent and risky neighbourhoods, victims of armed conflicts and displacement and even hospitalized children. Providing care to children in household and non-conventional environments, as well as inclusive education, is a clear example of the work that is being done in this respect.

The **territorial approach** has been essential to localize and deploy operations as closer as possible to the subjects of right. It has favoured the creation, strengthening and qualification of teams and cross-institutional instances in the various areas, summing up synergies and valuable local resources. It has facilitated and leveraged the participation and mobilization of citizens and communities at their closest environments.

The **Integrated Management Model** is another important innovation at local level, because it has implemented integrated actions oriented to social transformation. It has involved the dismantling of a culture, inertia, certain interests and powers exercised in a costly sector-based management, and laid down an articulated, coordinated and supplementary cross-sector intervention, adding up all synergies at district and local level, where four District Secretariats – Social Inclusion, Health, Educational & Culture, and Recreation & Sports- and the District Institute of Arts (Idartes) concur. It is articulated by the “*Ser feliz, creciendo feliz*” programme through periodic and systematic cross-sector and cross-institutional instances of design, implementation, monitoring, evaluation, adjustment and redesign of policies (councils, committees and round tables) that have been very fruitful and are a key element to implement

the integrated management model. The collective construction of shared benchmarks has been very important in this case to go beyond the coordination among areas and take "joint" actions towards an actually integrated management, although some difficulties have been faced due to the differences in the level of adoption of the policy, its models and approach, and the harmonization of procedures and instruments.

The **Information and Monitoring System** of Children and Adolescents (SIMONNA) has been a major step further. Its final construction, harmonization and implementation should not be delayed any longer, and it has to be framed as part of the rights approach, as a significant contribution to strengthen cross-sector articulation and monitoring processes at district and local level. This would make annual reports more consistent in terms of data management. Another urgent and key element is the collection of data broken down by indicators of early childhood (0 to 5 years), gender and differential condition, as input to design, plan, monitor and evaluate public policies focused on early childhood, as well as to go beyond the current management indicators and develop result or impact indicators that will enable a quantitative and qualitative measurement of issues that are complex to measure, such as autonomy, participation and advocacy of early childhood.

Bogota is betting on **defending and strengthening the public sphere** as a guarantor of rights. This involves working decidedly on the construction of subjects of rights, citizenship, and a culture to recognize, respect, integrally protect and guarantee rights. With respect to early childhood, major progress has been made in terms of awareness and recognition of children's rights by the adults involved, but there are still quite complex challenges to be met in terms of respect and guarantee of such rights in their day-to-day environments. Parents are well aware of the Bogotá Humana public policies and programmes of, denoting progress in the construction of citizenship and public affairs, but they are still looked at as handouts from the government, not as enforceable public policies, thus showing there is a long way to go in this respect.

7. Substantive Participation of the Subjects of Rights

The participation of young children is not an important right for most adults. In this respect, the strategy was to work on two sides: on the one side, with children, so that they may become aware, adopt and exercise their right to participate. On the other side, working with adults (education agents, families and caregivers) to develop skills and favour appropriate spaces for the participation of children, breaking out vertical structures and promoting horizontal dialogues. Actions like the District Meeting of Children held in 2012, and the First Summit of Childhood and Adolescence facing Climate Change in 2015, campaigns to position children participation as a fundamental right with the same importance than education, health and nutrition through the mass media and new technologies -*#Infancias con voz* Project (childhood with a voice)-, in addition to children intervention in public spaces, with their own language, as the World Cup of La Golosa (sweets) and La Cometa (kites), are evidence of this effort. The participation of children in early childhood as a guarantee of their right to citizenship is a building block that has not been fully put in place yet to achieve higher effectiveness and efficiency. More effective strategies have to be rethought and redesigned, so that participation becomes a permanent reality in the everyday spaces of early childhood: at home, preschool, neighbourhood, city, from their imaginary and language, from a playful and creative perspective, providing them with their own voice, without any mediation. Their contribution to a harmonious coexistence and their right

to be part of the decisions that affect their lives and the direction taken by society and the city have to be recognized.

8. Constructing Citizenship, Democratic Culture and Social Action with a Rights Approach

The ongoing and systematic work with families, agents and social networks, teachers and civil servants is important to qualify their relation to children in early childhood on the basis of the rights approach, making them part of the training and guidance processes regarding pregnancy, breastfeeding, positive upbringing, nutrition, integrated protection, education, prevention of violence, and differential inclusion of early childhood according to their situation and specific condition.

The **culture of care and self-care** were brought on the table when the rights approach was taken. It was related to people needing the protection of their families and the State, such as senior citizens and early childhood. This is an important subject, given the dehumanization and increasingly violent relations among people, inside the families and society, which weaken the physical and human community environments. In just two years (2013-2014) more than 63 000 relatives were trained.

Co-responsibility is very important. The achievements at the Household Environment must be pointed out. Families and caregivers have proven to have assumed the rights approach and the importance of their role in the integral development of children. Co-responsibility workshops are promoted at community level. They are addressed to caregivers and community leaders in their roles as guarantors of the rights of children, their families and communities, thus contributing to recognize them as subjects of rights and duties, the problems in their neighbourhoods and communities, and the sense of belonging to their area, which adds to the construction of children as citizens with advocacy capacity. Three events were promoted at district level to encourage family and social co-responsibility: the First Summit of Childhood and Adolescence facing Climate Change in 2015, the “Tetatón”, within the framework of the 2015 World Breastfeeding Week, and “A Jugar por Bogotá” (“Let’s play in Bogota”) days in 2014 and 2015. An important issue in this regard is the elimination of the old *Casas Vecinales* (community houses) and their supporting organizations, amounting to a loss of social capital. This enabled to highlight their role in the community –to strengthen the social fabric, beyond the provision of care and education for infants.

There are strategies and target actions for the **social construction of a culture of recognition and respect for the rights of early childhood**, such as spaces to train families or “*círculos de la palabra*” (word circles), cross-generation dialogues and interaction regarding equity or the significant practice “*Si me cuido, te cuido*” (if I care for myself, I will be caring for you), called “*Vivo mis derechos junto a ti*” (I live my rights by your side”) held in Chapinero in 2015, which should be better qualified to put this subject in the spotlight of the Bogota’s society. The **enjoyment of the city** and human relations is at the core of the work with childhood, using children-related initiatives (like the Sweets World Cup) developed from the portion of the city that is closer to their daily environment (the neighbourhood), aiming at recovering community life by starting from games, and relating children to cultural, sports and recreational public spaces.

9. Major Limitations

The major limitations are related to the universalisation of rights and the need to expand the coverage of initial education in preschools and kindergarten, and the major challenge is to have the appropriate infrastructure to that effect. Another limitation is the lack of response and strength from the civil society to set an active childhood and adolescence co-responsibility scheme. The territorial approach is still weak to shift from sector-based policies to territory-based policies. The day-to-day reality has to be understood by considering people as subjects of right in the territories in which they live, with a holistic, overarching perspective, and actions shall be taken in all dimensions: historic, economic, social, spatial, cultural, political and symbolic. Participatory processes in local planning are key for the success in its implementation and monitoring.

10. Recommendations

- To continue, deepen and qualify the Public Policy on Childhood and Adolescence (PPIA) as an integrated public policy with a population-based perspective and a differential and territorial approach that provides more effective and efficient responses to the multi-dimension and multi-causality aspects of the unequal conditions affecting the compliance of early childhood rights and, therefore, the quality of life this collective.
- To link the PPIA to family policies, because they are key to guarantee children's rights. The generation of decent living conditions and the development of family skills for the full exercise of rights is a public priority to be reintroduced in the political agenda.
- To link the PPIA to labour and economic policies with the purpose of improving the living conditions of the families in terms of decent jobs and generation of sufficient income, so as to free up time and energy and develop favourable attitudes in the exercise of a responsible parenthood, adequate care, cohabitation and harmonic relation with their children.
- To strengthen and go deeper in the integrated care model based on rights, inclusion, differential and territorial approaches, as well as in any progress regarding coverage and quality of services, paying attention to the peculiarities, diversities and differences, and to secure the continuity of this perspective in the following vital cycle (primary education), without setting aside what has been gained in early childhood.
- To include community action as a key element of the PPIA to generate a positive bond among families (households), interdisciplinary teams (preschool) and the community (neighbourhood).
- To design strategies for the construction of safe and friendly environments linked to community and urban environments, focused on improving housing and neighbourhoods, and developing the urban territory and citizens' security, making these programmes supplementary subcomponents of community action.
- To mainstream and expand the action and budget of the District Institute of Arts (Idartes) as a key agent in services and equipment involved in early childhood care.
- To develop and incorporate a Map of Human Rights in Early Childhood into the Information and Monitoring System of Children and Adolescents (SIMONNA) to make visible the exercise of early childhood rights in the territories in which they live, and to contribute to the design of specific territorial public policies matching such realities.
- To strengthen the currently weak presence and participation of Local Administrative Boards, civil society organisations and the academia in cross-sector mechanisms.
- To overcome the centralization of policies and public actions at District level; to move towards decentralization and to provide political and administrative strength to Local Administrative

- Boards (the government structure closest to the people), so that they may be directly elected by the inhabitants, thus promoting a deeper administrative and political reform.
- To shift from a government management model, due to the strong and central role that some government agencies still play in the design and implementation of policies and programmes, to a truly public management model. To promote and achieve the actual participation of the diverse social, political and institutional agents in the whole policy cycle, so that it may truly have a public capacity. This is still a challenge within the great and effective efforts of Bogotá Humana.

11. Comparison with the Mexican Experience

The City of Mexico has implemented a policy of integrated care for early childhood as a result of the "*Integrated Care for the Development of Early Childhood in the Federal District Act*" enacted in 2013. The plan is relatively close to the one developed under Bogotá Humana, but it has not been actually implemented yet, and there is no substantial change regarding the previous work. The programmatic plan makes reference to the cross-institution articulation and coordination of actions, but, in practice, there are no integrated policies, articulated actions or articulating agency for the public policies addressed at childhood, and no agency defending children's rights. There are no aggregated and/or hard statistics to build indicators for childhood sectors, living conditions and development, and there are still no agencies including the participation of children and citizens in the definition of childhood policies and actions. On the other hand, the actions taken by regional governments in this respect are not more than a handout, and they are mostly limited to food support. They are very far away from a vision that may guarantee rights and may be integrated on the basis of a differential approach, as in the case of Bogotá Humana. Mexico in general, and the City of Mexico in particular, are just starting to walk on the road of the rights of children and adolescents, just as in early childhood, so that the experience of Bogotá Humana may be a key and important benchmark so as not to start from scratch and implement a well-aimed public policy in a short term.

12. Feedback to the *Global Charter-Agenda for Human Rights in the City*

The plan and implementation of Bogotá Humana is a substantive contribution that provides concrete content and expands the topics included in the Global Charter-Agenda in this respect, thus becoming a global benchmark that will be certainly useful in the generation of local public policies based on the rights approach. It also adds the consideration of the peculiarities of the subjects of right (children in early childhood), new conceptions and action models with their relevant components, as well as the relevant approaches mentioned above that, at the same time, contribute to innovation in local public management.

For further information:

m.fricaudet@uclg.org

On the incorporation of the concept of connectivity in the public administration:

<http://www.armenia.gov.co/index.php?controlador=moduloMenu&componente=noticias&id=592>

[3](#)



The project reports on the homepage of the funding body:

http://www.accionambiental.org/sccs/detalles_item_listado.php?id_categoria=4&id=75&id_subcategoria=17

United Cities and Local Governments (UCLG) Committee on Social Inclusion, Participatory Democracy and Human Rights:

Tlf: + 34 93 342 87 70

<http://www.uclg.org/cisdp/>

Acknowledgements / Credits

This case study was written by Rocío Lombera, president of *Centro Operacional de Vivienda y Poblamiento* (COPEVI), from Mexico City. The evaluation of “Bogota Humana” program’s public policies was also conducted by Giovanni Allegretti and (Víctor Huerta (both researchers at the Center for Social Studies of the University of Coimbra), under the coordination of Magali Fricaudet, Executive Secretary of the CSIPDHR.

