

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

Moquegua

EXEXECUTIVE SUMMARY

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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.