Consultancy for Technical Evaluation of the project "Strengthening capacities for school entrepreneurship in the region". Moquegua

FINAL REPORT

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INDEX

LIST OF ACRONYMS

APAFA:	Parents Associatio
BID:	Inter-American Development Bank
CNEB:	National Curriculum for Basic Education
CEOP Ilo:	Center for Education, Organization and Promotion of Development - Ilo
EPT:	Education for Work
FY:	Fiscal Year
GREMO:	Regional Education Management Moquegua
IIEE:	Educational Institutions
INEI:	National Institute of Statistics and Informatics
PAT:	Annual Work Plan
PEI:	Institutional Educational Project
PCI:	Institutional Curricular Project
PER:	Regional Education Project
UGEL:	Local Educational Management Unit

EXECUTIVE SUMMARY

a. Project background:

The project ***Strengthening capacities for school entrepreneurship in the Moquegua region*** arose as a response to the need to promote the development of entrepreneurial skills in high school students, in a context defined by the low link between the school, the community and the challenges of the local productive environment. Despite the existence of an Education for Work (EFW) proposal with an entrepreneurship focus in the National Basic Education Curriculum (CNEB), there were still limitations in teacher training, little articulation with stakeholders of the entrepreneurial ecosystem and weak participation of families in the training processes. In view of this, the project — implemented in seven public educational institutions in Moquegua — sought to strengthen the capacities of students, teachers and principals through innovative pedagogical processes, technical support strategies, inter-institutional advice and family and community awareness actions, with the aim of consolidating viable and sustainable school entrepreneurship experiences with a territorial impact.

b. Evaluation design:

The project evaluation was designed under a mixed approach, integrating quantitative and qualitative techniques to analyze the relevance, effectiveness, efficiency, sustainability and impact of the intervention. Specific indicators were defined for each of the outcomes proposed in the project's logical framework, establishing baselines and compliance targets. At the quantitative level, structured surveys were applied to students, teachers, principals and parents, while the qualitative component was developed through semi-structured interviews, focus groups and documentary analysis.

c. Limitations of the study:

Among the main limitations of the study was the limited availability of participation in the collection of information from stakeholders such as parents, due to their busy work schedules. This required a strategy to strengthen the application of the research instruments, resorting to alternative schedules, telephone interviews and support from tutor teachers to facilitate contact. Although these actions implied methodological adjustments, compliance with criteria that ensured the objectivity and validity of the data collection process was guaranteed.

d. Key findings:

This report presents the outcomes obtained in the collection of information of the Final Evaluation of the Project "Strengthening capacities for school entrepreneurship in the Moquegua region", where we sought to corroborate the situation of compliance or achievement of the indicators, both of the Main Objective, as well as the five expected outcomes. Some conclusions and recommendations are also presented.

The **main objective of** the project was to ***strengthen the entrepreneurial capacities of 420 high school students in seven educational institutions in the Moquegua region, through the creation of school entrepreneurship proposals with community impact, with the active support of teachers and parents.*** This objective was evaluated through **three** key **indicators**. **The first** was that 75% of the students should develop a viable business proposal for the improvement of their educational community or personal environment; while at the baseline this indicator registered 0%, at the end of the project it was verified that **331 students (79%) successfully completed the training process** and **developed 95 viable proposals**, surpassing the expected goal. The **second indicator**, which aimed for 75% of teachers to perceive entrepreneurship capacities in their students, went from an initial 61.5% to **100%** at the end of the intervention. Finally, with regard to parents perceiving improvements in the personal and educational development of their children, 75% of parents were to recognize improvements in the personal and educational development of their children; although initially no parents expressed this perception, at the end of the intervention **315 parents (75%) clearly expressed such improvements**.

Substantial progress has also been made with respect to the **first outcome**, aimed at ensuring that **students are trained and promote school entrepreneurship from the school municipalities**. **Seventy-five percent of students should have completed the training process** on entrepreneurship during the school year with a passing grade; however, **431 students did so**, comfortably surpassing the goal. In addition, **99% of the students developed their proposals in teams**, a significant change compared to the 0% recorded at the beginning. Another indicator was that **28 proposals won the interprovincial competition and received advice and prototyping**. This was fully achieved, as **was the incorporation of the entrepreneurship approach in the work plans of the 14 school municipalities involved.**

Regarding the **second outcome,** which aimed to **strengthen the pedagogical skills of teachers in the area of Education for Work (EPT**), it was proposed that at least 80% of them should have certified training in methodologies for school entrepreneurship. The baseline showed only 20% with such competencies, and **at the end of the project, 8 out of 10 teachers (80%) had them**, although **formal certification is still pending.** In addition, **100% of the teachers reported managing participatory methodologies for the proposal design,** such as project-based learning (PBL), teamwork and the use of ICTs, thus doubling the initial proportion, which was 40%.

The **third outcome** focused on the **institutional commitment of educational authorities**. One of the indicators stipulated that 70% of teachers should perceive institutional support from principals and advisors for the promotion of school entrepreneurship. At the beginning of the project, only 11.5% did; however, **at the end of the project, this perception rose to 80%, with evidence of active participation in school planning and monitoring.** In addition, **88% of the educational authorities participated in the identification of strategic allies of the school entrepreneurship ecosystem**, also exceeding the established goal (75%).

The **fourth outcome** referred to the **involvement of families and the APAFAS (Parents' Associations) in supporting their children during the design of school entrepreneurship**

proposals. It was expected that 70% of parents would support their children's proposals. The baseline was non-existent (0%), but **at the end of the project, 94% active participation of families was recorded**, expressed both in emotional support and logistical and in-person assistance. For their part, **81% of students reported perceiving their parents' interest in their entrepreneurial initiatives**, a significant improvement from the initial 46.5%. Finally, **all 14 APAFAS involved actively promoted family participation in awareness-raising activities**, **fulfilling 100% of the** corresponding **indicator**.

The fifth and final outcome focused on **territorial articulation with allied institutions**. The indicator established that 100% of the 12 allied entities from the public, private and civil society sectors would provide specialized technical advice to students for the design of their entrepreneurship proposals. Although at the beginning of the project there was no such articulation (0%), **at the end, full participation (100%) of all committed institutions was achieved.** These institutions contributed knowledge, advice, materials, technical support and contextualized mentorships at different stages of the educational process.

Collectively, the results demonstrate significant progress in each of the planned indicators. The project not only surpassed the baseline, but also generated a sustainable educational and community transformation. These improvements are reflected in student empowerment, teaching innovation, institutional articulation and the strengthening of ties with the family and territorial environment, consolidating school entrepreneurship as a strategic pedagogical tool for the comprehensive development of adolescents in the Moquegua region.

e. Recommendations:

The project evaluation identified a set of strategic recommendations to strengthen and ensure the sustainability of the school entrepreneurship approach in the Moquegua region. For **teachers Education for Work (EPT)** area, it is suggested to create learning communities that facilitate the exchange of experiences and the development of contextualized pedagogical manuals. Additionally, promoting active methodologies such as project-based learning and design thinking for learning projects is recommended. For **students**, the recommendations include strengthening active learning spaces linked to real problems, promoting student-led entrepreneurship networks, and developing digital portfolios as evidence of their achievements. In the case of **families**, the importance of designing brief training modules on youth entrepreneurship and emotional management is highlighted. It is also recommended to make visible stories of family transformation and promote joint commitments between school and home.

Furthermore, it is recommended that **school management and educational authorities** incorporate the school entrepreneurship approach in the PEI (Institutional Educational Project), PCI (Curricular Diversification Project) and PAT (Annual Work Plan) as a transversal strategy. They should also manage sustainable alliances and shared funds with stakeholders in the territory, and promote the creation of regional networks of schools with an entrepreneurial approach. At the regional level, **education authorities** are urged to promote

this model as a pedagogical innovation strategy, prioritize it in technical assistance and establish specific curricular monitoring mechanisms. **Allied institutions** can contribute to sustainability through multi-year agreements, technical advice, mentoring, internships and financing of outstanding prototypes. Finally, it is recommended that **CEOP Ilo** systematize the experience, design pedagogical kits for teachers, establish a seed fund for students, strengthen the role of the school municipality and articulate a regional ecosystem of educational entrepreneurship to ensure the continuity and impact of the model.

1. BACKGROUND AND PURPOSE OF THE EVALUATION

This report presents the main findings and analysis derived from the technical evaluation of the project ***Strengthening Capacities for School Entrepreneurship in the Moquegua Region***. This is an initiative aimed at fostering entrepreneurial skills in basic education students through strengthening teacher capacities, implementing innovative pedagogical strategies, and supporting student initiatives with community impact.

Education for entrepreneurship constitutes an essential component of comprehensive education, as it promotes autonomy, creativity, problem-solving, collaborative work, and socially responsible decision-making. In this sense, it is closely related to the approaches and competencies outlined in the National Basic Education Curriculum (CNEB), especially with the transversal competence "Manages their learning autonomously" and the specific competencies linked to the area of Education for Work, such as "Manages economic or social entrepreneurship projects with efficiency, responsibility, and ethical sense." Through these competencies, the CNEB promotes the development of critical, proactive citizens committed to transforming their environment.

Furthermore, the evaluated project aligns with the guidelines of the Regional Education Project (PER) of Moquegua, which recognizes as a priority the strengthening of capacities for sustainable development, innovation and local entrepreneurship. From this perspective, school entrepreneurship is not only a pedagogical strategy but also a tool to foster a sense of territorial belonging and encourage students to envision a future that articulates knowledge, values and commitment to their community.

The information gathering process took place from April 21 to May 3, with visits to educational institutions in the project's intervention area. In this sense, the evaluation was carried out in the same physical and social environment in which the project was implemented, interacting and working with the same educational stakeholders who were part of it.

This report presents the results obtained from the information gathering process carried out with key stakeholders of the project, including students, teachers, directors and specialists. For this purpose, a mixed methodology has been used that articulates quantitative and qualitative approaches, allowing for a broad and deep understanding of the progress, challenges and perceptions regarding the implementation of the project.

Therefore, this report seeks not only to account for the degree of implementation and results achieved by the project, but also to offer evidence that will contributes to its continuous improvement, sustainability and possible scaling within the framework of regional and national educational policies.

We also share the project's **Logical Framework**:

<table>
<tr><th colspan="4">Purpose</th></tr>
<tr><td colspan="4">To contribute to the strengthening of life skills linked to the entrepreneurial profile of the region, through the reinforcement of school entrepreneurship in secondary level school students to face the challenges of school graduation in the search for better opportunities for personal, professional and/or labor development, in rural and peri-urban areas of the Moquegua region.</td></tr>
<tr><th>Main objective</th><th>Indicator</th><th>Means of verification</th><th>Assumptions</th></tr>
<tr><td rowspan="3">Strengthen the capacities of 420 high school students from 7 educational institutions (IIEE) in the Moquegua region, for the creation of school entrepreneurship proposals that contribute to the community, with the support and articulation of teachers and parents.</td><td>75% (315) of the students participating in the program have developed a viable entrepreneurship proposal for the improvement of their educational community or their personal environment.</td><td rowspan="3">* Document review: Attendance lists, Training reports, Entry and exit evaluations.
* Surveys administered to students, teachers and parents.
* Photographic record.</td><td rowspan="3">* Institutional support and endorsement from educational institutions throughout the project execution process. Physical and/or virtual spaces are ensured for training sessions.
* Willingness of students, teachers and parents to participate.
* No worsening of the school dropout rate in educational institutions due to the pandemic or other reasons.</td></tr>
<tr><td>75% (8) of the teachers perceive entrepreneurial skills in their students.</td></tr>
<tr><td>75% (315) of parents perceive improvements in the personal and educational development of their children.</td></tr>
<tr><td colspan="4">Outcome 1</td></tr>
<tr><td>420 students from the targeted</td><td>75% (315) of the students participating in the</td><td></td><td></td></tr>
</table>

educational institutions are trained in the development of school entrepreneurship through a training program, and 200 students from the student council promote school entrepreneurship in their IIEE.	program successfully complete the entrepreneurship training process with a passing grade during the school year. 75% (315) of the students participating in the program develop their school entrepreneurship projects in teams. 28 entrepreneurship proposals that win the interprovincial competition advance to the consulting and prototyping stage. 14 student municipalities incorporate the promotion of school entrepreneurship into their work plans.	* Documents review: Attendance lists, Training reports, Entry and exit evaluations, Developed entrepreneurship proposals, Evaluation of developed proposals. * Photographic record.	* Students are able to grasp and apply the training received. * Students with better evaluation scores implement what they have learned through prototypes design.
Outcome 2			
10 teachers from the area of education for work (EPT) of the IIEEs trained in didactic methodologies for the development of school projects and advise students in the design of their proposals.	80% (8) of EPT teachers have certified pedagogical skills for teaching school entrepreneurship. 80% (8) of EPT teachers use participatory methodologies for the design of school entrepreneurship proposals.	* Documentary review: Attendance lists, Training Reports, Evaluation of entry and exit of the training process. Approved	* Teachers participate in activities and develop pedagogical skills in entrepreneurship. * Teachers successfully conduct training for students.

		certificates. * Student survey. * Photographic record.	
Outcome 3			
28 educational institutions (IIEE) principals, coordinators and advisors are sensitized to promote the development of entrepreneurial skills in students and participants in the identification of the school entrepreneurial ecosystem.	70% (7) of EPT teachers perceive commitment and institutional support from educational authorities for the promotion of school entrepreneurship. 75% (8) of educational authorities of the IIEEs participate in the identification of strategic allies of the school entrepreneurship ecosystem in the region.	* Documentary review: Report on awareness-raising activities, Report on the identification of allies of the entrepreneurial ecosystem and lists of participants in the process. * Minutes of meetings. * Interview with teachers * Photographic record.	* School authorities provide institutional support to the project. Authorities commit to introduce entrepreneurship in school education on a regular basis.
Outcome 4			
420 parents sensitized to support their children during the	70% (294) of parents support their children's entrepreneurship proposals.		* Parents agree to participate in awareness-

design of school entrepreneurship proposals and 42 members of the APAFA members promote parental participation in awareness-raising process.	70% (294) of the students perceive their parents' interest in supporting their entrepreneurship initiatives. 14 APAFAS promote the participation of parents in awareness-raising activities for school entrepreneurship.	* Interview with students. * Teacher survey. * Attendance record of activities. * Report on awareness-raising activities.	raising activities. * Parents improve their support skills towards their children.
Outcome 5			
12 allied entities belonging to the public, private sectors and/or civil society sectors contribute knowledge and experience through advisory services for the development of student entrepreneurship proposals.	100% of allied institutions provide specialized advice for the design of students' social entrepreneurship proposals.	* Documentary review: Minutes of meetings, Participants lists, reports of alliances with IIEE, etc.	* Institutions are committed to support the implementation of the project. * Institutions have specialists linked to entrepreneurship issues and interested in training.

2. EVALUATION METHODOLOGY

2.1. About the Evaluation Proposal:

This evaluation sought to assess the effectiveness of the project in achieving each objective and outcome based on the logical framework, design, and monitoring data. To this end, it considered the project's original design, monitoring data collected during its execution, as well as the perception and experience of the involved actors.

The approach of this evaluation responded to a comprehensive and systematic perspective that considers the criteria of effectiveness, relevance, efficiency, impact, and sustainability, in accordance with the guidelines established by organizations such as the Inter-American Development Bank. In this sense, it is a final project evaluation, aimed at analyzing the results achieved at the close of the intervention, generating useful lessons learned for future replications or scaling of the project, and providing objective evidence for decision-making. This approach allowed not only for the identification of achievements and difficulties but also for the proposal of strategic recommendations that contribute to strengthening regional educational policies linked to entrepreneurship and the comprehensive education of students.

The evaluation covered the scope of the Project's intervention in the Provinces of Ilo, Mariscal Nieto and Sanchez Cerro, in the Department of Moquegua:

Province	District	Village Center	Focused IIEE
General Sanchez Cerro	Omate		Mariscal Domingo Nieto
	Coalaque		San Pedro
	Puquina		Mariano Lino Urquieta
		Talamolle	Virgen del Carmen
Mariscal Nieto	Carumas	Cambrune	José María Arguedas
	San Cristobal de Calacoa		César Vallejo

The **quantitative analysis** of the evaluation was based on the comparison between the initial and final values of the indicators established in the project's objectives and outcomes, as set out in its logical framework. Given the existence of a baseline study, a gap analysis methodology will be used to estimate the level of progress of these indicators, thus making it possible to identify the contribution attributable to the project's intervention. This strategy enables an objective measurement of the change generated in key variables, such as the development of entrepreneurial skills in students, improvement in the planning and execution of school entrepreneurship projects and the incorporation of active pedagogical practices by teachers.

The sample frame for the collection of quantitative information was constituted by the total number of students and teachers of the seven educational institutions targeted by the project. Applying the standard parameters of educational research (confidence level of 95% and margin of error of 5%), with an expected proportion of p = 0.5, an optimal sample size was obtained that guaranteed the validity and reliability of the statistical outcomes, thus making it possible to draw well-founded conclusions about the scope of the project in its quantitative dimension.

Taking this into account, the sample size was as follows:

Population	Total	Sample
Secondary level students	420	201
Students of the School Municipality	115	89
EPT teachers	10	10
Municipality Principals, Coordinators and Advisors School	28	28
Parents	420	201
Parent members of APAFA	16	16
Representatives of public and private institutions private allies	12	12

The variables and indicators of the project's logical framework were considered for the definition of the research instruments. Accordingly, we worked with primary information gathering research instruments such as surveys and secondary information gathering research instruments such as the review of the project design document, the analysis of monitoring reports and the baseline report.

The **qualitative analysis** of the evaluation focused on the analysis of the design and intervention dimensions, but also, in a complementary manner, on the dimensions referring to the outcomes and goals of the Project. The information gathering tools used were focus groups and interviews.

For this purpose, the following sample was proposed:

Interviews/Focus groups	Population
Interviews with principals, coordinators, advisors, etc.	7 principals
Interviews with EPT teachers	8 EPT teachers
Focus groups with student participants in the program	35 students
Parent focus groups	35 parents
Interviews with local authorities and allies	7 authorities/allies

3. EVALUATION OUTCOMES

1.1. ACHIEVEMENTS OF THE INDICATORS OF THE MAIN OBJECTIVE:

Strengthen the capacities of 420 high school students from 7 IIEE of the Moquegua region, for the creation of school entrepreneurship proposals that contribute to the community, with the support and articulation of teachers and parents.

In order to achieve the **Main Objective**, three indicators were proposed, with the information gathered, we have the following:

Indicator 1: 75% (315) of the students participating in the program have developed a viable entrepreneurship proposal for the improvement of their educational community or their personal environment.

To analyze this indicator, secondary information from the project's monitoring reports was used and contrasted with field data analysis. Accordingly, the initial goal (315 students) was surpassed, reaching a total of 331 students who concluded the training process not only with academic success, but also with the concrete production of 95 entrepreneurial proposals.

This result reflects a dual dimension of achievement: the development of entrepreneurial capacities in terms of knowledge and skills, and the effective production of initiatives that respond to real environmental problems. The proposals address relevant local themes: waste management, valorization of agricultural resources, bio-ventures, environmental care, and cultural revalorization, showing a strong territorial and ethical component. Likewise, the process of developing the proposals was accompanied by the use of methodological tools such as Design Thinking and Canvas, as well as the development of intermediate products (worksheets, prototypes, presentations) that demonstrate the pedagogical work behind the result.

Identification of a problem:

The qualitative dimension helps us to identify that the students demonstrated a high capacity to identify real problems in their environment, such as the use of plastics, pollution, devaluation of local culture, lack of healthy food or lack of recreational spaces. These problems arose from both the community context and the immediate school environment.

"We saw that a lot of garbage was accumulating in the school park, so we thought of making recyclable containers with bottles" (Student, IE San Pedro).

Proposals for solutions:

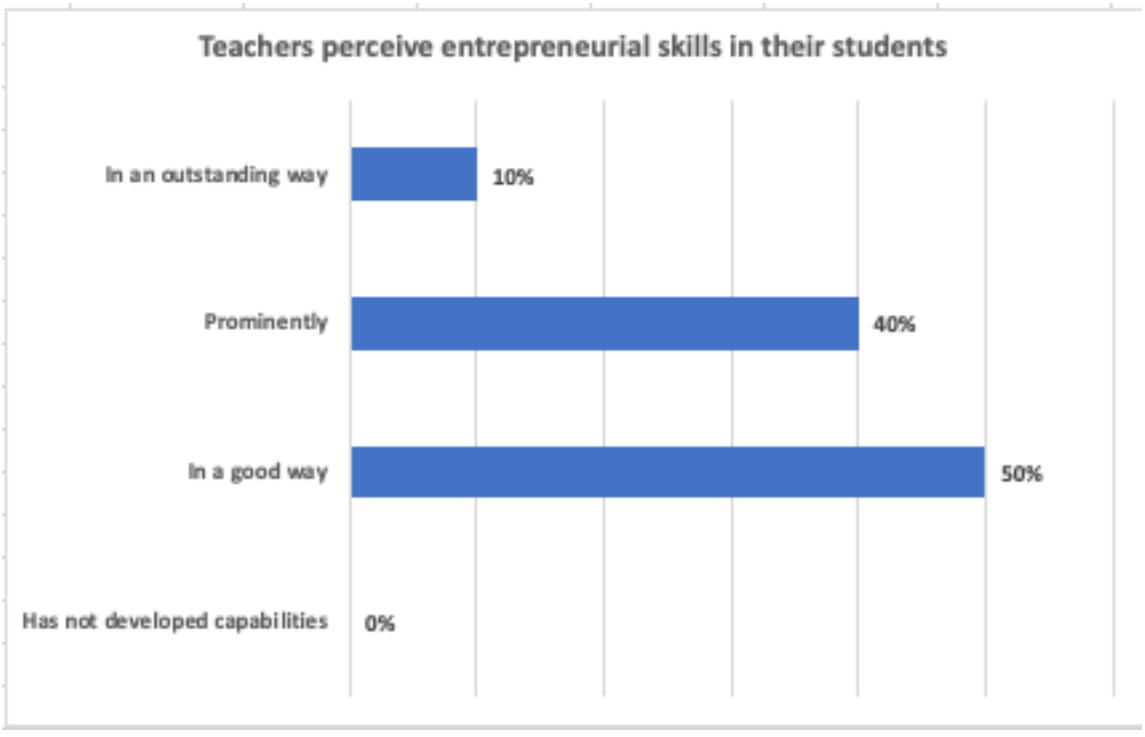
In the focus groups, the students explained that their entrepreneurial proposals were born out of these problems. They presented viable solutions, oriented to the production of goods or services with an ecological, social or cultural approach. These proposals were formulated in teams, structured and in many cases prototyped and publicly validated.

"With my group we did a healthy food project because we saw that everyone was bringing only candy to recess. We wanted to offer another option" (Student, IE Fe y Alegría).

Indicator 2: *75% (8) of teachers perceive entrepreneurial skills in their students.*

According to the information gathered in the field, **100%** of the Education for Work (EPT) teachers surveyed stated that they observed the development of entrepreneurial skills in their students, not only in technical terms, but also in soft skills: leadership, critical thinking, initiative, autonomy, creativity, oral expression and the ability to work collaboratively. These perceptions are supported by concrete observations of change: teachers mention improvements in students' active participation, greater confidence in presenting ideas and a greater sense of purpose in school activities.

This indicator reveals a change in the school culture: the EPT area has a new formative value within the curriculum, and students no longer see entrepreneurship as something marginal, but rather as a significant tool for their personal and professional development.



Identification of entrepreneurial skills in students:

The teachers interviewed agree that their students have developed skills such as leadership, autonomy, critical thinking, teamwork and creativity. These abilities are reflected in the way they assumed roles within the teams, resolved conflicts, searched for information and presented their ideas to the public.

*"Some students who did not speak up before now lead their group, manage materials and confidently present their proposal" (*EPT teacher, IE Mariano Lino Urquieta).

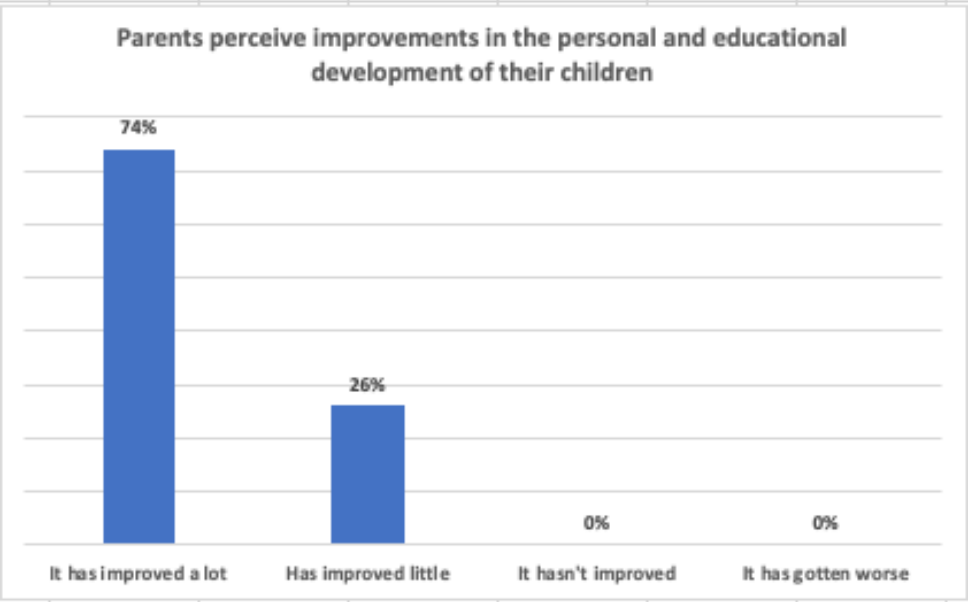
Assessment of the program's contribution to entrepreneurship development:

The teaching team values positively the impact of the program on their students' learning. They recognize that the approach applied favored motivation, practical thinking, and made it possible to connect the curriculum with the local reality.

"This program has transformed the way I teach. I have seen my students get excited about learning and looking for solutions for their community" (EPT teacher, IE Virgen del Carmen).

Indicator 3: *75% (315) of parents perceive improvements in the personal and educational development of their children.*

According to the information gathered in the field, one of the most important achievements of the project is expressed: the transformation perceived by the families. Ninety-nine percent of the parents interviewed stated that they noticed improvements in their children's autonomy, responsibility, self-esteem and commitment. The parents' testimonies highlight how the students have begun to visualize a life project, to set goals, to assume active roles inside and outside the classroom. Likewise, they especially value the practical approach of the project, which has been expressed in the development of fairs, prototypes, product sales, concrete experiences that connect learning with real life. Finally, we can say that the school-family bond has been strengthened, opening more frequent and meaningful communication spaces around the personal growth of the students.



Recognition of positive changes in attitude and behavior:

Families report visible changes in their children's behavior, highlighting greater commitment, responsibility, security and enthusiasm for their studies. They also mention improvements in self-esteem and communication skills.

"My son now talks more with us, asks questions, wants to get ahead. Before he was quieter" (Mother of a family, IE Mariano Lino Urquieta).

Improved academic performance and school participation:

The parents interviewed agree that their children show a more participative attitude at school. They have observed improvements in their academic performance, personal organization and leadership in school activities.

"Before, he was not interested in his studies. Now he stays up late doing his business plan with his classmates" (Parent, IE José María Arguedas).

Positive impact of the program on integral education:

The families consider that the program has been very beneficial for their children's personal and professional development. They perceive that it has planted aspirations, taught them values and generated interest in their future.

"With this program my daughter has discovered that she can have her own business someday. She has goals and the desire to continue studying" (Mother, IE Fe y Alegría).

Consolidated Main Objective:

The three indicators show a comprehensive educational transformation that encompasses the student, the teacher and the family. It has been possible not only to develop technical capacities in entrepreneurship, but also to generate a positive impact around school entrepreneurship. Entrepreneurship, beyond its economic dimension, becomes here a pedagogy of hope, which connects education with the territory, youth dignity and the possible future.

Even so, in order to consolidate these achievements, it will be essential to deepen the sustainability of the outcomes, ensuring that the capacities developed are not momentary or limited to certain profiles, but become a structural line of regional education policy.

1.2. ACHIEVEMENTS OF OUTCOME INDICATORS 1:

420 students from the targeted educational institutions are trained in the development of school entrepreneurship through a training program, and 200 students from the student council promote school entrepreneurship in their IIEE.

In order to achieve Outcome 1, four indicators were proposed, with the information gathered, we have the following:

Indicator 1: *75% (315) of the students participating in the program complete the entrepreneurship training process with a passing grade during the school year.*

To analyze this indicator, secondary information from the project's monitoring reports was used and contrasted with field data analysis. Based on this information, it was found that the goal of 75% was surpassed by far, with 431 students completing the training process with a passing grade (goal: 315). Participation was active and the learning products show evidence of a solid teaching-learning process. Likewise, the active participation of students was evident in both face-to-face and virtual spaces, highlighting an effective combination of active methodologies and teacher accompaniment.

Active participation in the training sessions:

Students reported having actively participated in face-to-face and virtual training sessions. These included topics such as problem identification, idea formulation, and validation. They report practical dynamics, collaborative exercises and constant advice from their teachers.

"They taught us how to start a business from scratch, we did idea mapping, and we learned how to present a product" (Student, IE San Pedro).

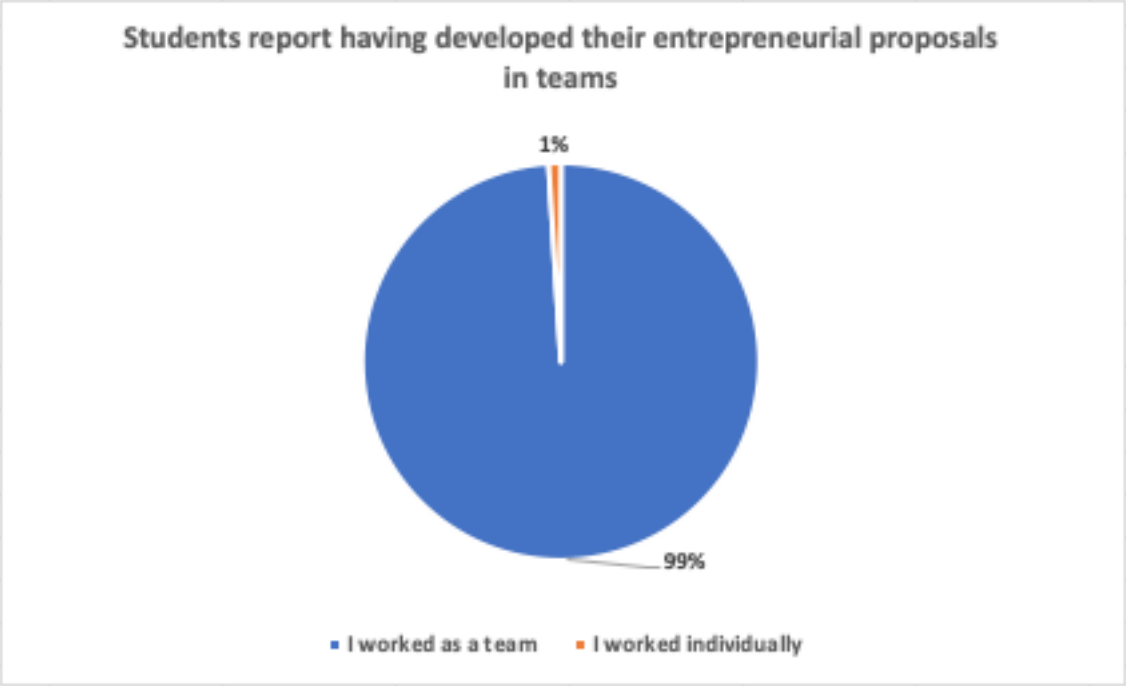
Delivery of learning products:

Students mention having produced products such as field notebooks, project sheets and visual presentations. These were evaluated and given feedback in class.

"We presented our proposals with posters, triptychs, spreadsheets. My group worked with medicinal plants" (Student, IE San Pedro).

Indicator 2: *75% (315) of the students participating in the program develop their proposals for school projects in teams.*

According to the information collected in the field, 99% compliance was identified, with students organized in teams that collaboratively elaborated proposals. This outcome reflects a notable change from year 0, when there was a strong tendency to work individually and an absence of socialization of ideas. It is also recognized that teamwork was intentionally promoted and favored the development of soft skills such as communication, shared planning, leadership and decision making. Finally, the delivery of formal proposals shows that the work was rigorous.



Team work to develop the proposal:

Almost all groups worked collaboratively, distributing tasks by affinity or strengths. The organization into teams allowed for the development of communication, leadership and decision-making skills.

"We split up to make the poster, the budget, the presentation. I was in charge of the logo and another classmate was in charge of the costs" (Student, IE Fe y Alegría).

Presentation of the proposal document:

Students report having submitted a work sheets of their proposal, including title, objective, description, justification and costs.

"We had to write the whole proposal with the help of the teacher, as if it were a real plan. We even made quotations" (Student, IE Virgen del Carmen).

Indicator 3: *28 entrepreneurial proposals that win the interprovincial competition move on to the consulting and prototyping stage of the idea.*

To analyze this indicator, secondary information from the project's monitoring reports was used and contrasted with field data analysis. Based on this information, the goal was 100% met, with **14 proposals selected in each of the two years** in which the interprovincial competition was held. These winning proposals were selected by an external jury and **addressed community or school problems**, which reinforces the contextual relevance of the entrepreneurial approach. The consulting and prototyping stages allowed the development of functional products, making the students' ideas visible at regional fairs and meetings with authorities. This process, in addition to being technical, was formative: it strengthened self-esteem, oral presentation, the improvement of proposals based on feedback and the link with the environment.

Winning entry in the interprovincial competition:

Some students indicated that their proposals were selected for the interprovincial competition. These ideas addressed community needs or school innovations and were evaluated by an external jury.

"We were selected with our bio-venture, and we presented it to several authorities" (Student, IE San Pedro).

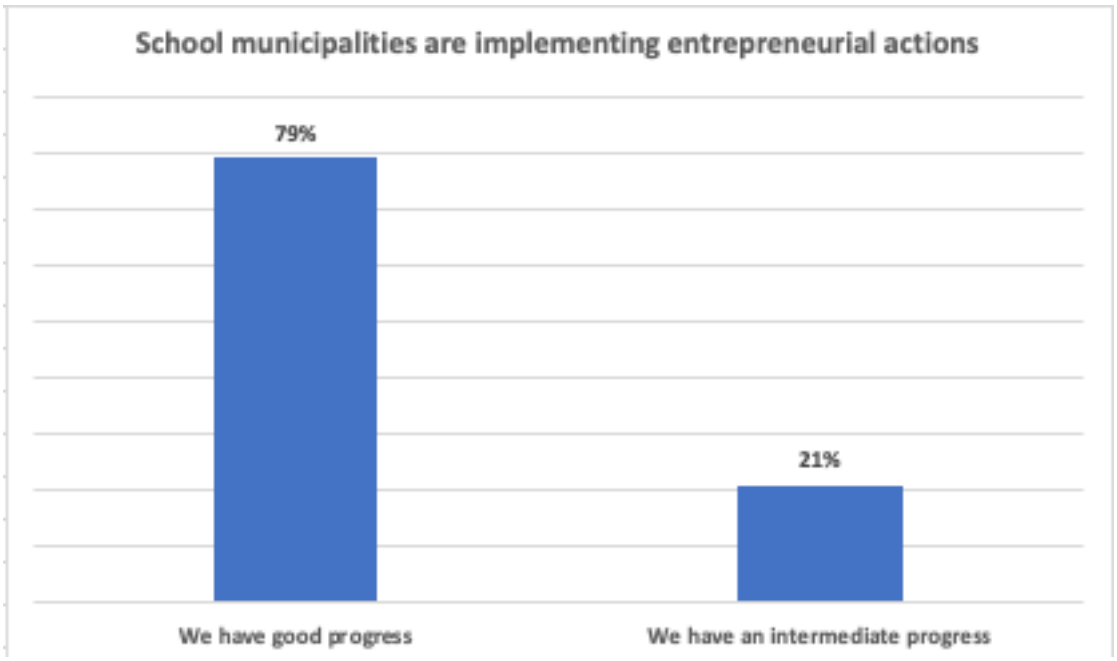
Prototype development:

The winning teams went on to a prototyping stage, in which they developed a functional model of their idea. They report having received technical and material support for its implementation.

"We made a first sample of the product with the help of the teacher and then we improved it for the regional fair" (Student, IE José María Arguedas).

Indicator 4: *14 school municipalities incorporate the promotion of school entrepreneurship into their work plans.*

According to the information collected in the field, this indicator reached its goal of 100%, with the 14 school municipalities integrating the entrepreneurship approach into their institutional agendas. A progressive evolution is observed: from a symbolic participation, the municipalities started to lead productive activities and promote fairs, campaigns or contests in coordination with teachers. The work plans drawn up by the school municipalities included objectives, timetables and concrete activities for awareness-raising and entrepreneurial action. This incorporation suggests a process of institutionalization from the student leadership, strengthening the democratic and participatory approach of the project.



Elaboration of a planning document with an entrepreneurial approach:

Students who are part of the school municipalities report that they have developed work plans or institutional agendas that include strategies related to school entrepreneurship. These plans have been carried out in coordination with tutor teachers and the EPT area, including activities such as fairs, contests and awareness campaigns.

"We made a plan to work the entrepreneurship fair with all grades. It was in our schedule" (Student, IE Mariano Lino Urquieta).

Development of entrepreneurship initiatives:

The school municipalities have promoted activities such as product sales days, thematic festivals, internal contests and the promotion of bio-enterprises in coordination with the area's teachers. In some cases, they have also promoted alliances with APAFAs and coordination with local authorities to disseminate their ideas.

"We support everyone to participate, not just one grade. With the teacher we made a sale of recycling products that the students themselves proposed" (Student, IE Fe y Alegría).

Consolidated Outcome 1:

Outcome 1 is one of the most important of the project, in quantitative and qualitative terms. The appropriation by students, the quality of the products generated and the articulation with instances such as school municipalities reveal **a transformative educational process.**

1.3. ACHIEVEMENTS OF THE OUTCOME INDICATORS 2:

10 teachers from the area of education for work (EPT) of the IIEEs trained in didactic methodologies for the development of school enterprises and advise students in the design of their proposals.

For the achievement of Outcome 2, two indicators were proposed, with the information gathered, we have the following:

Indicator 1: *80% (8) of EPT teachers have certified pedagogical skills for teaching school entrepreneurship.*

To analyze this indicator, secondary information from the project's monitoring reports was used and contrasted with field data analysis. Based on this information, it was identified that part of the established goal has been met, since **8 of the 10 EPT teachers** have pedagogical skills in teaching school entrepreneurship. These teachers have participated in **comprehensive training processes** offered by CEOP Ilo in coordination with the UGELs and GREMO, covering topics such as curriculum planning, formative assessment, active methodologies and competencies approach. In the collection of information in the field, it is evident that teachers have been able to **transfer what they have learned to their class sessions**, incorporating phases such as problem identification, ideation, validation and prototyping of student proposals. Likewise, **60% of teachers state that they are permanently applying what they have learned**, while 40% do so on a regular basis. This indicates an important level of pedagogical appropriation, although still in the process of consolidation. However, the certification of the training process developed is still pending and it is a process that is being developed in coordination with GREMO Moquegua and the final approval of the developed program is pending. This situation does not impact the achievement of the project indicator, as it will be met in the following weeks before the end of the project.

Course or training program completed:

The teachers interviewed agreed that they had participated in training programs implemented by CEOP Ilo in coordination with the UGELs. These programs included content on curriculum planning, development of entrepreneurial skills and formative evaluation.

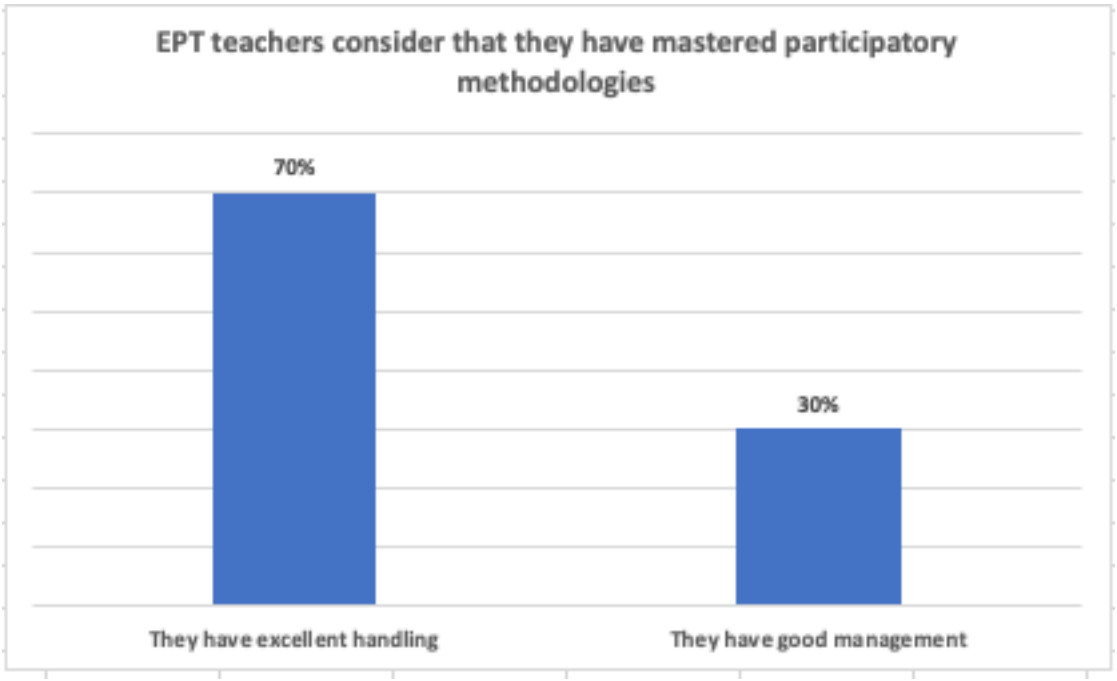
"CEOP has trained us from the beginning. There were workshops, virtual training and also face-to-face training with constant accompaniment" (Teacher, IE Fe y Alegría).

Evidence of pedagogical mastery in lesson plans:

The testimonies show that teachers apply what they have learned in the classroom, with planning integrated to the competency approach and contextualized sessions. Several report the incorporation of phases such as ideation, validation and prototyping in their class sessions.
"I teach my students to research about their community, to pose a problem and look for a solution. That is their approach to entrepreneurship" (Teacher, IE San Pedro).

Indicator 2: *80% (8) of EPT teachers use participatory methodologies for the design of school enterprise proposals.*

According to the information collected in the field, **the indicator** is **fully met**, with all teachers reporting the use of participatory methodologies in their pedagogical practice. Strategies such as Project Based Learning (PBL), teamwork, brainstorming, dramatization, public presentations, use of ICT and field visits stand out. These methodologies favor student protagonism and situated learning.



Seventy percent of teachers consider that they handle these methodologies at an excellent level, while **40% perceive that they handle them well**, which indicates that they are confident and aware of their own competencies. In the sessions observed or described in interviews, teachers encourage students to **lead their own entrepreneurial processes**, allowing the classroom to become a creative and dynamic space.

Application of active methodologies:

Teachers report the frequent use of strategies such as project-based learning, teamwork, brainstorming and exhibition of products. They also mention the use of digital resources, dramatization and field visits as part of the pedagogical dynamics.

"I use a lot of dynamics to motivate them. They work in teams and make presentations as if they were entrepreneurs" (Teacher, IE Mariano Lino Urquieta).

Participatory sessions with entrepreneurship development:

There is evidence of pedagogical practices in which students design and present their own business ideas.

"The children make their proposals. Some with jewelry, others with school gardens. I just guide them. They lead everything" (Teacher, IE César Vallejo).

Consolidated Outcome 2:

This outcome reflects a structural pedagogical change in the role of the EPT teacher, from transmitter of content to facilitator of meaningful learning experiences. The appropriation of active methodologies and the mastery of pedagogical tools linked to entrepreneurship have allowed teachers to generate more challenging, democratic and relevant educational environments.

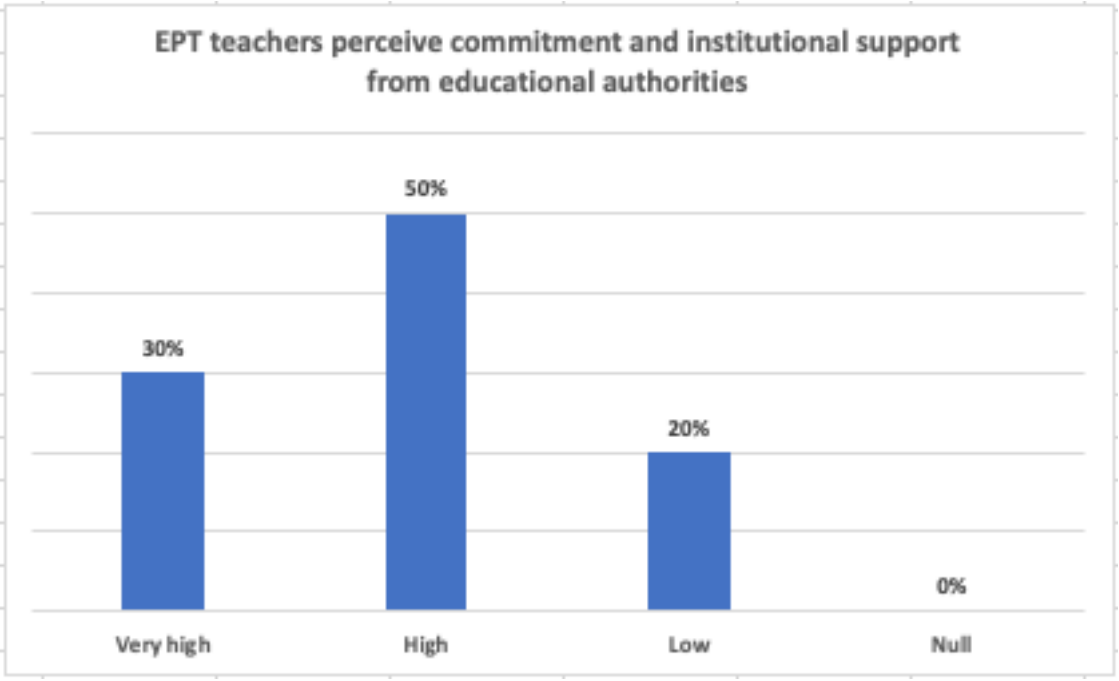
1.4. ACHIEVEMENTS OF THE OUTCOME INDICATORS 3:

28 IIEE principals, coordinators and advisors sensitized to promote the development of entrepreneurial skills in students and participants in the identification of the school entrepreneurial ecosystem.

For the achievement of Outcome 3, two indicators were proposed, with the information gathered, we have the following:

Indicator 1: *70% (7) of EPT teachers perceive commitment and institutional support from educational authorities for the promotion of school entrepreneurship.*

According to the information gathered in the field, the **established goal** was **surpassed**, with **80% of teachers** perceiving a significant level of institutional support from school managers and authorities. Within this group, **30% perceive it as very high**, which suggests not only administrative compliance, but also a more active appropriation of the approach by some management teams.



Likewise, teachers report having received **support from school management and coordination with UGEL specialists**, especially in school events, fairs and training processes related to the project. Likewise, in several educational institutions, school entrepreneurship has been **incorporated into institutional management documents** (PEI, PCI), which represents an important step towards its institutionalization.

Identification of institutional support:

Most teachers recognize that their managers have provided support for the implementation of the project, facilitating time, coordination with partners, and visibility of outcomes. The inclusion of the project in school management documents is valued as an important step towards institutionalization.

"Our director gave us a lot of support. He allowed fairs to be held, and also included the activities in the PAT and the PCI" (EPT teacher, IE Fe y Alegría).

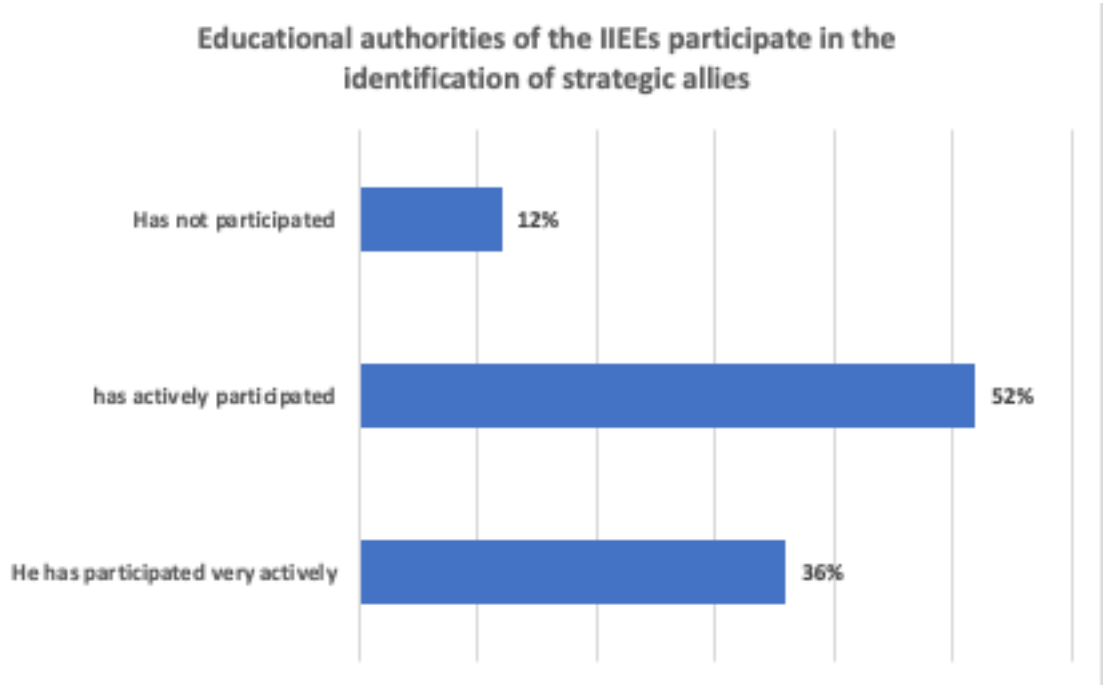
Accompaniment by authorities:

Teachers point out that, although there is support, in some cases it is still limited or concentrated in specific actions. The challenge is to strengthen more sustained and specific technical support, especially from the UGELs.

"We would have liked the principals to participate more directly in the meetings or fairs, not only through the minutes or the signature" (EPT teacher, IE Virgen del Carmen).

Indicator 2: *75% (8) of educational authorities of the IIEEs participate in the identification of strategic allies of the school entrepreneurship ecosystem in the region.*

According to the information collected in the field, 88% of the educational authorities participated in the identification and linkage with strategic allies, far exceeding the proposed goal. The authorities have attended meetings, workshops, articulation tables and fairs, and have managed alliances with APAFAS, municipalities, NGOs and local companies. Some institutions have formalized their relationship with CEOP Ilo through inter-institutional agreements, and have promoted coordination with other public and private entities. This level of participation reveals a growing understanding of the ecosystem approach: school entrepreneurship not as an isolated activity, but as a strategy that requires joint and sustained work with stakeholders in the territory.



Participation in meetings or articulation tables:

The authorities interviewed report having attended meetings, workshops and coordination with key stakeholders promoted by CEOP Ilo. There is evidence of institutional willingness to include school entrepreneurship as a relevant topic.

"We not only agreed on intentions, but also signed an agreement to work together with this entity" (director, IE César Vallejo).

"Initially, they have helped us to attract the most vulnerable students... then we work with parents and teachers" (principal, IE Fe y Alegría).

Identification of strategic allies:

Several principals acknowledge having incorporated CEOP Ilo as a key ally. In addition, some of them mention having managed spaces for community articulation or alliances with local authorities, APAFAS or local companies.

"We in education call it strategic allies and we have started to coordinate with some institutions" (principal, IE César Vallejo).

Consolidated Outcome 3:

This outcome shows **a growing and significant appropriation of the school entrepreneurship approach by educational authorities and school management**. The project has not only raised awareness of the importance of entrepreneurship, but has also promoted concrete changes in the pedagogical and community management of schools.

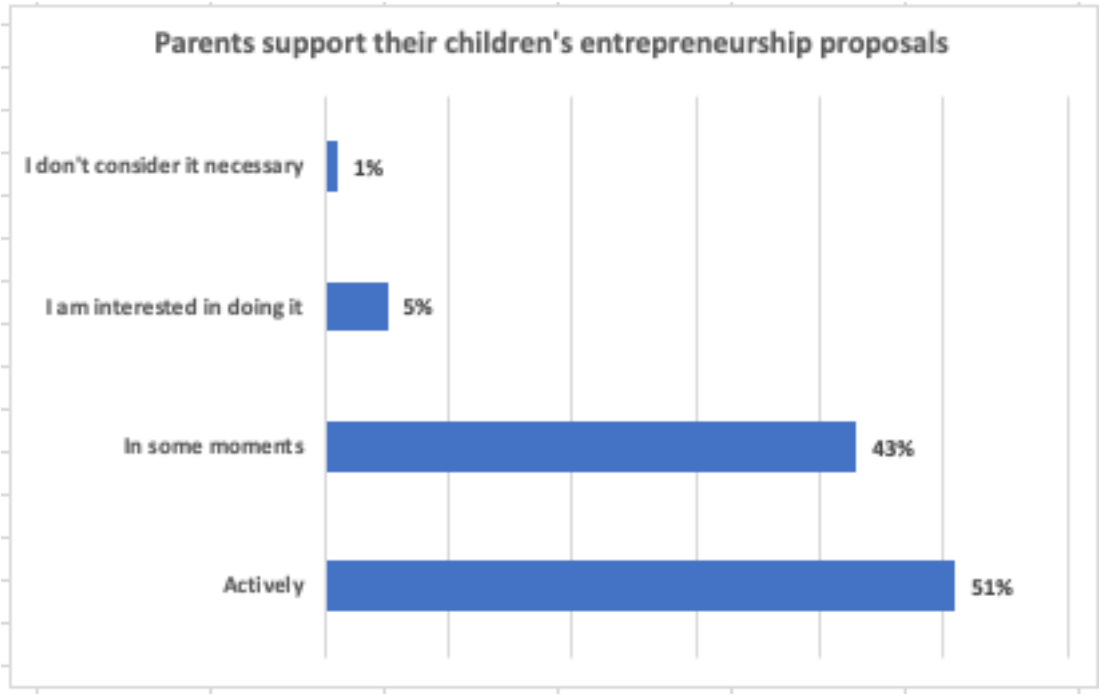
1.5. ACHIEVEMENTS OF THE OUTCOME INDICATORS 4:

420 parents sensitized in accompanying their sons and daughters during the design of the school entrepreneurship proposals and 42 members of the APAFA promote the participation of parents in the sensitization processes.

For the achievement of Outcome 4, three indicators were proposed, with the information gathered, we have the following:

Indicator 1: *70% (294) of parents support their children's entrepreneurship proposals.*

According to the information collected in the field, 94% of parents have actively supported the entrepreneurship proposals, as they report having participated in meetings, school fairs and related activities. The testimonies collected show that this support was not only symbolic, but also practical and emotional: parents collaborated in the elaboration of products, offered materials and accompanied them in fairs. The families' perception of the project was positive and transforming. Many recognized the project as an opportunity for their children to develop autonomy, security and a sense of purpose.



Support for the project by accompanying their children:

The testimonies show a direct accompaniment of the families in the development of the enterprises, even extending outside the classroom. Fathers and mothers support the implementation of ideas from home, such as the sale of products or the development of prototypes. This support is also observed in the acquisition of tools or supplies. The active involvement of mothers stands out, as in the case of cafeterias, healthy beverages or beekeeping products.

"She does her own things... she doesn't need us anymore. She is more autonomous, she solves her homework and school problems" (Mother, IE Mariscal Domingo Nieto).

Participation in meetings, fairs or presentations:

The mothers and fathers interviewed report having attended fairs, exhibitions and school meetings where their children presented their ideas. They also mention their participation in internships, community coordination and activities organized by the APAFA. This participation has strengthened the school-family alliance.

"I participated in the meetings, in the fair where they exhibited. They even sold the honey and picarones products they learned to make" (Parent, IE San Pedro).

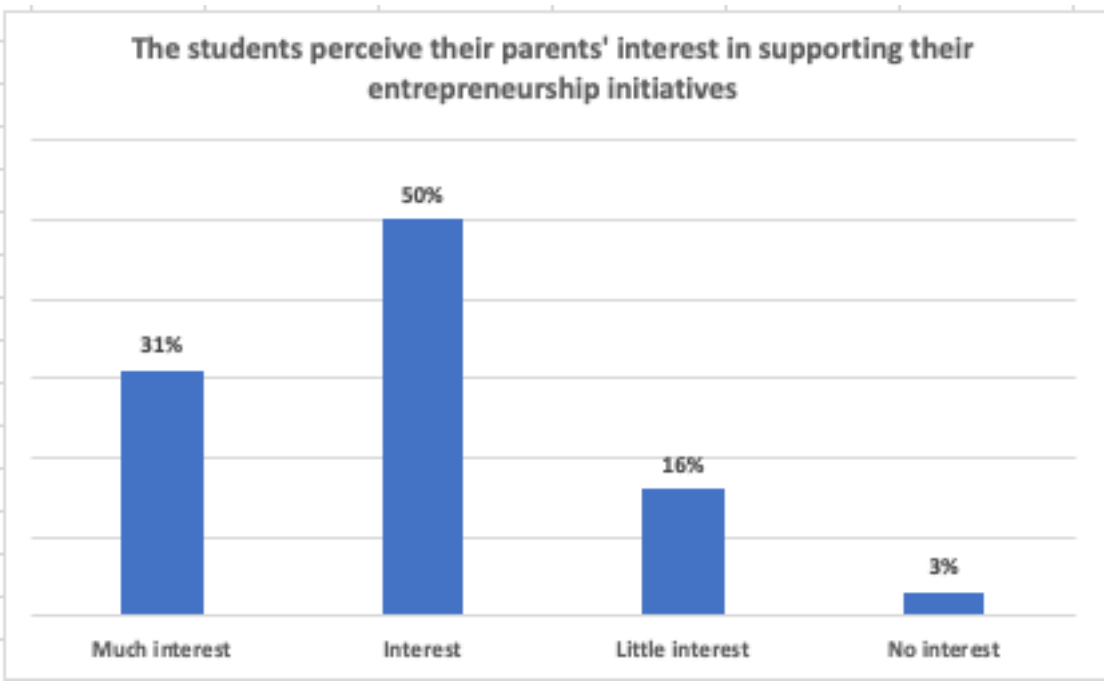
Assessment of the project by parents:

Most families consider the project to be transformational in attitudinal and formative terms. They highlight the positive impact on their children's self-esteem, leadership, autonomy and professional projection. They refer to entrepreneurship as an opportunity to learn how to generate income and assume responsibilities. In addition, they highly value the human and methodological resources provided, especially the inter-institutional consultancies and internships.

"This project gives them the opportunity to excel. My son wants to be a music teacher and she is already starting on her way thanks to this experience" (Mother of a family, IE Mariano Lino Urquieta).

Indicator 2: *70% (294) of the students perceive their parents' interest in supporting their entrepreneurship initiatives.*

According to the information collected in the field, 81% of the students perceive that their parents are interested in supporting their entrepreneurial initiatives. The students' narratives show that the interest was translated into constant questions, follow-up of their ideas, motivation at home, and in many cases, affective validation of their achievements ("he told me he was proud"). This perception of support **strengthens the emotional bond between school and home**, and generates in the student **a greater willingness to sustain their project and project it over time**.



Parental interest in entrepreneurship projects:

In several testimonials, students emphasize that their parents have shown interest by asking about their progress, motivating them at home and discussing their business ideas. Many report how their parents value their proposals and encourage them to continue developing them. This support has helped students feel more confident, listened to and committed to their goals.

"My mom always asks me what I am doing with my entrepreneurship, she tells me not to give up and that everything can be achieved if I try" (Student, IE Mariano Lino Urquieta).

Parent participation in project activities:

Some students report that their parents have attended school fairs, presentation meetings or activities promoted by the APAFA. They also mention that their mothers or fathers participated indirectly, supporting with supplies, materials or helping to prepare products. This participation is perceived as an emotional reinforcement and a form of connection between school and family.

*"My dad went to the fair where we presented the recycling products, he helped me make the posters and told me he was proud" (*Student, IE San Pedro de Coalaque).

Indicator 3: *14 APAFAS promote the participation of parents in awareness-raising activities for school entrepreneurship.*

To analyze this indicator, secondary information from the project's monitoring reports was used and contrasted with field data analysis. From this information, it can be seen that the established goal was achieved: the 14 APAFAS of the targeted educational institutions took an active role in calling for, disseminating and organizing activities related to school entrepreneurship. Likewise, a significant evolution was evidenced: from an initial stage with total ignorance of the entrepreneurship approach, a stage of active leadership in raising awareness and promoting the project was reached. At this stage, the APAFAS participated in the planning and logistics of school fairs, awareness workshops and internships, and promoted the participation of other families through phone calls, WhatsApp groups and school communiqués. This involvement has strengthened the community approach of the project, generating a network of educational co-responsibility between families, teachers and students.

Organization or participation in workshops, lectures or meetings:

Multiple testimonies show that the APAFAS have been invited to or have participated in meetings, workshops and talks related to school entrepreneurship. In several cases, it is noted that mothers and fathers have participated as attendees, and in some cases, they have even collaborated in the logistics and dissemination of the activities.

"It would be with the talks we have had as a parenting school that have guided us, how we have to handle our children's emotions, all this has strengthened us to be better parents too" (Parent, IE Mariano Lino Urquieta).

"Yes, there has always been communication between mothers, teachers and the EPT course. There is communication" (Parents, IE Mariscal Domingo Nieto).

Call to parents for awareness-raising activities:

The interviews revealed the existence of active coordination between the school, the project and the APAFAS. These associations have played the role of convening meetings and school activities related to the project. In some cases, parents also mentioned that the principal or project representatives shared communications through family groups to ensure participation.

*"Yes, there has been coordination for meetings, for the internship and different jobs. When there have been meetings, they always call me by cell phone and I am always present" (*Parents, IE Mariano Lino Urquieta).

Consolidated Outcome 4:

This outcome shows consistent progress in the activation of the role of families as allies of the educational process, particularly with regard to school entrepreneurship. Parents have not only accompanied, but have been witnesses and agents of the formative transformation of their children. The school has managed to open its doors to families, recognizing them as part of the entrepreneurial ecosystem.

1.6. ACHIEVEMENTS OF THE OUTCOME INDICATORS 5:

12 entities belonging to the public and private sectors and/or civil society allies provide knowledge and experience through advisory services for the development of student entrepreneurship proposals.

For the achievement of Outcome 5, an indicator was proposed, with the information collected, the following is as follows:

Indicator 1: *100% of partner institutions provide specialized advice for the design of students' social entrepreneurship proposals.*

To analyze this indicator, secondary information from the project's monitoring reports was used and contrasted with field data analysis. Based on this information, **100% compliance with the indicator** was achieved, with all the partner institutions involved providing specialized technical assistance to students at different stages of the development of their proposals.

This outcome is especially significant if we consider that **at the beginning of the project (year 0) there was no active community collaboration network**, which marks a before and after in the fabric of relations between school and community and through **CETDEI**, an articulation was consolidated with **12 allied institutions**, including stakeholders from the agricultural, handicraft, educational, productive and community sectors. These alliances contributed with training, technical advice, mentoring, materials and support in fairs and training activities.

The students say that the advisory services were adapted to their interests and contexts. For example, with **the AVSI Foundation**, consultancies were developed on ecological agriculture, pest control, rocoto cultivation and added value of local products. In other cases, artisan or waste transformation initiatives were supported, integrating technical and local knowledge. They themselves show a **significant, applied and contextualized learning** process, which allowed students not only to imagine their projects, but also to **test, prototype, adjust and present viable products** with the support of specialists.

Active participation in the program:

The interviews show a committed participation of allies such as teachers, UGEL specialists, community associations and local productive stakeholders. The integration of families and students in fairs, training and awareness-raising activities stands out.

"My son showed me his project, and I also wanted to help. Now we sell the products he imagined together" (Mother of a family).

Development of specialized technical assistance to student entrepreneurship.

The contributions of stakeholders such as the AVSI Foundation show concrete technical support, especially in agricultural issues (rocoto cultivation, pest control, ecological management). There is also evidence of assistance in handicraft areas (jewelry, traditional crafts). The advisory services have strengthened the productive and technical focus of the enterprises.

"They have already cultivated it in a more profitable way [...] there are specific things such as pest control or organic farming where we have advised them" Representative, AVSI Foundation.

Development of continuous support for student entrepreneurship:

Sustained accompaniment is reported in cases such as Calacoa, where allies such as Mrs. Inés continue to train students in handicraft techniques. In Calacoa, agricultural enterprises have continued after the beginning, expanding their productive areas and achieving sales outside the region. UGEL specialists report on teachers and students who maintain initiatives after completing the training phases.

"We have seen that in some cases young people have continued their enterprises, as in San Pedro de Coalaque and Calacoa, where they have even sold to Cusco." (UGEL Moquegua Specialist)

Consolidated Outcome 5:

This outcome represents the territorial and community dimension of the project. Getting local institutions to become active allies in the students' learning and entrepreneurial creation process is a key step towards a model of an open, integrated school in dialogue with its environment.

4. DISCUSSION AND RECOMMENDATIONS

4.1. OECD EVALUATION FRAMEWORK:

Conclusions are presented taking into account the OECD DAC criteria:

ON RELEVANCE: *We have assessed the extent to which the current project model and expected outcomes are appropriate to the socio-economic and political context and aligned with the needs of the target groups.*
The project is perceived as **highly relevant**. The **principals, coordinators and advisors** consider that the project has responded effectively to the educational needs and personal development of students, especially in rural and urban contexts with limited technical-productive offerings. They highlight that the project is naturally aligned with the area of Education for Work (EPT), promoting practical skills, citizenship and autonomy, in addition to integrating with areas such as Communication, Science and Tutoring. Among the barriers pointed out are the overload of school responsibilities, lack of budget for sustainability, and limitations in connectivity or technical assistance. The project has contributed to strengthening educational management through coordination with external partners, inclusion in management documents (PEI, PCI) and visibility of the institutional pedagogical role. It is recommended to strengthen links with UGEL, GREMO and local governments, expand the training of management teams in sustainability and promote more inter-institutional articulation spaces.

The **teachers** affirm that the project has significantly strengthened their capacities to teach school entrepreneurship, especially in active methodologies, proposal design, and evaluation by competencies. They value the appropriateness of the approach to the socio-cultural context of the students, and highlight the enthusiasm and active participation that has been generated. However, they identify as pending needs the provision of more resources (materials, connectivity, time), greater articulation with other areas, and strategies to institutionalize accompaniment. They recommend better aligning the contents to the students' levels, establishing progression modules and teacher accompaniment, and ensuring that the learning acquired can be scaled up to local educational innovation processes.

The **students** express that the project has been very useful for their personal and academic development. They acknowledge having acquired skills such as leadership, communication, organization, teamwork and critical thinking. They emphasize that what they have learned can be applied in their daily lives and in real projects to improve their community. They consider that the project does reflect their reality and responds to the problems of their environment. Among their suggestions are to receive more technical support for prototyping, greater visibility for their projects, and to be able to continue beyond the end of the school year. They want more spaces for regional participation, fairs and prolonged accompaniment.

The **families** consider that the project has been very relevant for the integral formation of their sons and daughters. They have observed improvements in their behavior, motivation, responsibility and vision of the future. They recognize that the students now have a better understanding of the economic opportunities in their community and value productive traditions. Most express that their

They suggest strengthening the articulation between school and family, including workshops or formative meetings for parents.

Local authorities and partners consider that the project contributes to the economic and social development of the region by promoting an entrepreneurial culture from school. They see it as aligned with policies on inclusive education, youth employability, rural development and solidarity economy. It is proposed to consolidate the model in local educational standards, generate multi-sector agreements and articulate it with other economic development strategies and training programs. It is also proposed to scale the project to other provinces and educational levels, prioritizing areas with the greatest gaps.

However, some questions remain for reflection: *How to ensure that the relevance of the project is sustained over time in the face of changes in the local socio-productive context?* Perhaps a possible alternative could be to establish participatory mechanisms for annual updating of the local diagnosis, incorporating the voices of students, families and strategic allies. A second question is *how to ensure that the relevance of the project responds not only to local needs, but also to curricular frameworks and changing socio-productive contexts.* Another possible alternative would be to strengthen the technical training of teachers and annually update the territorial diagnoses in a participatory manner.

ON COHERENCE: We have assessed *how well the intervention fits with the broader objectives and existing initiatives in this sector, both nationally and locally.*

The testimonies point to a **strong articulation of the project** with the PEI, PCI and the National Basic Education Curriculum (CNEB), particularly in the area of Education for Work.

The **principals, coordinators and advisors** agree that the project is clearly aligned with the institutional educational objectives, by promoting transversal competencies, autonomy and problem solving. They recognize its contribution to the competencies of the EPT area, especially the development of entrepreneurship proposals, but also highlight its link with citizenship, communication and mentoring competencies.

The project has not duplicated initiatives, but has filled a methodological gap and complemented classroom work. Some mentioned previous attempts at school fairs or clubs that did not achieve the systematization that this project has developed. It has been partially articulated with teacher training processes, and it is recommended to strengthen its link with strategies such as induction, professional learning communities and pedagogical updating workshops.

Teachers of the EPT area value that the project is directly related to their teaching objectives, since it allows them to apply the contents of the EPT area in real contexts. They recognize that the methodological approaches (active learning, project-based learning, collaborative work) are aligned with the CNEB guidelines, although they require more support in order to

integrate them into their planning. Likewise, the project has contributed to interdisciplinary work by connecting with communication, mathematics and science subjects. It is recommended to improve integration in the PAT and PCI, and to promote inter-area planning to ensure coherence in learning.

Students identify that the project has been useful for their personal and academic development. They have learned to work in teams, communicate better, organize ideas and present viable projects. They link it to problems in their environment (pollution, health, culture) and propose concrete solutions. They consider that the project reflects their reality and needs, and request more continuity and spaces to apply what they have learned in their community.

Families recognize that the project is aligned with the values promoted by the school, such as responsibility, creativity and respect. They perceive that it complements other community training initiatives and promotes useful skills for daily life. Their participation has been moderate, focused on meetings and fairs, and they suggest more formative and communicative spaces with teachers and specialists. They propose that the project be articulated with APAFA, community organizations and family workshops.

Local authorities and allies consider that the project is aligned with national education policies (CNEB, TVE, Productive Education) and with regional economic development plans. They see the project as complementary to other initiatives such as employability programs, scholarships, rural development or youth. However, they indicate that there is still little intersectoral coordination and recommend establishing technical roundtables, strengthening alliances with universities, and developing a regional strategy for the educational sustainability of entrepreneurship.

There are also some questions for reflection: *What mechanisms could reinforce the articulation of the project with other curricular areas beyond EPT?* A possible alternative would be to promote interdisciplinary projects integrated in the annual work plan, including areas such as Science and Technology, Communication or Art. A second question:
How can the coherence of the project be institutionalized and expanded beyond the EPT area? A possible alternative: Design interdisciplinary modules involving several areas and establish protocols for articulation with other similar initiatives.

ON EFFECTIVENESS: *We have assessed the extent to which the project's intended outcomes are achieved, citing concrete evidence and case studies, evaluating the effectiveness of strategies and implementation of interventions and the quality of partnerships with key stakeholders, identifying any gaps and providing recommendations for project improvement.*

The effectiveness analysis shows that the project has achieved important outcomes in terms of student learning, attitudes and skills, and has strengthened the pedagogical role of teachers and schools.

Principals, coordinators and advisors recognize as main achievements the development of viable proposals by students, the improvement in communication and leadership skills, and the strengthening of institutional identity through the entrepreneurial approach. The principals evidence these achievements through active participation in fairs, the development of prototypes and the growing enthusiasm of the students. Regarding monitoring, they highlight the usefulness of the tools implemented, although they point out the need for greater systematization to provide feedback for pedagogical decisions. They recognize clear improvements in initiative, organization and responsibility skills, although they identify lack of time, limited infrastructure and poor coordination with other areas as challenges. The relationship between school and family has improved, especially where dissemination events or fairs were held. They suggest greater inclusion of families in training and feedback processes to improve community impact.

EPT **teachers** value the impact on the area of Education for Work has been profound. The project made it possible to apply content in a practical and meaningful way. The most effective strategies included project work, group accompaniment, continuous feedback and links with external partners. Teachers report a positive change in students' attitudes towards entrepreneurship: more interest, motivation and autonomy. However, they also report limitations in terms of time, connectivity, resources and teaching load. They consider that the training received was useful, although it would be important to have more technical workshops, longer accompaniment and materials better adapted to the context. The relationship with the community and authorities has been strengthened, especially in the institutions where the school management actively promoted the implementation of the project.

Students recognize a significant change in their perception of entrepreneurship. They see it as a tool to transform their environment, generate income and apply school knowledge to real life. They identify as key learning: teamwork, planning, problem solving, oral expression and creativity. Several mentioned having applied what they had learned in small family businesses or school initiatives. They feel prepared to lead proposals and show pride in their projects. Challenges include: developing innovative ideas, dividing tasks, understanding costs and overcoming insecurities in public speaking. They value the support of teachers and family members, but suggest more practical sessions, personalized advice and visibility of their achievements at the district or regional level.

Parents notice significant changes in their children's attitude: more confident, organized and forward-looking. They see that the project has improved their participation in class and their ability to express themselves. They consider that the school project has a positive impact on the community because it promotes values and practical skills. In some cases, families have accompanied their children in fairs or prototyping, but in general their participation was limited. They suggest including them in short workshops or orientation meetings to reinforce the family-school articulation. They also believe that the project has awakened technical or commercial vocations in the students.

Authorities and partners perceive that the project has had a relevant impact on youth training, motivating student participation in local activities, and connecting education with economic development. They recognize its alignment with regional policies on employability, technical education and active citizenship training. They highlight positive experiences of articulation, but recognize that this has been uneven among institutions. Some alliances and continuity strategies have been generated, but more planning is required to sustain the model. They recommend including the project in local development plans, articulating it with productive youth programs, and incorporating more sectors (universities, businesses, NGOs).

There are also some questions for reflection: *How can we measure the effectiveness of the learning achieved by students beyond the school cycle?* A possible alternative would be to *implement a follow-up system for graduates to identify continuity in entrepreneurship and learning applied in other environments.* A second question: *What strategies would make it possible to consolidate the project's achievements and turn them into sustainable and transferable learning?* A possible alternative: Create a system of student portfolios, with follow-up to graduates and continuous feedback.

ON EFFICIENCY: *We have assessed whether project activity-level inputs are meeting the outputs, outcomes and impact described in the project proposal in a timely manner and within budget. Cost-effectiveness of project interventions versus project benefits and number of people reached.*

The analysis shows that the project has been efficient in the use of available resources, achieving a significant impact on students, teachers and school communities with rational investments. It met the planned deadlines and quality standards, and maximized the use of human resources.

In general, the **school management** consider that the financial and material resources have been sufficient and well managed for the development of the activities, highlighting the technical support provided by CEOP Ilo and the materials delivered to teachers and students. The deadlines were met in most institutions, although there were occasional adjustments due to an overload of school activities. The cost-benefit ratio is positively valued due to the high impact achieved in student skills with moderate investment.

Opportunities for improvement were identified in the optimization of session time, especially due to logistical delays, coordination among stakeholders and connectivity limitations. It is suggested to improve scheduling, ensure continuous teaching presence and strengthen shared management among stakeholders. The activities were delivered with quality and on schedule, and the use of human resources and allies to expand coverage and impact is highlighted.

Teachers acknowledge that the materials and tools were distributed in a timely and sufficient manner. The trainings were useful, although some teachers expressed that it would have been ideal to have extended counseling or better contextualized digital resources. The articulation with students and families was functional in institutions where fairs and informative meetings were promoted. In terms of classroom time, many teachers indicated that it was optimized through practical sessions, but also pointed out limitations due to the time load and lack of institutionalized time.

The **students** consider that the time dedicated to the project was sufficient for learning, although some expressed that they would like more practical sessions, visits or complementary workshops. They positively valued the resources received, especially the printed materials, advisories and presentation spaces. They perceive that the project was well organized and executed on time, although in some cases they mentioned difficulties due to the number of participants or the lack of time to practice.

They suggest more internal organization, better coordination with teachers from other areas. They also recommended the use of audiovisual resources to make learning more dynamic.

Parents consider that the resources used were adequate, since they observed visible outcomes in their children's attitude, responsibility and performance. They recognize that the time of the project was used and generated important benefits with moderate investment. In terms of communication, they value the meetings held, although they ask for more continuity and clarity about the role they can assume in supporting the project. They suggest a better joint schedule between school and family.

Local authorities and allies consider that the project met the planned objectives within the time and budget, achieving a good impact with limited resources. They value the efficiency in the management of workshops, fairs and internships. However, they recommend strengthening inter-institutional coordination to reduce costs and take advantage of synergies with other initiatives. They suggest formalizing agreements with productive sectors, including the project in regional educational planning and promoting co-financing actions to ensure its sustainability and expansion.

Some questions for reflection: *What strategies could strengthen the technical accompaniment of students without requiring large investments?* One possible alternative would be to establish local professional technical volunteer networks or alliances with nearby CETPROS, institutes or companies. A second question: *What mechanisms could strengthen the efficiency of the project without compromising its quality and equity?* A possible alternative: Activate local technical support networks and simplify procurement processes or low-cost methodological design.

ON IMPACT: *We have assessed the extent to which the intervention has generated, or is expected to generate, significant effects - positive or negative, intended or unintended - on knowledge, attitude and practices among relevant stakeholders (especially direct participants).*

The project has generated a **significant** and **positive impact** on students, teachers, families and communities. It has transformed perceptions, developed key skills, articulated efforts and generated opportunities that did not exist before. Its potential for sustainability is high if institutionalization, continuous training and articulation with strategic stakeholders are consolidated. The unforeseen effects -such as strengthened student leadership and the revaluation of EPT- are indications of the transformative potential of the implemented model.

The **principals** report a profound change in the students' perception of entrepreneurship, now seen as an opportunity for personal and collective development. There are clear improvements in autonomy, creativity and initiative, as well as greater student participation in public spaces. The project has generated institutional impact, including the incorporation of the subject matter in the PEI and PCI, development of entrepreneurship fairs, and alliances with external institutions (municipalities, companies, universities). The revaluation of the EPT area and the strengthening of school municipalities as pedagogical stakeholders stand out as unintended effects. Managers consider that the project is replicable and sustainable if the articulation with strategic allies and teacher accompaniment is maintained.

Teachers state that the project has significantly strengthened their pedagogical capacity, adopting new active and personalized methodologies. The students' attitude towards learning has changed significantly: greater interest, participation, creative thinking and commitment to the environment. In addition, interdisciplinary work between curricular areas has been promoted. Improvements in academic performance have been observed, especially in communication, mathematics and tutoring. The project has generated replicable learning such as situated teaching, collaborative work and the development of viable proposals from the local reality.

The **students** say that the project has changed their vision of entrepreneurship, motivating them to take on leadership and think of solutions for their community. They have acquired skills such as planning, effective communication, leadership, teamwork, resource management and critical thinking. Many have applied what they have learned in their homes, family businesses or school activities. They feel more confident to propose ideas and envision a career path with a sense of purpose. The project has generated opportunities for student participation (fairs, contests, internships) that did not exist before.

Parents highlight positive changes in their children, such as increased motivation, responsibility, autonomy and the ability to make decisions. They value that students share their learning at home and demonstrate practical skills applicable to their lives.

on a daily basis. The project has awakened the interest of some students in continuing their technical studies or forming microenterprises. Many families also perceive a positive impact on the community, due to the example set by their sons and daughters. They recommend expanding the project to more schools, strengthening family training and maintaining spaces for school-community dialogue.

Representatives of partner institutions report increased youth participation in community initiatives, fairs and innovation activities. They recognize that the project has contributed to the formation of key competencies for employability and active citizenship. New articulations have emerged between the educational and productive sectors, such as technical advisory services, internships and support in prototyping. They perceive a positive effect on the image of the school as a space for innovation and local development. They suggest that the model can be scaled up to the regional level and propose to guarantee sustainability through public policies, shared resources and intergovernmental alliances.

Some questions for reflection: *How to extend the impact of the project to other students and families who are not yet actively involved?* A possible alternative would be to design internal replication strategies with student leaders and create open days with the participation of parents and the community. A second question: *How to expand and sustain the impact of the project inside and outside the school?* A possible alternative: Establish partnerships with local institutions and consolidate community outreach strategies focused on the social value of entrepreneurship.

ON SUSTAINABILITY: *We have assessed the extent to which project outcomes can continue based on the capacity developed by target groups, stakeholders and government partners at various levels. This should take into account financial, individual and organizational capacities and provide specific, practical and actionable recommendations to focus on during the next phase of the project, with a view to long-term sustainability.*

The sustainability of the project is possible if the processes of curricular institutionalization, continuous training, teacher networks, articulation with stakeholders in the territory and resource mobilization are strengthened. It is necessary to move from a logic of external intervention to a logic of local co-responsibility and regional educational policy. The commitment of students, teachers and families constitutes a valuable social capital that must be channeled to consolidate and scale up the achievements attained.

The **principals** identify that one of the main strategies for sustainability has been the inclusion of the project in the Institutional Educational Project (PEI), the Institutional Curricular Plan (PCI) and the Annual Work Plan (PAT). They also value the promotion of capacity building of the teaching staff, as well as the training of families and APAFAs. However, they recognize that there are still not fully institutionalized mechanisms to sustain all activities without external support, and that local management and articulation capacities need to be strengthened.

Some institutions have initiated partnerships with municipalities or local businesses, but these are still incipient. It is advisable to create cooperation networks between institutions, implement self-sustainable projects and promote local policies that support the persistence of the entrepreneurial approach from the school level.

Teachers report having integrated project methodologies and approaches into their planning, particularly in EPT. They acknowledge that they are motivated to continue developing their work, but also recognize the need for technical assistance, resources and support networks to sustain the initiatives. The challenges mentioned include: shortage of institutional time, administrative burden and limited budget. It is recommended that continuing education be strengthened, networks of entrepreneurial teachers be strengthened and collaborations with other educational institutions and stakeholders be promoted.

The **students** express their desire to continue implementing what they have learned. Many say that they have formulated concepts that could be transformed into future ventures or social actions in their respective communities. They believe that the project has given them valuable skills for their personal lives, studies and possible career paths. However, they argue that after the end of the project, there are few academic opportunities to continue fostering entrepreneurial projects. They recommend creating entrepreneurship clubs, including the topic in other areas, holding annual fairs and receiving support for the actual implementation of their ideas.

Parents value change in their children and are willing to support them in their own endeavors if they have guidance and resources. Some families have begun to implement the practices acquired at home. They consider that it is necessary to have a stronger link between the school, the family and the community, including workshops for parents and spaces for conversation. Proposes partnerships with local associations, neighborhood committees and productive entities in this work.

The **authorities and allies** consider that the project has the potential to continue if it is incorporated into local plans and co-financing mechanisms are established. Actions proposed include incorporating the project into regional youth and economic development programs, as well as formalizing agreements with companies, promoting competitive funds for students and generating regional support regulations.

4.2. RECOMMENDATIONS

For EPT teachers:

- Create learning communities among EPT teachers to share strategies, useful resources and experiences on key challenges at both the district and provincial levels.
- Design and share pedagogical manuals adapted to the context, including examples of class sessions, evaluation forms and clear rubrics that organize the project proposal and serve as a reference for new teachers.
- Promote educational work in key areas such as project planning, the promotion of entrepreneurship, design-oriented thinking and the pedagogical incorporation of Artificial Intelligence.
- Encourage co-evaluation processes between teachers and students, generating spaces for joint analysis and dialogue on how learning is developed.
- To strengthen the Vocational and Technical Education (VTE) area with the support of the student task force, in order to accompany the process of developing entrepreneurship proposals

For students:

- Strengthen active learning spaces focused on solving environmental problems, designing functional prototypes and promoting teamwork.
- Strengthen the learning and entrepreneurship spaces within the Vocational and Technical Education (VTE) area.
- Establish youth entrepreneurship networks within the school environment, led by outstanding students in the project, to serve as references for their peers.
- Promote instances of exchange such as fairs or contests that allow ideas and proposals to transcend the school environment and reach other audiences.
- Develop digital portfolios of entrepreneurship that function as a living record of the process and as a letter of presentation of the skills acquired.
- Promote the actions of the student entrepreneurship task force.

For parents:

- Design short training modules aimed at families, focused on youth entrepreneurship, project management at home and emotional accompaniment of students.
- Include the APAFAS in the project design and evaluation process, encouraging the topic of entrepreneurship to become an active part of their institutional agenda.
- Create symbolic pacts of educational co-responsibility, such as family commitments that articulate what has been learned both at home and at school.
- To give visibility to real stories of family transformation, using them as a source of inspiration to motivate other communities.

For managers and authorities:

- Incorporate the school entrepreneurship approach in the PEI, the PCI and the PAT, not only as an isolated activity, but as a pedagogical strategy that crosses the entire educational process.
- Forge sustainable alliances with local stakeholders, such as companies, municipalities, technical training centers, NGOs, among other key partners in the territory.
- Develop co-financing mechanisms at the local level, including competitive funds and resources shared between schools and local governments.
- Promote the creation of a regional network of schools with an entrepreneurial approach to facilitate the continuity, innovation and expansion of the experiences developed.

For local and regional education authorities:

- Support this model as a regional strategy for pedagogical innovation, encouraging its implementation in an increasing number of IIEEs.
- Incorporate the entrepreneurial approach within the technical assistance priorities and in the continuous training sessions for teachers.
- Design a specific line of monitoring linked to the national curriculum, which will make it possible to follow up on progress in school entrepreneurship.
- Promote strategic alliances with local governments, universities and companies to guarantee both financing and specialized technical assistance.

For allied institutions:

- Formalize multi-year collaboration agreements that include technical assistance, internships, delivery of materials, specialized mentoring and sponsorship of school fairs.
- Actively engage in the school entrepreneurial ecosystem, from the initial design to the evaluation processes.
- Co-design a bank of open educational resources, along with specialized materials aimed at both students and teachers.
- Incorporate their own technical teams or volunteers as mentors with experience in different productive sectors.
- Support the sustainability of the program through competitive funds or prizes to implement the most outstanding prototypes.

For CEOP Ilo:

- Systematize the methodology developed in the project -training, support and prototyping- to disseminate it as a replicable model in other regions of the country.
- Create a pedagogical kit for EPT teachers, including model sessions, rubrics, support tools and flexible materials adapted to different levels and contexts.
- Implement a follow-up system for outstanding students that allows them to continue providing technical, emotional or financial guidance to their ideas or ventures.
- Establish a seed fund in partnership with strategic stakeholders, public or private, to finance the growth of the most promising initiatives.
- Extend teacher accompaniment through an inter-institutional network for learning in Education for Work with an entrepreneurial approach, fostering innovation from the classroom.
- Offer a technical advisory plan for EPT teachers in new educational institutions interested in replicating the model.
- Design a specific training module for parents and APAFAs on youth entrepreneurship, family finances and how to support student initiatives.
- Strengthen the role of the school municipality as a promoter of productive or social activities, developing practical manuals and providing advice to advisors and school mayors.
- Promote the creation of a regional ecosystem of school entrepreneurship in Moquegua, articulating strategic allies and outlining shared lines of work.

5. PRESENCE OF CROSS-CUTTING APPROACHES

At the request of MMKT and CEOP Ilo, we have incorporated a section on the inclusion of Gender Equality, Inclusion and Disability, Environment, and Safeguarding approaches in the project's implementation.

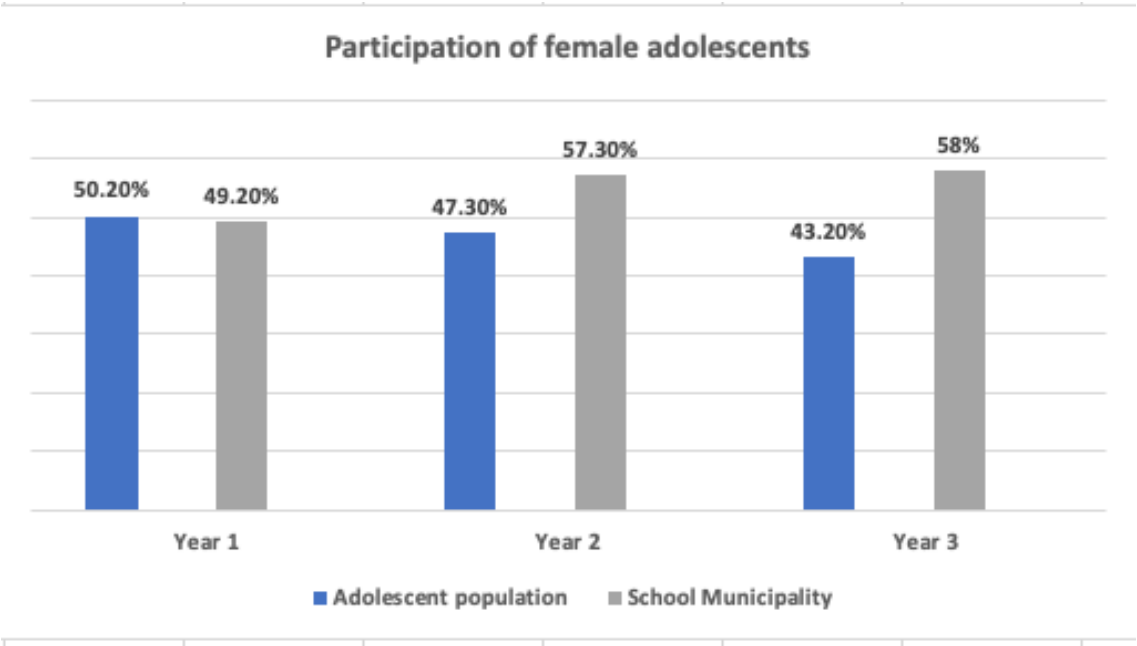
GENDER EQUALITY APPROACH:
The gender equality approach has been considered a cross-cutting theme since the project's design. The analyzed reports indicate clear measures to ensure the equitable participation of students, teachers, and families of all genders. Inclusive language has been used in didactic materials, and training schedules have been adapted to facilitate the participation of mothers and fathers.

Furthermore, it is observed that the role of girls and adolescent women has been promoted in spaces such as the School Municipalities, where they have taken on leadership positions and actively participated in the development of entrepreneurship proposals with a community focus.

Over the three years of project implementation, the participation of adolescent girls was always greater than 40%: In the first year, it was 50.2%, in the second year, it was 47.3%, and in the third year (counting up to the first semester), it was 43.2%.

Over the three years of project implementation, the participation of adolescent girls in the School Municipality was always greater than 45%: In the first year, it was 49.2%, in the second year, it was 57.3%, and in the third year (counting up to the first semester), it was 58%.

Participants	Quantity year 1	Percentage year 1	Quantity year 2	Percentage year 2	Quantity year 3	Percentage year 3
Adolescent population (Women)	117	50.2%	189	47.3%	89	43.2%
School Municipality (Women)	31	49.2%	43	57.3%	29	58%



On the other hand, integrating the analysis from the qualitative dimension, the following achievements in the development of this approach are recognized:

a) Active and protagonist participation of girls in student leadership spaces.
One of the most significant impacts of the project was the transformation of girls' participation, as they assumed leading roles in entrepreneurship initiatives, school representation, and collaborative activities. This was evident in both focus groups and testimonies from teachers and mothers:

"The girls who were more shy, now speak with more confidence, propose ideas, lead their groups. It has been important for them to be empowered."
(Teacher)

"My daughter, who was hesitant to speak, now tells me that in her group, she is the one who coordinates. Imagine that! For me, that's already a big change".
(Mother)

This female leadership was not accidental but actively stimulated by the project through participatory methodologies, project-based work, and spaces to highlight the role of female students.

Likewise, the design documents make several clear references to the gender approach, recognizing the active participation of girls in leadership roles, the incorporation of the approach in teacher training processes, and the creation of safe spaces for girls and adolescents. Furthermore, there is a reflection on cultural and social barriers that affect women's participation.

b) Use of inclusive materials and gender-sensitive activities
The project's pedagogical design integrated educational materials and dynamics that promote gender equality, which allowed for the representation of diverse roles, avoidance of stereotypes, and fostering of critical thinking:

"Everything was adapted so that there were no differences...the materials, the guides, even in the examples of undertakings were not limited to the traditional."
(Teacher)

It was also valued that the sessions included positive female references, promoters of change or innovators, which encouraged the girls to identify with their own projects.

c) Differentiated support for students with gender-based participation barriers
The teaching team and the project provided specific support to students, particularly those with self-esteem or social participation barriers. This was especially noticeable in working with girls who did not easily connect or who had a history of exclusion:

"We realized that many girls did not participate out of shame or because they believed their opinion was not valuable. So we worked more with them, closely, with trust."
(Teacher)

"My daughter didn't like to speak in front of the class...after the project, I heard her speaking firmly at the entrepreneurship fair. It brought tears to my eyes."
(Mother of family)

d) Incorporation of the gender approach in teacher training processes.
The project strengthened teachers' capacities to integrate the gender approach transversally into their educational practices. Teachers highlight having received guidance and having reflected on gender biases in the classroom:

"They made us see that unknowingly, we repeated stereotypes. For example, that only boys knew about mechanics or that girls did decoration. That changed."
(Teacher)

"They gave us guidelines to use inclusive language, for better observing who participates, how roles are distributed in a group, and that has had an effect."
(Teacher)

The gender approach was not treated as an isolated content, but as a lens to redesign daily teaching, evaluation and classroom management practices.

GENDER EQUALITY AND DISABILITY APPROACH:
The project information mentions the inclusion of vulnerable students, and various reports broaden the category to include people with disabilities. In this way, it is acknowledged that CEOP Ilo has incorporated this population into the project.

Participants	Quantity year 1	Percentage year 1	Quantity year 2	Percentage year 2	Quantity year 3	Percentage year 3
Adolescent population (With disability)	2	1%	4	1%	3	1.5%
School Municipality (With disability)	2	3.2%	0	0%	0	0%

Over the three years of project implementation, the participation of the adolescent population with disabilities has been low: In the first year, it was 1%, in the second year, it was 1%, and in the third (counting up to the first semester), it was 1.5%.

Over the three years of project implementation, the participation of the adolescent population from the School Municipality has been irregular: In the first year, it was 3.2%, while in the second and third years, it was 0% (counting up to the first semester in the latter year).

Likewise, integrating the qualitative analysis, the following achievements in the development of this approach are recognized:

a) Recognition of disability as a dimension of inclusion
Although the inclusion and disability approach was not explicitly mainstreamed from the initial design of the project, it is recognized as a significant achievement that during implementation a process of progressive awareness emerged regarding disability as a key component of of inclusive education.

This recognition is reflected in the discourse of teachers and families who, while not categorically mentioning students with disabilities, begin to visualize diverse conditions that require differentiated attention:

"We realized that there are kids who don't participate like the others, who need more time, who sometimes don't understand at the same pace... and we looked for ways to support them."
(Teacher)

Furthermore, the strategies employed to promote equitable participation - such as peer tutoring, group work and emotional support - became effective tools to indirectly assisting students with possible special needs.

b) Accompanying students at risk, some possibly with disabilities.
A relevant achievement was the active accompaniment of students who presented participation barriers, withdrawn behaviors or complex family situations, which could be associated to disability conditions not yet formally identified.

In these cases, the teachers acted with sensitivity, generating spaces of trust, identification of particular needs and pedagogical or emotional support:

"There are kids who don't talk, don't look much... but when we worked in the groups, with patience, they started to integrate. Some had special situations at home as well."
(Teacher)

"A girl who hardly participated at the beginning was given more space, and at the fair she even presented her product. For us it was an achievement".
(Teacher)

While there are no records of medical diagnoses, these testimonials indicate that a person-centered approach and the creation of safe environments have been essential to including at-risk students.

c) Inclusion in participant forms and disaggregated monitoring by disability
Another important institutional advance is the inclusion of the disability variable in the project's participant registration forms and follow-up tools. This represents a step towards the systematization of information and the future planning of specific strategies to assist this population.

This type of registration not only provides a baseline of how many students with disabilities are participating, but also allows the project to design targeted actions or adapt its proposals in future phases.

" Before, it wasn't asked if the student had any difficulty. Now, the forms include whether there's a disability. That already makes us think differently from the beginning."
(Teacher)

This progress lays the groundwork for more inclusive planning, supported by data, which will be key to strengthening the disability approach as a cross-cutting component.

ENVIRONMENTAL APPROACH:
The environmental approach appears linked to the entrepreneurship proposals developed by the students, particularly with concerning organic gardens, the use of local natural resources and proposals aimed at food or community sustainability.

These initiatives have been developed by the School Municipalities and have been promoted as a way to solve public issues through entrepreneurship with a social or ecological purpose.

Integrating the analysis from the qualitative dimension, the following achievements are recognized in the development of this approach:

a) Incorporation of projects with environmental themes in student entrepreneurship proposals (agroecology, production of natural products, sustainability).
One of the main achievements of the project has been the orientation of several school undertakings towards sustainable and environmentally friendly practices. In several educational institutions, students proposed initiatives related to agroecology, the reuse of waste, the use of recyclable materials and the production of natural inputs.

"Our project is about xerophytic plants that don't require a lot of water. We want to use recyclable pots so they don't pollute."
(Student)

"Our project is based on the use of recyclable bottles for the roofs, thus avoiding pollution and helping families."
(Student)

"We want to make key chains in the shape of local animals like the condor or the fox... so people remember our culture and respect the environment."
(Student)

This type of initiative demonstrates that the environmental approach was not only treated as thematic content, but as an opportunity to create local solutions from the perspective of sustainability and territorial identity.

b) Active participation of students in diagnostics and development of initiatives linked to the natural environment and community wellbeing.
The students were not only implementers, but also protagonists in the diagnostic, design and implementation of proposals, many of which arose from problems detected in their environment, such as water pollution, excessive use of plastics or loss of green spaces.

"He has some undertaking in the care of the environment, in those things, water pollution... he worries, makes known, converses, gives opinions."
(Mother)

In addition, in several cases the students integrated local and traditional knowledge on the sustainable use of plants or cultivation practices, thus strengthening the link between education, community and nature.

This training process not only developed technical skills, but also a critical and civic awareness of the territory and its care.

c) Recognition of some schools that have reintroduced organic gardens and ecological productive activities to sustain other school activities.
An important advance was the reactivation of school organic gardens and other ecological productive practices as an educational and economic strategy, generating inputs that can be used for school consumption or to finance small institutional activities.

"We are working in the organic garden with the kids. They are learning how to plant, how to take care. In addition, it helps us for school breakfasts."
(Teacher)

These activities have been integrated into the curriculum, particularly in the area of Education for Work, and are seen by teachers as a way to learn by doing, connecting environmental

sustainability, food security and the development of entrepreneurial skills.

In addition, the re-impluse of these initiatives has strengthened the collaborative work between teachers, students and families, and has revalued the role of the school as a space for articulation between the pedagogical and the communal.

There is clear evidence of the integration of this approach in the entrepreneurship proposals developed by the students. Recycling projects, water conservation, composting and school organic gardens projects are mentioned, all articulated with civil education and student leadership.

SAFEGUARD APPROACH:
The safeguard component has been solidly worked on by CEOP Ilo. It has a Child Protection Policy aligned with the Mary Mc Killop Today standards is in place. This policy has been communicated to students, teachers, families and allies, and is part of the agreements with educational institutions.

The reports detail the preventive measures taken, such as the presence of responsible adults in all activities, the use of images only with informed consent, and the creation of teams to identify and accompany students at risk in each educational institution. Protection against situations of exploitation, abuse and sexual harassment has also been addressed, for children and vulnerable adults alike.

Integrating the analysis from the qualitative dimension, the following achievements are recognized in the development of this approach:

a) Effective implementation of the child protection policy
Although the term "child protection policy" is not literally mentioned, the testimonies show that the project's practices have promoted safe environments for children and adolescents. This is manifested in the care taken when recording images, vigilance during group activities and respect for the students:

"The girls we took great care of, we knew we couldn't leave them alone or take pictures without permission. All that was clearly explained to us."
(Teacher)

This testimony shows that there were explicit and respected guidelines regarding the treatment of students, which aligns with the principles of a protection policy.

b) Training and awareness-raising on self-care, reporting channels and safety.
Some students report having received clear messages about their right to express themselves and to protect themselves from risk or abuse. Although there is no mention of a "reporting channel" as a technical term, there is evidence of empowerment and self-care processes:

"I learned that no one should make me do something if I don't want to, that I can say no and talk to my teacher if something happens."
(Student)

"We were told that if we see something wrong, we must speak up. It's not like before when everything was kept quiet."
(Mother)

These comments suggest that the project promoted training processes on protection and strengthened trust in approaching trusted adults.

c) Clear protocols for use of image and contact with third parties.
There is testimonial evidence of respect for privacy and regulation of the use of images, especially in the project's public activities:

"We could not take pictures without permission. Parents were always asked first and also the kids were explained to them."
(Teacher)

"I thought it was nice that they ask us to sign for the photos. That gives confidence."
(Mother)

This confirms the existence of clear protocols shared with the educational community, which directly contributes to the safeguard approach.

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EXECUTIVE OVERVIEW

Target	Indicator 1.1.	Base Line Results	Evaluation Results
Main Objective: Strengthen the capacities of 420 high school students from 7 educational institutions (IIEE) in the Moquegua region, for the creation of school entrepreneurship proposals that contribute to the community, with the support and articulation of teachers and parents.	75% (315) of the students participating in the program have developed a viable entrepreneurship proposal for the improvement of their educational community or their personal environment.	0% students participating in the program have developed a viable entrepreneurship proposal for the improvement of their educational community or their personal environment.	331 students successfully complete their training process and develop 95 viable entrepreneurship proposals for the improvement of their educational community or their personal environment.
	75% (8) of teachers perceive entrepreneurship capacities in their students.	61.5% of teachers perceive entrepreneurship capacities in their students.	100% of teachers perceive entrepreneurship capacities in their students.
	75% (315) of parents perceive improvements in the personal and educational development of their children.	0% of parents perceive improvements in the personal and educational development of their children.	315 perceive improvements in the personal and educational development of their children.
Outcome 1: 420 students from the targeted educational institutions are trained in the development of school entrepreneurship through a training program, and 200 students from the student council promote school entrepreneurship in their IIEE.	75% (315) of the students participating in the program complete the entrepreneurship training process with a passing grade during the school year.	0% of the students participating in the program complete the entrepreneurship training process with a passing grade during the school year.	431 of the students participating in the program complete the training process on entrepreneurship with a passing grade during the school year.
	75% (315) of the students participating in the program develop their school entrepreneurship proposals in teams.	0% of the students participating in the program develop their school entrepreneurship proposals in teams.	99% of the students participating in the program develop their school entrepreneurship proposals in teams.
	28 entrepreneurship proposals that win the interprovincial competition advance to the idea advisory and prototyping stage.	0 entrepreneurship proposals that win the interprovincial competition advance to the idea advisory and prototyping stage.	28 entrepreneurship proposals that win the interprovincial competition advance to the idea advisory and prototyping stage.
	14 school municipalities incorporate the promotion of school entrepreneurship into their work plans.	0 school municipalities incorporate the promotion of school entrepreneurship into their work plans.	14 school municipalities incorporate the promotion of school entrepreneurship into their work plans.
Outcome 2: 10 teachers from the	80% (8) of EPT teachers have certified pedagogical capacities for teaching school	20% of EPT teachers have certified pedagogical capacities for teaching school	80% (8) of EPT teachers have certified pedagogical capacities for teaching school

Education for Work (EPT) area of the IIEE are trained in didactic methodologies for the development of school entrepreneurship and advise students in the design of their proposals.	entrepreneurship.	entrepreneurship.	entrepreneurship
	80% (8) of EPT teachers manage participatory methodologies for designing school entrepreneurship proposals.	40% of EPT of EPT teachers manage participatory methodologies for designing school entrepreneurship proposals.	100% (10) of EPT teachers manage participatory methodologies for designing school entrepreneurship proposals.
Outcome 3: 28 Principals, Coordinators, and Advisors of the IIEE are sensitized to promote the development of entrepreneurial capacities in students and participate in the identification of the school entrepreneurial ecosystem.	70% (7) of EPT teachers perceive commitment and institutional support from educational authorities for the promotion of school entrepreneurship.	11.5% of EPT teachers perceive commitment and institutional support from educational authorities for the promotion of school entrepreneurship.	80% (8) of EPT teachers perceive commitment and institutional support from educational authorities for the promotion of school entrepreneurship.
	75% (8) of educational authorities of the IIEEs participate in the identification of strategic allies of the school entrepreneurship ecosystem in the region.	0% of educational authorities of the IIEEs participate in the identification of strategic allies of the school entrepreneurship ecosystem in the region.	88% (22) of educational authorities of the IIEEs participate in the identification of strategic allies of the school entrepreneurship ecosystem in the region.
Outcome 4: 420 parents sensitized in accompanying their sons and daughters during the design of proposals for school projects and 42 members of the APAFA promote the participation of parents in the processes of sensitization.	70% (294) of parents support their children's entrepreneurship proposals.	0% of parents support their children's entrepreneurship proposals.	94% of parents support their children's entrepreneurship proposals.
	70% (294) of the students perceive their parents' interest in supporting their entrepreneurship initiatives.	46.5% of students perceive their parents' interest in supporting their entrepreneurship initiatives.	81% of students perceive their parents' interest in supporting their entrepreneurship initiatives.
	14 APAFAS promote the participation of parents in awareness-raising activities for school entrepreneurship.	0 APAFAS promote the participation of parents in awareness-raising activities for school entrepreneurship.	14 APAFAS promote the participation of parents in awareness-raising activities for school entrepreneurship.
Outcome 5: 12 entities belonging to the public and private sectors and/or civil society allies provide knowledge and	100% of the partner institutions provide specialized advice for the design of the students' social entrepreneurship proposals.	0% of the partner institutions provide specialized advice for the design of the students' social entrepreneurship proposals.	100% of the partner institutions provide specialized advice for the design of the students' social entrepreneurship proposals.

experience through advisory services for the development of student entrepreneurship proposals.			