



PART 1: BASIC DATA

Title of the experience: The ladder of rights, a game that recognizes Chía’s children as subjects of rights (<i>La escalera de los derechos, juego que reconoce a los niños y niñas de Chía como sujetos de derechos</i>)	
Name of the city/region: Chía, Cundinamarca	
Country: Colombia	
Institution presenting the candidacy: Municipality of Chía	
Start date of the experience: 2 September 2019	
End date of the experience: 31 December 2019	
Type of candidacy	New experience
Type of experience	Audience/forum
	E-government/open government
	Other: accountability processes with a differential focus (children and adolescents)
Objective of the experience	To achieve higher levels of equality in terms of participation and to incorporate diversity as a criterion for inclusion
	To empower non-organised citizens
	To connect different tools of participation within a participatory democracy “ecosystem”
	To improve the quality of public decision-making through the mechanisms of participatory democracy
	To improve the evaluation and accountability of the mechanisms of participatory democracy
Territorial area	All the territory
Thematic area	Governance
	Decentralization
	Local development
	Legal regulations
	Social inclusion
	Others: Accountability with an age-differentiated approach

PART 2: DESCRIPTION OF THE EXPERIENCE

Objectives

Main objective of the innovative experience:

To achieve higher levels of equality in terms of participation and to incorporate diversity as a criterion for inclusion.

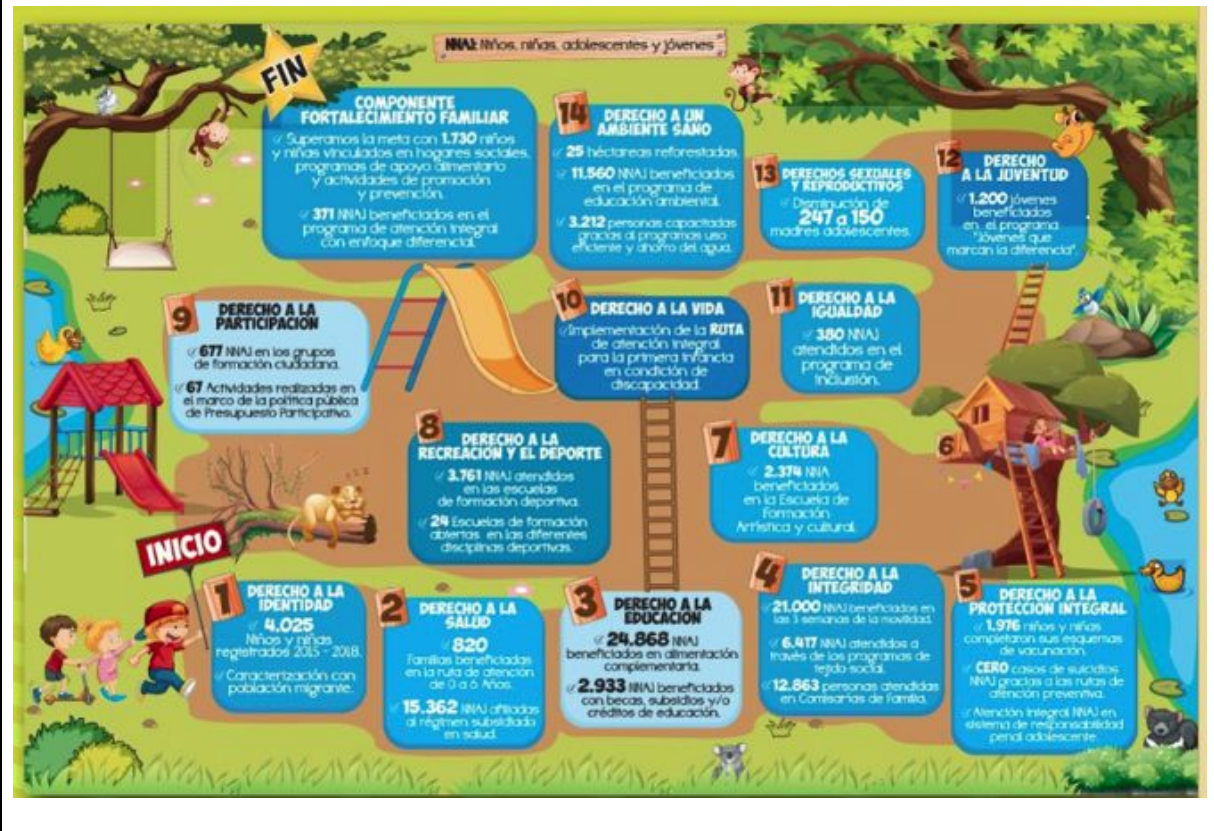
How have you achieved this objective?

The Chía Municipal Government has managed to incorporate children and adolescents in accountability exercises, in which, through games, they have understood the structure of the State and the way it acts through a human rights approach. That is, by understanding how the municipal administration can improve their living conditions.



To what extent has this objective been achieved?

Using playing as a language that is closer to children and adolescents has enabled them to appropriate and understand the structure of the State and its competencies in caring for this population. This is critical because it has paved the way for the formation of a "citizen culture", since these children and adolescents have been able not only to understand but also to contribute to how the State can improve its processes at the local level to truly guarantee their rights, based on the way in which they conceive and live them.



Dimensions of the experience

Which is the most innovative aspect of the experience?

The most innovative element of the experience is to convert the game into an instrument of accountability, which transcends the informative logic of the brochure, and leads girls and boys to interaction from an exercise that is part of their daily games (throwing a dice, jumping or seeing a chip on a board) to an understanding of their rights, how they are materialised through the understanding of the State and comprehending what the current state of that guarantee of rights is.

Thus, the innovative element is to take games as tools and not as a vehicle. Usually, in accountability, the game is used as an introductory context, to raise awareness for a second, formal phase that is the explanation, delivery of information or dialogue. But, due to its technical content, this would no longer be methodologically inclusive despite its aims. This implies another relationship with children; when the state enters their territory horizontality, it becomes more tangible, a scenario in which the executor or decision-maker becomes a peer who, just like them, can win or lose, be questioned or congratulated for their achievements.





To what extent is the procedure transferable?

This exercise can be replicated in any territory. Beyond the particular context, it is a tool that can be used not only to convey accountability but also public policy exercises (in any of their phases) and can even become a resource for decision-making in areas of citizen participation by children. Chia's "Ladder of Rights" can even be adapted to populations with different physical capacities.

The way in which this experience was incorporated into a technical and standardized exercise can be found [here](#) or [here](#). You may find more pictures and information [here](#).

Why do you consider that the experience is feasible?

The experience is feasible for several reasons. Firstly, it is designed within the framework of public policies for children, at any stage. This way, it can be applied to any model of government in its different territorial orders. Although it is useful for children to take part in instances of citizen participation, which already know the objectives and dynamics of these scenarios in greater depth, it is also a good resource for introducing children to scenarios of citizen participation within the State, that is, to start the processes of citizen training from scratch.

Finally, its feasibility is related to the low investment of resources involved, since, as in our case, a piece can be printed and transported to several meetings or can even be taught on paper, thus becoming another family board game.

How has the experience been coordinated with other actors and processes?

This experience required a high degree of articulation, especially among government agencies to ensure that information is translated into child-friendly language. In our case: central local government, its agencies and sectors, and the decentralized entities. After the production and elaboration of the game, it required an articulation with the civil society: schools, child care foundations, parents and caregivers.

What has been the level of co-responsibility?

There is co-responsibility in different spheres. In the citizen sphere, in addition to being part of the processes of citizen participation, the children had to contribute to the feedback of the experience through an additional methodological instrument. In the institutional sphere, the other entities increased their understanding of the guarantee of children's rights. Civil society actors assumed a citizen role of monitoring and following up on children's rights.

Which evaluation and accountability mechanisms were used?

The exercise itself is a process of accountability. However, at the level of evaluation, children valued the game, depending on their life cycles (0-5, 6-11, 12-17) through tools adapted to their cognitive capacities.