

# Management Report 2023

Fundación CIVIX Colombia



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## MANAGEMENT REPORT 2023 - FUNDACIÓN CIVIX COLOMBIA

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### 1. Presentation

2023 is a year that will undoubtedly go down in the history of our organization for the scale and impact of our work on thousands of students, young leaders, and teachers. Today, more than ever, we feel happy and confident that we will be able to continue contributing to the transformation of our country from the classrooms in hundreds of cities in Colombia.

On the one hand, Fundación CIVIX Colombia achieved a milestone that was thought unimaginable a few years ago: leading the largest youth electoral simulation day ever seen in Latin America. With the participation of 247,077 students from 822 schools (including subdivisions), 166 cities, 17 departments, and more than 1,500 participating teachers, we made history and managed to live up to our dreams: to sow seeds of transformation of the political culture of our country from the classroom.

On the other hand, the organization had a year of closures and new beginnings. After 3 successful editions of its Youth Leadership Lab - Liderab and its Young Women's Circle - Marea Púrpura, two programs that strengthened the leadership capacities, socioemotional skills, and knowledge in political participation of 1,070 young people during 2021, 2022, and 2023, these processes close with a flourish their implementation as can be seen in the results of this report.

This closure does not mean that CIVIX Colombia is going to stop betting on youth leadership. Quite the contrary. In 2023, the organization managed to open new doors to projects aimed at transforming experiential education in the classroom and beyond. New youth leadership programs such as Pasa la Palabra were conceptualized during the year and will begin implementation in April 2024. Meanwhile, the Doble Click program, a media, digital and informational education ecosystem that seeks to strengthen the skills and capacities of teachers and students to navigate digital environments in a critical, conscious, informed and ethical manner, is successfully advancing in 10 departments of Colombia with more than 1,000 teachers, changing the way in which schools address these critical issues for the exercise of citizenship.

2023 was also a year of creativity and innovation in our programs. For the first time, we addressed the challenge of delivering high-value resources to strengthen school governments with the creation of the Democracia al Tablero program, which trained 754 teachers in 14 departments of the country. We also created the CIVIX Teacher Awards, with which we awarded 12 teachers in July (out of 43 recognized with a nomination), highlighting the most significant pedagogical practices in the country on issues of education in democracy. And, as if that were not enough, we led the birth of VerazMente, the first Community of Practice in the fight against disinformation in the history of Colombia, generating high-value alliances with other organizations related to this shared purpose.

However, the truth is that, beyond the figures, what moved us in this 2023 are the life stories of people like teacher Sylvia Gómez, who was awarded in the CIVIX Teacher Awards in her last year as a teacher and brought us to tears with the depth of her words and her cheerful and jovial spirit. Or stories like those of teacher Wilson Castañeda from the Helión Pinedo Ríos School in Riohacha, who with his vision, initiative and tireless effort paved the way for the work of CIVIX Colombia in his department, where we now develop multiple initiatives.

How not to mention also the teacher Julián Londoño from Gimnasio Especializado del Norte in Bogotá, who led the implementation of the first pilot of electronic voting in Voto Estudiantil, or the teacher Liliana Galvis, who adapted the contents of the program to students with diverse and neuro-divergent abilities. There are not enough words to mention the educators such as Viviana Obando and Miriam Quiroz in Pasto, Milena Builes in Medellín, or Edgar Navarro in Cúcuta, who have championed our initiatives and are making their institutions spaces for the true exercise of citizenship and democracy.

But it was not only teachers who promoted these transformations. Young people like Darlyn Zapata from the María Auxiliadora Educational Institution in Copacabana, who was part of Marea Púrpura and Liderab and now exercises her leadership in the Municipal Youth Platform of her municipality, in national advocacy networks, and even became a facilitator of our own programs; or young people like Lina Velasco, a graduate of Marea Púrpura from the Colegio Superior Americano in Bogotá, who set up her own initiative to promote gender issues with young people her age, and now replicates the content learned in our programs. They (and thousands of other young people) are examples of the enormous power that youth agency has in transforming realities and lives.

For them, for our extraordinary work team at CIVIX Colombia, and for all the people who made this journey called 2023 an incredible and powerful one, we can just say: thank you. In this 2023 management report you will find the fundamental bases of the programs that made these stories and dreams possible. We will share with you, dear readers, our main achievements, but also the main challenges we face.

Finally, we know that 2024 will bring new adventures, projects, and activities. We will delve deeper into our work against disinformation; we will start implementing our new youth leadership program 'Pasa la Palabra'; we will continue to promote experiential learning with Democracia al Tablero but this time connected to the Local Development Plans; and we will even venture into environmental education with our new program 'Ecolíderes'. But above all, we will continue to put all our energy into fulfilling our mission: to turn students into more active, participatory and better informed citizens. We hope to count on you to help us achieve this dream.

Andres Saenz  
Executive Director - Fundación CIVIX Colombia

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## 2. Legal, financial and organizational situation

CIVIX Colombia Foundation (CIVIX Colombia), is a private entity, registered in the Chamber of Commerce on October 20, 2020 under number S0058175 of Book I of non-profit entities, in the city of Bogota, Colombia. It is identified with the NIT 901.422.593-5 of the *Dirección de Impuestos y Aduanas Nacionales* DIAN. The organization maintained during 2023 its legal status of the non-profit sector in the Colombian Special Tax Regime.

Currently, the legal representation of the organization continues to be in charge of Andrés Sáenz Peñas, Executive Director of CIVIX Colombia. The organizational and corporate governance structure remains unchanged as of 2021, with the General Assembly of Founders as the Foundation's highest decision-making body.

As of December 31, 2023, CIVIX Colombia has assets of \$544,085,122 COP, liabilities of \$541,935,112 COP, and a net equity of \$2,150,000 COP. In turn, the income reported by the organization during the year 2023 was COP \$3,120,400,099 (compared to COP \$2,091,407,666 the previous year) and an expense value of COP \$3,119,250,099, reporting a surplus for the year in the amount of COP \$1,150,000.

2023 has marked the organization's biggest year of income and expenses with the parallel implementation of CIVIX Colombia's two largest programs at the moment: the *Countering Disinformation within Civic Education - CoDECo* program, funded by *Global Affairs Canada*, which comes to an end in the first semester of 2024; and the Civic Action against Disinformation program, funded by the European Union, which started its implementation in February 2023.

Thanks to both funds, it was possible to maintain an extensive territorial presence in the 5 regions of intervention of the organization with a team of 23 people during the year, including employees and contractors, which rose to more than 40 during the implementation period of CIVIX's flagship program: *Voto Estudiantil 2023*.



Similarly, important ties were consolidated with CIVIX, the founding organization of CIVIX Colombia, through more constant meetings and through the presence of members of CIVIX Colombia at the celebration of CIVIX's 20th anniversary at the '*Educating for Democracy*' forum held on November 7 in Toronto, Canada, which also consolidated the organization's presence at Global Affairs Canada.

CIVIX Colombia continued with the implementation and execution of the "Management and Occupational Health and Safety System" in compliance with national legislation for the non-profit sector in the country, consolidating its administrative procedures manual, its internal work regulations, and its code of conduct.



### 3. Articulation with strategic stakeholders - Alliances and resources

CIVIX Colombia currently maintains a formal network of alliances with 25 Secretaries of Education in the country with which it has signed Memorandums of Understanding that were in force throughout 2023. Likewise, 35 informal alliances were consolidated this year, understood as joint efforts to promote or implement activities of our programs and projects, which has allowed the organization to be a reference in education, informed citizenship, and leadership in the country and internationally.

Among these alliances are the consolidation of the relationship with the organization FHI360; the permanent participation in the Collaborative Action Circle - CAC of leadership for Bogota and the inclusion to formulate recommendations for the construction of the District Development Plan of the Mayor of Bogota; and the alliance with the Electoral Observation Mission - MOE that allowed the development of the software pilot to implement elections digitally, within the framework of the Student Vote 2023 project.

Additionally, CIVIX Colombia was able to articulate actions with Exstituto, FLIP, Universidad Minuto de Dios, Universidad Externado de Colombia, Pontificia Universidad Javeriana, Universidad de Los Andes, Fundación Origen, Movilizadorio, Konrad Adenauer Stiftung, Smurfit Kappa, Fundación Corona, and Global Opportunity Young Network. These actions have positioned us in the ecosystem, and the organization is recognized as a reference.

As a result of the organization's successes during the year, CIVIX Colombia was awarded in the *Colombia Participa* Awards of the Ministry of the Interior. This award distinguishes the most outstanding initiatives at the national level on issues of citizen participation between local governments, social organizations and the business sector, promoting collaboration and highlighting successful experiences in participation. We were selected among more than 50 organizations in Colombia.



At the international level, important efforts have been made with peer organizations such as Politize and the *Rede Nacional de Educação Cidadã* of Brazil, which allowed us to participate in the National Meeting of Citizen Education of that country as an expert organization. Likewise, the articulation with Alma Cívica in Paraguay and Democracia en Red in Argentina has allowed us to participate in webinars and discussion spaces. Additionally, we were able to link our leadership programs within the *Political Leadership Incubator - PLI* of the Apolitical Foundation, one of the most influential leadership organizations in the world.

In 2023, CIVIX Colombia applied for 11 national and international cooperation grants, achieving the final approval of the projects 'Democracia Al Tablero: El Plan es Conmigo' by FHI 360 and USAID, and 'Ecolíderes: Guardianes en la Frontera' by Fondo Acción, both to be implemented in 2024. This ratifies the organization as a reliable implementing partner of international cooperation in Colombia.

#### 4. Programas | Voto Estudiantil 2023



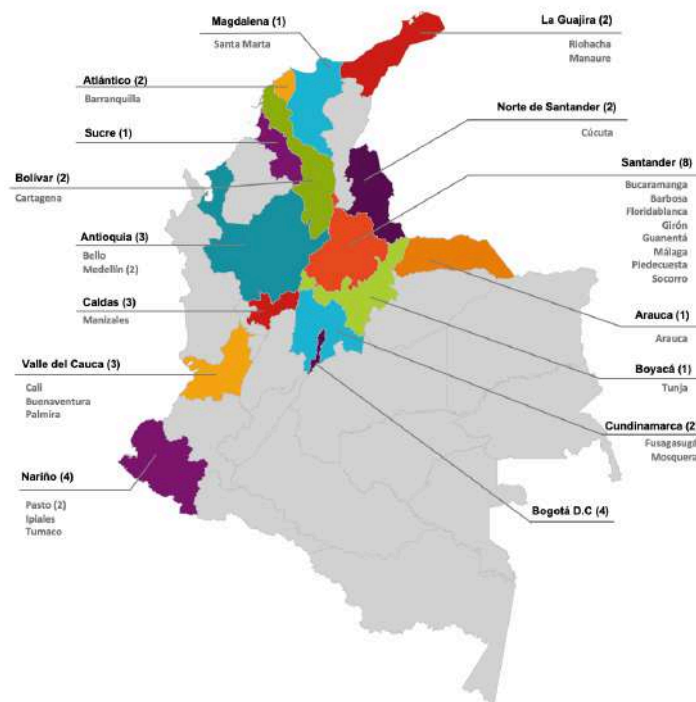
**Voto Estudiantil** is a program that uses elections as an experiential learning opportunity to bring democracy to life in the classroom.

CIVIX Colombia offers a training process for teachers in Democracy Camps, spaces for professional development in which participants receive pedagogical material, classroom tools, and innovative pedagogical proposals to address political participation in their classes.

The activities are designed to inform students about the political system, the government, and the electoral process, motivate them to research the candidates, and promote discussions among them and their families. The culminating activity of the project occurs when students vote for the official candidates at their schools. The results are kept secret until the actual elections occur. The main results of the Student Vote project in its 2023 version are presented below.

##### 4.1. Democracy Bootcamps

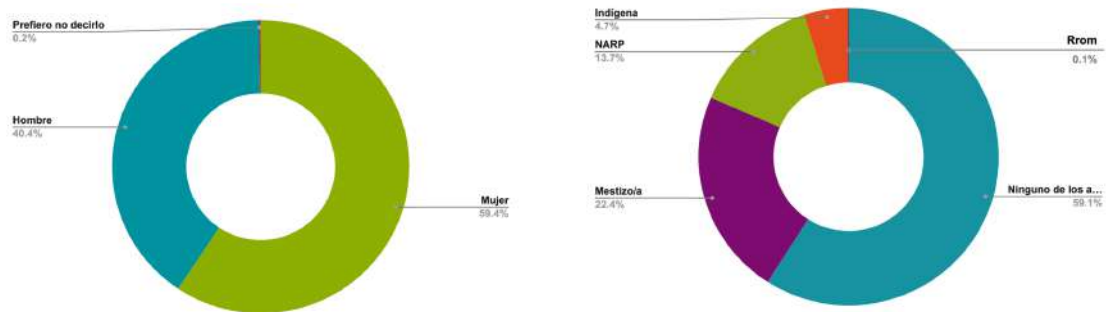
During the months of July to September 2023, **41** Democracy Bootcamps (DB) were held, two virtually and 39 in person. In these events, a total of **1516** teachers from **973** schools in **15** departments located in the Caribbean, Pacific, Central, Northeast, Antioquia and Eje Cafetero regions were trained. The following map shows the number of camps held by department and the cities where they took place.



No. of CDLDs carried out by department. Source: Prepared with own data

#### 4.1.1. Characterization of participating teachers

Of the teachers who participated in the DBs, **59.4%** identified themselves as women, **40.4%** as men, **0.2%** preferred not to say, and **0.08%** as non-binary. Of the participants, **22.4%** identified themselves as mestizo, 13.7% as part of the NARP (Black, Afrodescendant, Raizal or Palenquero) community, 4.7% as indigenous and 0.1% as part of the Rrom community.

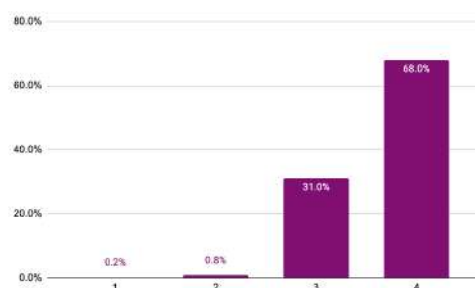


#### 4.1.2. Evaluation of the DBs among teachers

For the impact evaluation component, CIVIX Colombia designed and applied a survey prior to the beginning of the training (ex-ante) and a survey once the camp was over (ex-post), with the purpose of knowing the assessment and perception of the teachers in relation to the topics of education in democracy and citizenship. These were the results of the impact of the DBs on teachers:

##### ■ DB Evaluation

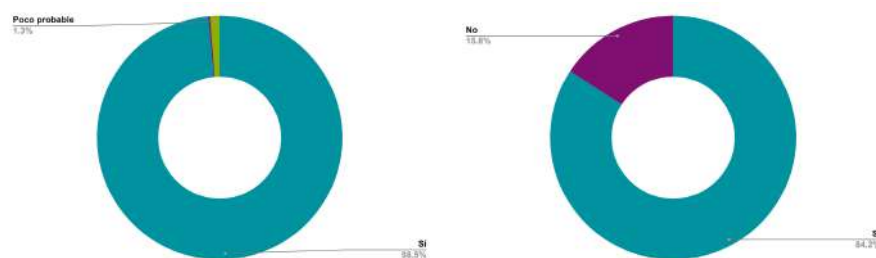
In order to evaluate the assessment of the teachers attending the camps, the following question was asked: "How much do you agree or disagree with the statement: "The training process received in the DB strengthened my abilities to deploy methodologies and contents related to education in democracy and citizenship? The formative process received in the DB strengthened my capacities to deploy methodologies and contents related to education in democracy and citizenship?" **99%** of the participants assigned ratings of 3 and 4, while the remaining **1%** assigned ratings of 1 and 2.



After participating in the DB, teachers were asked if they plan to include methodologies and content related to the Voto Estudiantil program in the classroom. **98.5%** of the participants answered yes, 1.3% indicated that it was unlikely, and the remaining 0.2% answered no.



Regarding the gender approach in the camp methodology, **84.2%** of the participants affirmed that it was included, while 15.8% responded that it was not.

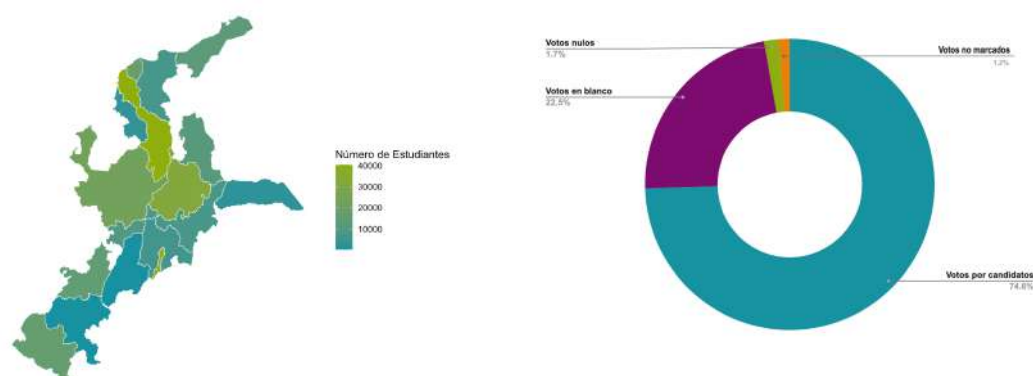


In relation to the evaluation of the experience of the participants in the DB, using a scale of 1 to 5, **98% of the** attendees assigned ratings between 4 and 5, while **1.7%** gave a rating of 3, and the remaining **0.3%** assigned a score of 2.

## 4.2. Electoral simulation

The electoral simulation was carried out during the same week of the official elections in the registered schools whose teachers participated in the DBs training process. In total, 822 educational institutions (with headquarters) participated, distributed in 17 departments and 166 municipalities.

The total number of registered students reached 340,127, of which 247,077 participated in the electoral simulation, representing a participation rate of 72.6%. Bolivar had the highest percentage of participation with 16.3% of the total number of participants, followed by Bogota D.C. with 16.0%, and Santander with 12.9%.



Thus, the electoral simulation recorded a total of 244,077 votes cast, of which 96.2% were considered valid (votes for candidates and blank votes), while the remaining 3.8% corresponded to unmarked or invalid votes.

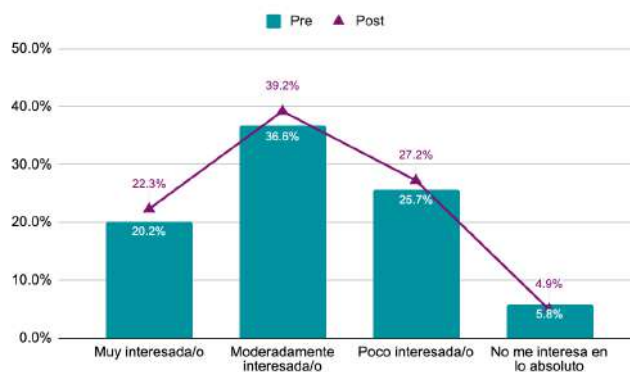
## 4.3. Student's Evaluation

#### 4.3.1. Implementation and methodology:

For the impact evaluation component, CIVIX Colombia selected a group of teachers from the five regions where the program was to be implemented, who were to apply a survey prior to the beginning of the training (ex-ante) in their classrooms and a survey once the electoral simulation was completed (ex-post), in order to evaluate the appropriation of knowledge and assess the changes in the students' perception of civic education and citizenship building. In total, 4,174 students from 57 educational institutions located in 31 municipalities in 15 of the 17 departments involved in the deployment of the Voto Estudiantil program participated in the pre-survey. For the post-survey, data corresponding to 80% of the participants who completed the pre-survey were collected.

#### 4.3.2. Changes in perceptions on civic education issues

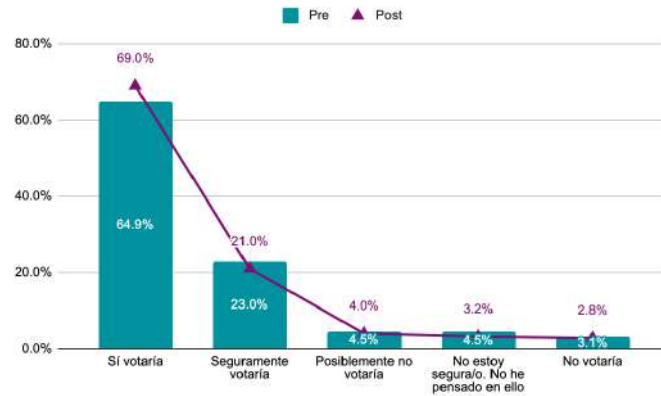
The evaluation of the impact on the students began with a question that sought to investigate the change in perception in relation to the interest they might have in the Colombian elections. It was identified that 56.8% expressed being very interested or moderately interested before the implementation of the program; after its implementation, this percentage increased to 61.5%, which represented an increase of 4.7 percentage points.



Subsequently, two questions were asked to find out how well students understand the functioning of elections and the political system in Colombia. As a result, between the pre- and post-survey, it was observed that in the categories of "very well" or "well enough", there was an increase of 8.8 percentage points regarding the understanding of elections, and an increase of 5.7 percentage points in relation to the political system.

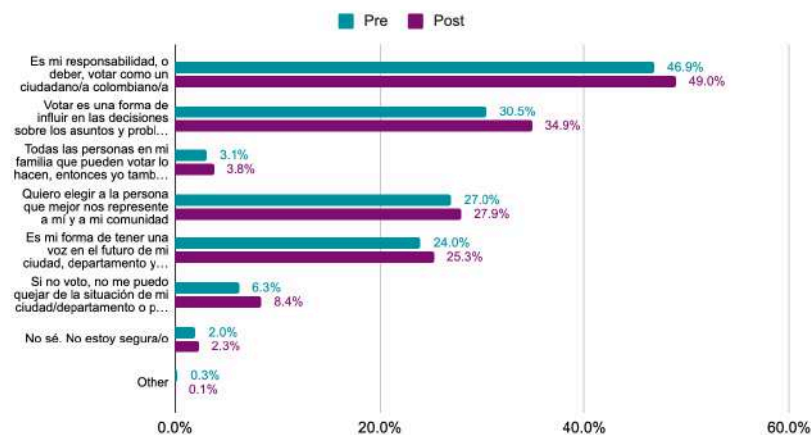
When students were asked if they considered that they knew enough about the functioning of the political system and elections, 40.6% considered that they knew or knew enough about the topic. This percentage increased by 9.7 percentage points, reaching 50.3% in the post-survey. When asked if once they reach the age of majority they would vote in official elections, 87.9% of the students responded that they would vote or would probably vote in the pre-survey. This percentage increased by two percentage points in the post-survey, reaching 89.0%.

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Within those students who stated that they would vote or would surely vote, when analyzing the reasons we found among the main reasons, both in the pre- and post-survey:

- Responsibility or duty as a Colombian;
- Voting as a way of influencing community decisions and issues
- The election of a person who represents their own and the community's interests.
- As a way to have a voice in the future of their territory.



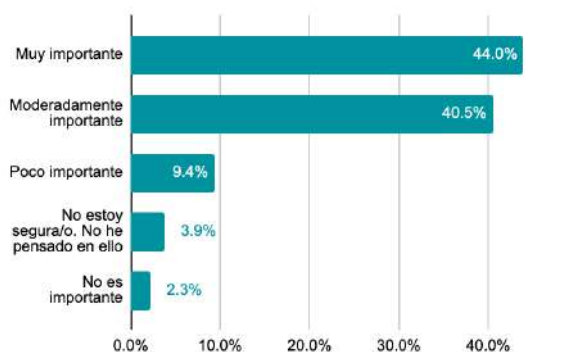
#### 4.3.3. Impact of the program on students:

This section examines the impact of the program on students, focusing on their perceptions of regional elections, their confidence to talk about politics, their assessment of the program experience, and the possible impact of the program on their parents.

##### Impact and deployment of the program in the school:

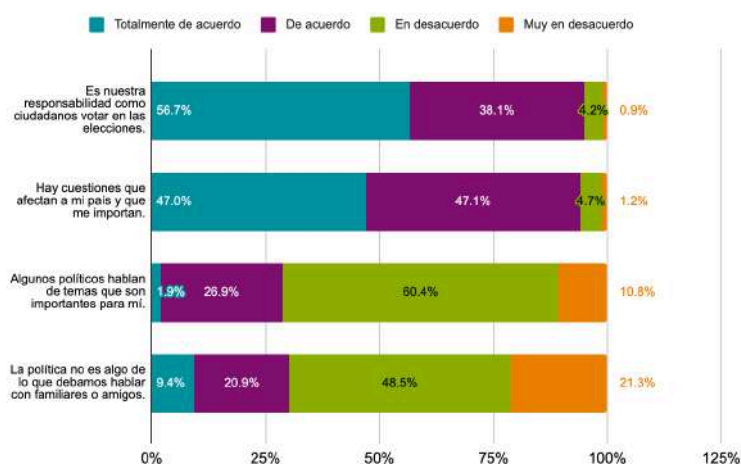
In order to evaluate the students' perception of the impact of the Student Vote program in their institutions, they were asked about the relevance of the 2023 regional elections in their schools, as well as the activities developed within the framework of the electoral simulation.

When asked about the importance of the regional elections in their school, 84.5% responded that they considered this event important or moderately important, while 11.6% thought it was not important or of little importance.



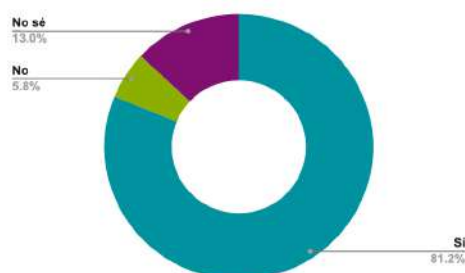
### Impact of the program on students:

The students' perception of statements related to political processes and issues of interest to them was evaluated. It was identified that 94.9% considered that it is their responsibility to vote in elections, 94.1% affirmed that there are issues that affect the country and that are important to them. Meanwhile, only 28.8% responded that some politicians address issues that are important to them. And, 69.7% disagreed with the statement that politics is a topic that should not be discussed with family or friends.



After participating in Voto Estudiantil, 51.6% of the students feel more confident to talk about politics, while 8.8% feel less confident and 33.3% report feeling the same. Regarding the enjoyment of learning about politics and the Colombian electoral system, 51.6% expressed having enjoyed it a lot, 43.9% enjoyed it a little, and only 4.5% indicated not having enjoyed it at all.

When students were asked if they felt more prepared to vote in the future after their participation in Voto Estudiantil, 81.2% responded affirmative. The 5.8% indicated that they did not feel prepared, while the remaining 13.0% expressed uncertainty in this regard.

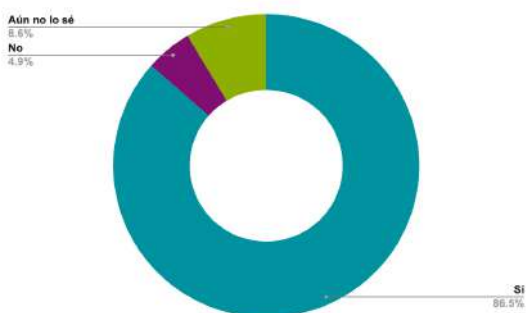


When the students were asked if their participation in the program influenced them to

encourage their parents or other adults to vote in the regional elections, 74.8% answered yes. Meanwhile, 25.2% said they did not. This result highlights the students' influence on the civic participation of their families and communities as a consequence of their involvement in the program.

#### 4.3.4. Evaluation of the program:

When students were asked if they believe that the government should promote educational experiences such as Voto Estudiantil, 86.5% responded affirmatively, while 4.9% disagreed.



On the other hand, when asked about their level of satisfaction with the experience of participating in the program, on a scale of 1 to 5, where 1 is the lowest score and 5 is the highest score, 79.3% of the respondents gave a score of 4 and 5. A total of 82.9% responded affirmatively, while 6.0% declined and 11.1% expressed indecision. These results suggest strong student support and satisfaction with the program, as well as clear support for the idea that the government should promote similar educational experiences.

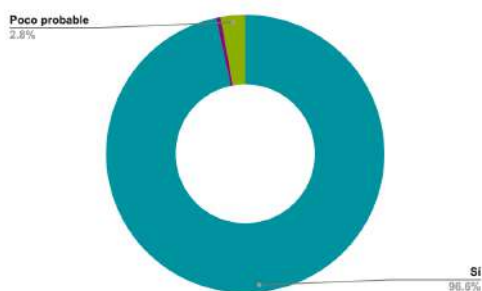
### 4.4. Impact evaluation on teachers

#### 4.4.1. Characterization of the surveyed teachers

Once the electoral simulation was over, a survey was sent to the teachers who led the process in their institutions, in order to gather their opinions on aspects such as: the perceived impact of the Voto Estudiantil project on the students, the evaluation of the materials sent and developed by CIVIX, the effectiveness of the deployment in the simulation, among others. A total of 737 responses were obtained from educational institutions located in 17 departments and 136 municipalities in Colombia.

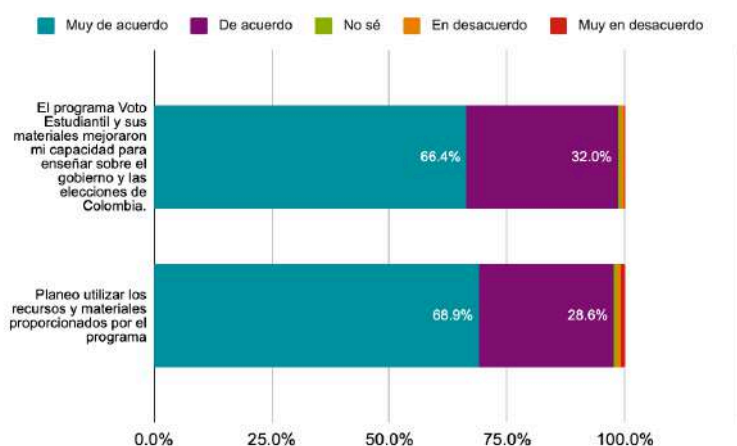
#### 4.4.2. Program impact evaluation

For this component, questions were designed to evaluate the perception of the teachers who participated in the electoral simulation, regarding the effectiveness of the Voto Estudiantil program and their willingness to integrate the contents and methodologies provided. As exploratory questions, the participating teachers were asked if they planned to include in their study plans the contents and methodologies developed by CIVIX to teach civic education and citizenship. As a result, 96.6% of the teachers answered yes. Meanwhile, 2.8% responded that it was unlikely and the remaining percentage (0.5%) responded that it was not.



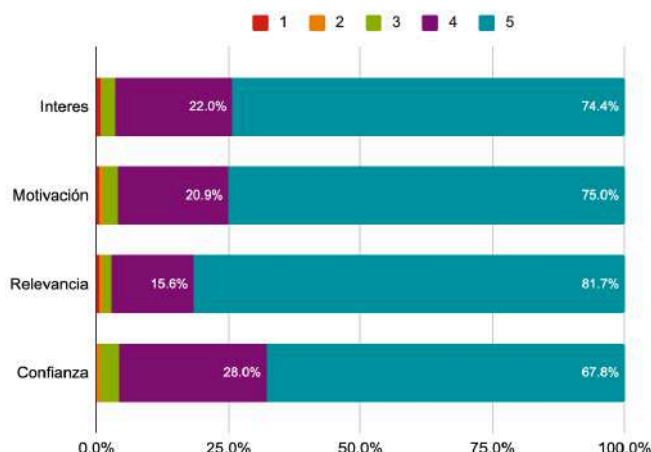
### ● Self-perceived skills:

To evaluate the impact of the program on the skills of the participating teachers, questions were asked about their relevance, interest, motivation, resources and skills generated. 98.4% of the teachers expressed agreement or strong agreement that the program and its materials improved their ability to teach about government and elections, while 97.6% expressed agreement or strong agreement that they plan to use the resources and materials provided in the program.



To evaluate the interest, motivation, relevance and confidence of the teachers surveyed after participating in Voto Estudiantil, in the incorporation and development of topics related to civic education and citizenship building, a scale from 1 to 5 was applied, where 1 corresponds to the lowest rating and 5 to the highest. When analyzing the results, it was identified that 96.3% expressed interest, 95.9% motivation, 97.3% relevance, and 95.8% confidence in these areas according to a scale of 1 to 5.

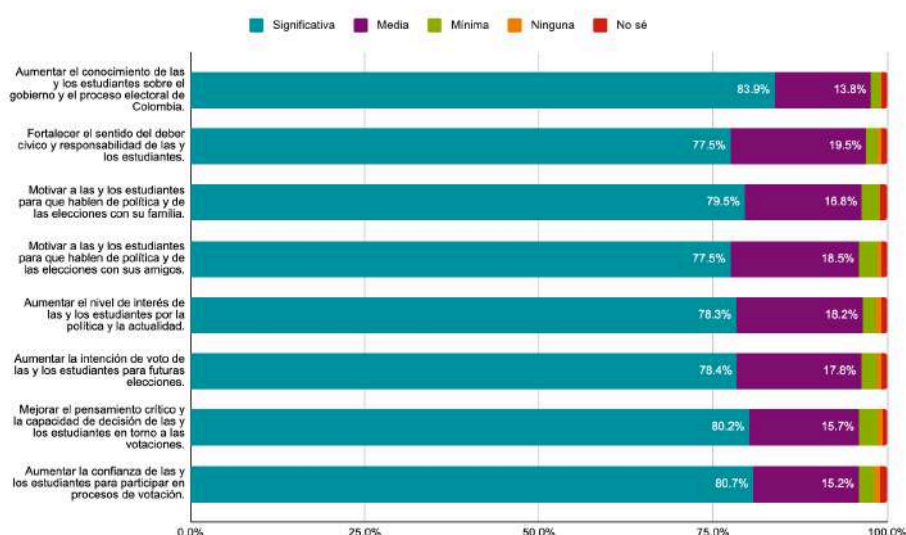




#### ● Perception of the impact of the program on students:

This section seeks to know the perception of the teachers regarding the possible changes that the Voto Estudiantil program may bring about in the students who took part in the process. In this sense, 83.9% of the teachers consider that the program contributes significantly to increase the students' knowledge of government issues and the Colombian electoral process. In terms of strengthening the civic duty and responsibility of the students, 77.5% consider that the program has a significant contribution.

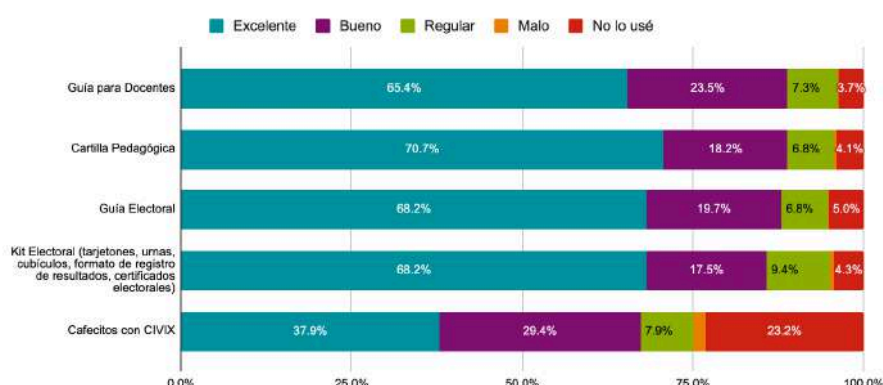
Regarding the students' motivation to talk about politics and elections with their family and friends, 79.5% of the teachers consider that the Voto Estudiantil program contributes significantly in the case of family conversations, while 77.5% perceive a notable contribution in conversations with friends. Meanwhile, 80.2% consider that the program improves students' critical thinking and decision-making capacity in relation to voting.



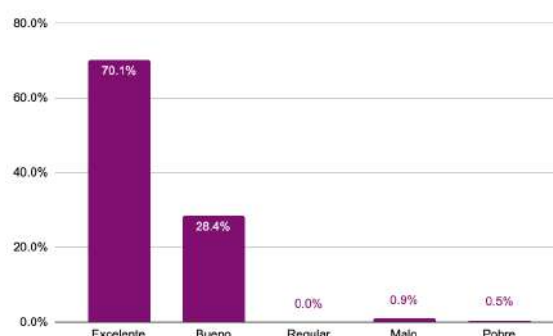
#### 4.4.3. Assessment of the resources developed for the implementation of Student Vote 2023

In order to evaluate the resources developed for the deployment of Voto Estudiantil 2023,

teachers were asked to evaluate the didactic resources developed, the accompaniment in the implementation process, the quality of the strategy and the interest in participating in other editions. The teachers assigned ratings above 85% in the categories of good and excellent for the pedagogical guide and booklet, as well as for the electoral guide and kit.



When evaluating the accompaniment provided by CIVIX staff in the development of the Student Vote, 98.5% of respondents rated it as excellent or good. Specifically, 70.1% considered it excellent, while the remaining 28.4% rated it as good. These results reflect a high level of satisfaction and appreciation for the support provided by CIVIX staff during the process.



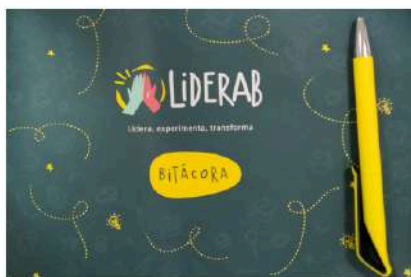
When teachers were asked if they considered that local and national governments should promote pedagogical experiences such as the Voto Estudiantil program, 98.0% expressed their support for this initiative. In addition, 95.3% showed interest in participating in the Voto Estudiantil 2026 program, which will be held simultaneously with the presidential elections.

## 5. Programs | Liderab - Youth Leadership Program



**Liderab**, CIVIX Colombia's Youth Leadership Lab, is an exclusive opportunity for young people between the ages of 14 and 18 who seek to strengthen their skills to exercise ethical, adaptive, and transformative leadership in their territories.

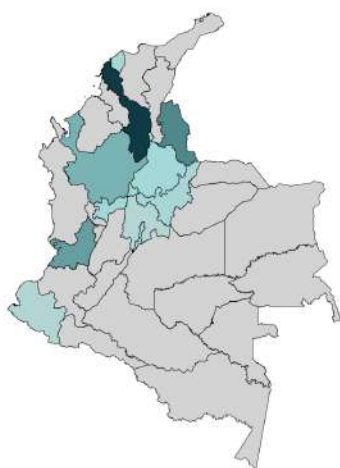
The program is a laboratory for young people to strengthen their socio-emotional skills (Being), their knowledge of national and local issues (Knowing), and acquire tools that allow them to have a positive impact on their environment (Doing). Fellows receive 40 hours of classroom training, educational materials, additional virtual training, and support from CIVIX Colombia before, during and after their process.



In 2023 Liderab had its third and last edition, closing a cycle of three successful years of program implementation. Below are the consolidated results of this leadership and experiential learning process for young Colombians.

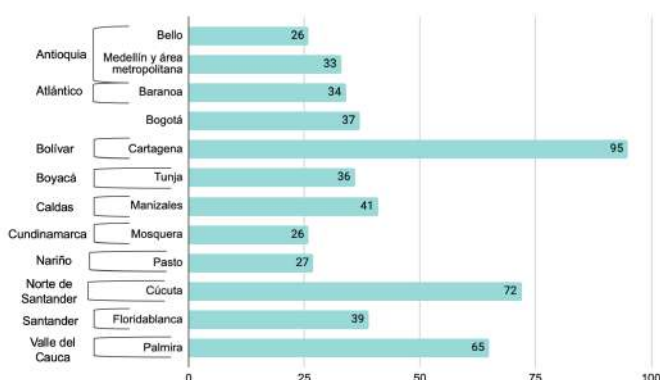
### 5.1. Territorial Scope

Between the years 2021 and 2023, three LIDERAB cuts have been carried out in **12** major and intermediate cities in the country, strengthening the leadership of **531** young people in four regions and **10** departments of Colombia.



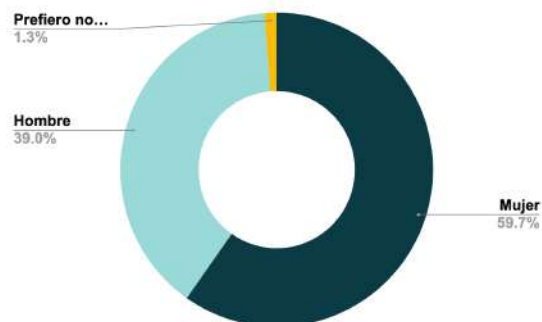
No. de participantes

75  
50  
25  
0



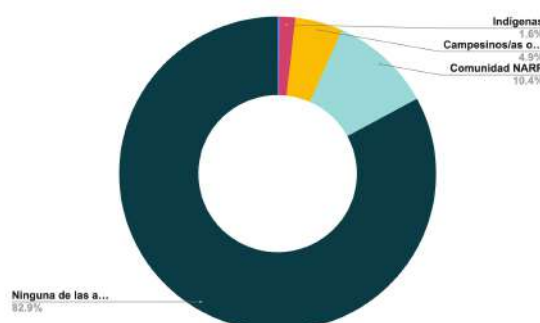
## 5.2. Characterization of the scholarship recipients participating in the program

**Gender diversity:** in the three years of LIDERAB implementation, **59.7%** of the participants identified themselves as **women**, **39.0%** as **men**, and **1.3%** preferred not to specify their gender identity or identified themselves as **gender fluid**.



### Ethnic and cultural characterization:

In terms of belonging to ethnic or cultural groups, of the young beneficiaries during the three years of the program, **10.4% of the** participants identified themselves as part of the **NARP** community (Blacks, Afro-descendants, Raizales or Palenqueros); **4.9%** as **peasants or rural inhabitants** and **1.6%** as **indigenous**.



**Educational affiliation:** in the overall analysis, it can be noted that the total distribution during these three years shows that **76.3%** of the participants came from **official educational institutions**, **13.7%** from **private institutions**, **6.4%** from **higher education institutions**, and **3.6%** were **out-of-school youth**.

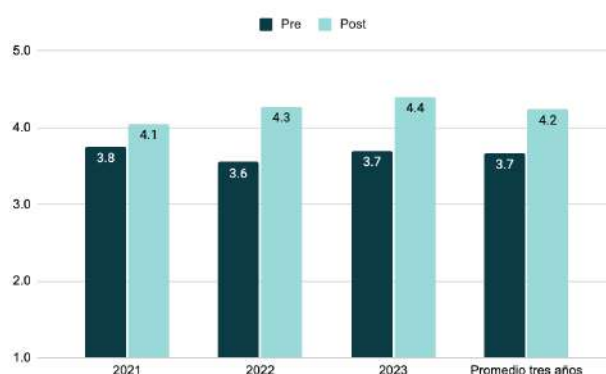
**Age range:** **77%** of the participants were between 15 and 17 years of age at the time of joining the program. In a smaller proportion, **14.6% of the** participants were between 14 years old, **7.9% between** 18 years old, **0.18% were** older than 18 years old and **0.4% were younger** than 14 years old.

## 5.3. Results of the Youth Leadership Laboratory - LIDERAB

As part of the evaluation process, during the three editions of LIDERAB, pre- and post-surveys were implemented to measure the impact of the project on the beneficiaries. The consolidated data is presented below.

### 5.3.1. Strengthening of socioemotional skills - Being

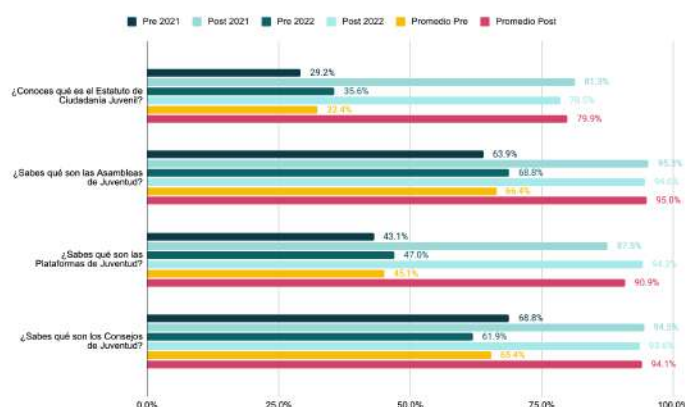
Analysis of the pre- and post-surveys conducted during each of the three editions of LIDERAB revealed a significant increase in the socioemotional skills of the young participants, specifically in recognizing and communicating their emotions. Throughout the three editions, continued progress was observed in this skill, with an average increase of **0.6** percentage points on a scale of 1 to 5.



### 5.3.2. Strengthening knowledge for leadership - Knowing

In order to assess the understanding of key concepts in youth leadership processes in Colombia, questions were asked before and after the intervention among the participants of the 2021, 2022 and 2023 cohorts of LIDERAB. The questions sought to inquire about the perception that young people had in relation to the youth citizenship statute, as well as youth assemblies, platforms and youth councils.

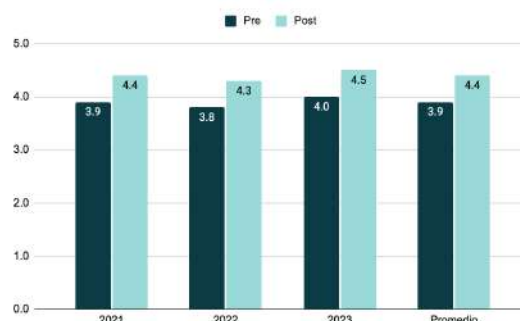
Analysis of the results between pre- and post-intervention perceptions in both cohorts reveals an increase in the understanding of key concepts related to knowledge strengthening. The largest increase was observed in knowledge of the youth statute and youth platforms, with an average increase of 47.5 and 45.8 percentage points respectively during the two years analyzed.



### 5.3.3. Leadership Capacity Building - Doing

To evaluate the impact of LIDERAB in strengthening the leadership skills of the young participants in the three cohorts of the project, the surveys conducted before and after the intervention addressed questions that sought to address key elements for the development of leadership activities. Aspects evaluated on a scale of 1 to 5 included questions such as: the ability to organize and communicate ideas effectively, the ability to deal with conflicts, and the aptitude to exercise youth leadership. The results obtained for each aspect evaluated are detailed below.

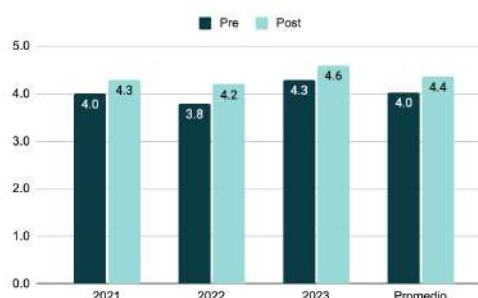
**a) Confidence in public speaking:** changes in perception were observed both before and after the intervention in the cohorts. Across all cohorts, there was a steady 0.5 point increase in post-intervention scores. This increase in public speaking confidence was consistent across all editions of the program, indicating a positive and sustained impact on the development of this skill among participants.



**b) Confidence in the ability to put ideas in order and communicate them:** changes were observed in the perception of the young people, both before and after the three cohorts of LIDERAB. In the 2021 cohort, there was an increase of

0.4 points in post-intervention scores compared to pre-intervention scores, while in the 2022 and 2023 cohorts, this increase was 0.5 points.

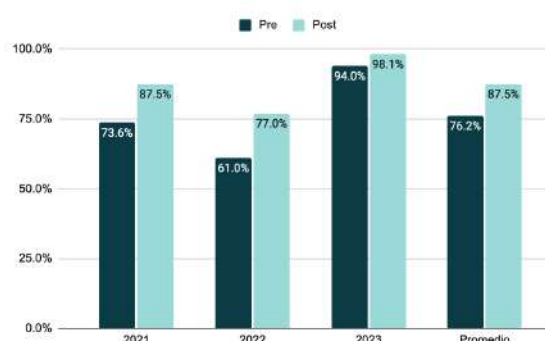
**c) Confidence to address conflict:** Analysis of the data reveals an average increase of 0.3 points in the ability to address conflict among LIDERAB participants across the three project cohorts. Importantly, the highest levels of trust were observed in 2023 prior to the intervention. These results indicate a positive and sustained impact of the program on the development of this skill among participants.



**d) Confidence to be a leader:** on average, an increase of 0.3 points in confidence to be a leader was observed among LEADERAB participants throughout the three cohorts of the project. This increase was consistent across all editions of the program.

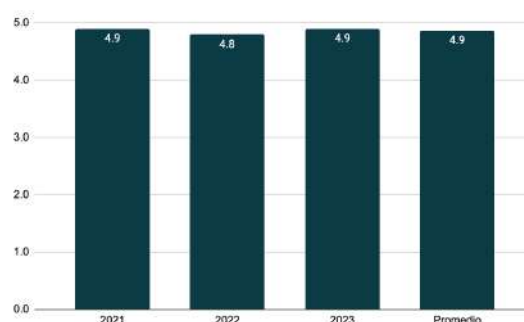
### 5.3.5. Interest in participating in spaces for youth representation

Within the framework of the three cohorts of LIDERAB, the interest of the young participants in getting involved in youth representation spaces was evaluated, both before and after the intervention. The analysis of the results revealed an average increase of 11.3 percentage points in the propensity to participate, with the greatest change detected in the 2022 cohort, with an increase of 16.0 percentage points between the pre- and post-intervention surveys.



### 5.3.6. Assessment of the methodology

After concluding the intervention, program participants were asked about their perception of the methodology used in LIDERAB in the subsequent survey. The average rating obtained was 4.9 on a scale of 1 to 5. It is noteworthy that the 2022 cohort gave a slightly lower score, with a rating of 4.8, placing it below the overall average.





## 6. Programs: Marea Púrpura - Empowerment of Young Women



Marea Púrpura is CIVIX Colombia's program, aimed at young women, which seeks to reduce the gap in female participation in the public leadership arena. We contribute to the goal of advancing gender equity with an emphasis on the empowerment of new generations of Colombian women.

The objective of the program is to contribute to closing inequality gaps in terms of participation, representation, and leadership of young women in Colombia, through a process of training in citizenship and gender. The fellows are trained in topics such as gender stereotypes, care economy, intersectionality, collective leadership, nonviolent communication, education in and for citizenship with a gender perspective, among others.



Adding the 2021-2023 editions, 507 young people from 11 cities in the country have graduated from the Marea Púrpura program and now have knowledge and tools for leadership and representation to begin to close the dynamics of gender inequality in the spaces of participation that exist in Colombia. In 2023 the Marea Púrpura program had its third and last edition, closing its programmatic cycle successfully. The main results of this Circle of Young Women in Colombia are presented below.

### 6.1. Characterization of the participating scholarship recipients and territorial scope

The selection of the participants of Marea Púrpura was based mainly on 3 criteria: 1) Being between the age range of 14 to 18 years old 2) Holding a position of student representation or wishing to do so 3) Motivations for wanting to be part of the second cohort of Marea Púrpura. A fourth criterion was to be part of any of the historically and systematically violated populations, such as the Afro-descendant population, indigenous people, victims of the armed conflict, part of the LGBTI community, among others.

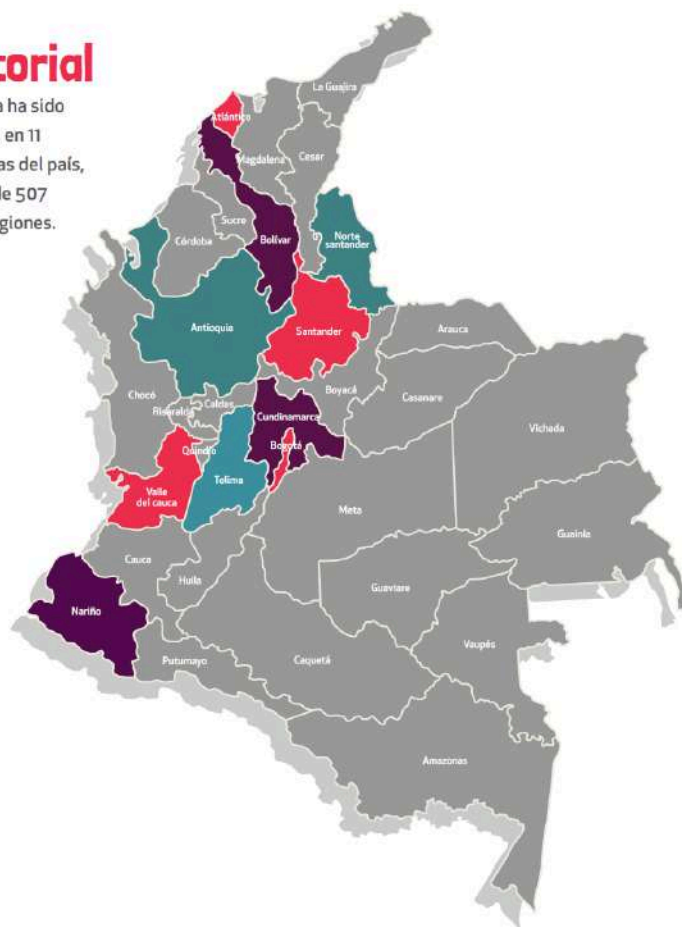
Within the consolidated results of the 3 cohorts, it was found that 89.1% of the participants live in urban areas, while 10.9% live in rural areas. Likewise, 24.2% recognize themselves as Afro-descendants, 20.5% recognize themselves as part of the LGBTIQ+ community, and 15.6% recognize themselves as victims of the armed conflict. Regarding their characterization by schooling levels, 69.7% study in public schools, 7.3% pursue university studies, and the remaining percentage belong to private schools.

Regarding the territorial scope, the map below shows the distribution by city and department of the country where the program was developed, taking into account the data of the graduated participants.

## Alcance territorial

Entre 2021 y 2023 Marea Púrpura ha sido implementado en tres ocasiones, en 11 ciudades principales e intermedias del país, logrando fortalecer el liderazgo de 507 mujeres jóvenes de diferentes regiones.

**Cartagena: 28**  
**Barranquilla: 77**  
**Cúcuta: 64**  
**Bucaramanga: 38**  
**Medellín: 70**  
**Bello: 27**  
**Bogotá: 69**  
**Mosquera: 29**  
**Buenaventura: 56**  
**Tumaco: 29**  
**Pasto: 20**



## 6.2. Results of Marea Púrpura

CIVIX Colombia evaluated the impact of the process on the beneficiaries, seeking to measure the acquisition of new knowledge during the training. Once the process is completed, the participants become part of the "Red de Mujeres Poderosas" in each city where the project has been implemented. This initiative is being developed and implemented to continue offering added value to the graduates in their leadership consolidation processes. Below are the most representative consolidated data<sup>1</sup>:

### 6.2.1. Changes in knowledge

A first component of Marea Púrpura's training focused on the transmission of knowledge about education in and for citizenship and some knowledge about gender issues relevant to strengthening the leadership skills and capacities of young women in Colombia and in their own territories. These are the most relevant data on the increase in percentage points that the students expressed in such knowledge through the pre- and post-training surveys.

- Participants' knowledge of participation mechanisms for women in Colombia increased on average from 3.6/ 5.0 to 4.5/5.0.
- After the training process, the percentage of participants who knew about the care economy concept increased from 39% to 96%.

<sup>1</sup> This [table](#) shows the consolidated data from the pre and post surveys of the three editions.

- After the training process, the percentage of participants who were knowledgeable about affirmative actions increased from 54% to 91%.

### 6.2.2. Levels of confidence in their leadership capabilities

Marea Púrpura sought to generate training processes that would increase confidence in young women, one of the most important barriers to accessing decision-making and political leadership positions according to the research "Young Women and Political Parity". For this reason it was significant to evaluate the component of confidence that young women perceive in their own leadership skills and abilities. The results obtained through the surveys on this topic are presented below:

- Thanks to the formation of Marea Púrpura, confidence levels for being a youth leader increased an average of 4.1/5.0 to 4.6/5.0 during the three years of implementation.
- The level of confidence to call on other women to participate as leaders in each of their territories went from 4.1/ 5.0 to 4.6/5.0.
- Thanks to their participation in the project, the levels of confidence in their abilities to transform conflicts in their communities and territories increased from 3.7/5.0 to 4.4/5.0.
- Thanks to the formation of Marea Púrpura, the levels of confidence to reach consensus in their communities increased on average from 3.7/5.0 to 4.4/5.0.



### 6.2.3. Qualification of project participants

The evaluation format included questions regarding their perception of specific aspects of the program itself, the main results of which are detailed below.

- 4.9/5.0 was the level of satisfaction of the participants with the contents, methodologies and training of the program in its three editions.
- 4.9/5.0 was the average score that students gave to the program in its three editions.
- 4.9/5.0 were the participants' ratings of their experience with the Inspiring Women who attended the Purple Tide sessions.

Finally, the program included Inspirational Women's Circles, in which recognized women leaders in the country and in their territories share their experiences and encourage them to achieve their dreams as young agents of change in training. It is important to mention here that 98.6% of the participants felt inspired or very inspired by these exceptional women invited to the program.



## 7. Programs | Civic Action against Disinformation

As of February 2023, the CIVIX Colombia Foundation began the implementation of the project "Civic Action against Disinformation: strengthening digital literacy in youth for dialogue and peace building" funded by the Foreign Policy Instruments Service (FPI) of the European Union. This project aims to strengthen the capacities of Colombian teachers and students, from civic education and media literacy to fight against the phenomenon of disinformation, polarization, hate speech, and the political and social consequences derived from them. This project is implemented in 10 departments of the country (Bolívar, La Guajira, Antioquia, Caldas, Nariño, Valle del Cauca, Santander, Norte de Santander, Bogotá D.C., Boyacá) for a period of 18 months and with a total budget of EUR 631,300.

During the first year of implementation, the Civic Action against Disinformation (hereinafter ACD) program team developed four major actions: 1) the launch of the program in media, digital and informational education "Doble Click" and the development of Democracy Bootcamps; 2) the pedagogical and didactic enlistment of "Pasa la Palabra", a training program aimed at young leaders as a strategy for peace building online and offline; 3) The dialogue tables against disinformation in three departments of the country; 4) leading the consolidation of "VerazMente" the first community of practice in the country to fight against disinformation.

### 7.1. Double Click: CIVIX Colombia's program in media, digital and information education

In 2023 CIVIX Colombia created its first media and information literacy curriculum for secondary and middle school teachers in the country. This curriculum materialized in "Doble Click", a media, digital and information literacy education program (EMDI) that is integrated by a series of pedagogical, methodological and didactic resources designed to be implemented in the classrooms of public and official educational institutions in the departments where the project is implemented.



[Doble Click](#) is composed of a [Teacher's Guide](#) that explains the fundamentals and basic information for the deployment of the contents in the classroom, a [Pedagogical Guide](#) composed of 7 thematic modules and 23 lessons with didactic proposals described in a language for non-specialized audiences, and a [web platform](#) that contains explanatory videos, support presentations, gamification tools (interactive games) and other resources that together provide teachers with all the materials and resources necessary to deploy content related to navigation and critical analysis of the information found in digital environments. All resources are freely accessible to interested audiences.

In 2023, Doble Click held **10** training events for teachers in **10 cities** in the country: Medellín and its metropolitan area, Manizales (Caldas), Riohacha (La Guajira), Cartagena (Bolívar), Bogotá D.C. and its metropolitan area, Tunja (Boyacá), Bucaramanga (Santander), Cúcuta



(Norte de Santander), Cali (Valle del Cauca) and Pasto (Nariño), with the participation of **521** teachers. In total, these Democracy Bootcamps had an impact on **318** schools in **59** municipalities.

In this [link](#) you will find the detailed report of the results of the first cycle of Democracy Bootcamps held in 2023.



## 7.2. Pasa la Palabra: training process for young leaders in dialogue facilitation for peace building.

In the second semester of 2023, the CIVIX Colombia pedagogical team began the design and conceptualization phase of the curriculum and the methodological proposal for this training process, which will begin in April and May 2024.



Pasa la Palabra is the new training program of CIVIX Colombia within its youth leadership pillar, where young participants will acquire tools and practical skills that will allow them to be builders and managers of peace both in online communities and in analogous (physical) communities. These skills emerge from the approaches of Peace Education and have as their structural axis the "non-violence" exercised from two significant practical frameworks for the construction of healthy human relationships: Nonviolent Communication and Peace Circles.

In total, Pasa la Palabra will train 300 young people in 10 cities across the country. It will be a program with an intensity of 40 hours of face-to-face training and will be carried out in partnership with the different strategic actors of CIVIX in each of the departments of implementation.

## 7.3. Dialogue Roundtables against Disinformation

The objectives of the dialogue roundtables against disinformation are 1) to provide a space for multi-stakeholder and decentralized dialogue for the recognition of the differential factors that characterize the problem of disinformation in each of the regions, 2) to carry out a diagnosis of these differential factors that account for the particularities of the problem from a territorial and differential approach, and 3) to provide practical tools that can be easily integrated into daily life to mitigate the effects associated with disinformation in society.

During 2023, three events of this nature were held in the city of Medellín (March 29 and 30, in partnership with Makaia and Colombia Check), in the city of Riohacha (May 29) and in the city of Cúcuta (November 1, 2023). Given that these events seek to be multi-stakeholder, the call seeks to ensure the participation of representatives from academia, the media, youth movements and collectives, teachers and students, and interested citizens in general. In the

year 2024, seven (7) additional dialogue roundtables will be held in partnership with local strategic actors.



One of CIVIX's methodological and didactic innovations to trigger conversations on the subject has been the creation of a sensory experience on information pollution in digital environments called "Pandora". In this experience, participants are immersed in a chamber that simulates in an encapsulated way the permanent exposure to digital environments. Ultimately, this sensory experience is visualized as a product that can be offered to educational institutions as a meaningful learning practice to talk about the impact of disinformation and information pollution in everyday life.

#### 7.4. VerazMente: united against disinformation" - First community of practice in the fight against disinformation in the country.

During the year 2023, CIVIX Colombia has led the formation of a Community of Practice of leading organizations and actors in the ecosystem of the fight against disinformation in the country. This is an initiative that articulates these actors through a voluntary and horizontal governance scheme, under the premise that a strategy that will position the issue and its various problems in the public debate requires the joint and joint action of those who are currently working from their different areas of action on this issue. At the same time, it seeks to transform the paradigm of competition towards collaboration among peers.

This year, the [launch event](#) "Colombia Veraz: challenging disinformation beyond local elections" was held, an event planned by all the organizations linked to the Community of Practice (Makaia, Atlantic Council, Fundación Gabo, Movilizadorio, Fundación Colombia 2050, ColombiaCheck, Detox Information Project,





Fundación para la Libertad de Prensa FLIP) and in alliance with the Universidad Externado de Colombia on October 10, 2023. This launch event was the second high-level event planned for the Action.

During 2024, the Community of Practice is expected to initiate the development of a digital communications strategy for the dissemination of content that will provide tools to citizens to mitigate the effects of disinformation in the context of the electoral process that the country is undergoing. Similarly, the third high-level event will be held in March in which the Community of Practice will promote a discussion on the state of media, digital and information education in Colombia and Latin America.

## 8. Other topics

### 8.1. Communications Strategy

During 2023, CIVIX Colombia's communications revolved around the consolidation of our institutional image, as well as the programs being implemented in its various projects, led by Voto Estudiantil, Marea Púrpura and Liderab. With regard to the Civic Action against Disinformation project, the brands for the Doble Click and Cafecitos con CIVIX were created, and the conceptualization of the Pasa la Palabra brand was initiated. Along the same lines, the communications strategy of the community of practice was established: Verazmente, and communications support was provided at the dialogue tables.

In terms of media mentions, we achieved 40 impacts in regional and national media. During the same period, more than 590,000 people were reached with media content on our organization's social networks (Facebook, LinkedIn, X, Mailchimp). Meanwhile, while in December 2022 the sum of followers of the different social networks of the organization (Facebook, X, YouTube, and Instagram) was 5,102 people, by December 2023 the sum of these same networks was 8,383, which implies a growth of 64.25% between 2022 and 2023.

### 8.2. Teacher Networking Strategy

During the year 2023, 15 virtual spaces called 'Cafecitos con CIVIX' were developed with a total of 1419 attendees. In the first semester, topics related to the conformation of school governments, the functions of students who assume positions of student representation within educational institutions, and the transformation of conflicts in the promotion of cultures of peace were addressed.

During the second semester, the topics of some of the lessons of the pedagogical booklet were reinforced within the framework of the Student Vote project, with the participation of invited experts in systematization of pedagogical experiences, youth leaders who have an impact in different territories of the country and graduates of our youth leadership programs who shared their experience and knowledge with the teachers who are part of the network of civic teachers.

Bearing in mind the dedication, effort and commitment that teachers have shown with our programs and with the purpose of making visible and thanking teachers for their work, we created the strategy called "**CIVIX Teacher Awards**", a space in which the best teaching practices in Colombia in education for democracy and citizenship were awarded and in which 94 teachers were recognized at a national level.



Nine award categories were established in which 43 teachers were nominated, representing each of the regions in which we are present with our coordinating offices, and 3 teachers received special mentions.

During the transmission of the awards gala we had an audience of 170 viewers and the [video](#) already has more than 1,000 views. This event marked the launch of the Voto Estudiantil 2023 project and the opening of the 'Cafecitos con CIVIX' season for the second semester.

### 8.3. Democracy on the Board

During the first quarter of 2023, CIVIX Colombia implemented for the first time "Democracia al Tablero", a project designed according to the needs of teachers who work on issues of education in and for citizenship within their educational institutions. In this sense, the main objective of the project was to strengthen the processes of training and functioning of school governments through the delivery of pedagogical, didactic, attractive and innovative tools.



To this end, CIVIX Colombia developed 9 Democracy Bootcamps with teachers from Tumaco, Medellin, Cucuta, Bucaramanga, Cartagena, Bogota and other regions of the country. Through these face-to-face and virtual meeting spaces, the participating teachers received pedagogical and didactic tools, both physical and digital, to implement the project in their classrooms.

The implementation of Democracia al Tablero involved 754 teachers and more than 540 students from 200 public and private schools in urban and rural areas of 14 departments of the country. During its first edition, 85.4% of the participating teachers led the creation of school governments in their schools. Likewise, 99% of the participating teachers considered that the tools received strengthened their skills to address in the classroom components related to the formation of school government, and 98% considered that the materials received improved their skills to integrate in their classroom topics related to education in and for citizenship.

This concludes the presentation of the CIVIX Colombia Foundation's 2023 Management Report.

Sincerely,

**ANDRÉS SÁENZ PEÑAS**  
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