FINAL PERFORMANCE NARRATIVE REPORT

U.S. EMBASSY SANTIAGO PUBLIC AFFAIRS SECTION: FINAL PERFORMANCE NARRATIVE REPORT

A. PURPOSE OF THE GRANT

The purpose of FAIN: SCI80021GR3010 ("Grant"), was to increase female secondary students' interest in computer science, technology careers, English and entrepreneurism through accessible coding experience and training in entrepreneurship, scaffolded by peer and mentor support. Through the program, girls are tasked with developing a mobile app to solve a problem in their own community. Girls learn to plan, develop and execute a complete business model and technology product. They learn more than computer science skills - they learn how to apply this knowledge in real world situations. This is accomplished by ONG Tecnología con Nombre de Mujer ("Foundation") through the application English Integration Program ("EIP") of the Technovation Girls

Chile Program ("Program") in three (3) vocational-technical high schools in Chilean Academic Year (March 2021 - December 2021).

According to the Grant´s U.S. Department of State Award Provisions document the following grant outcome are listed in "Objectives and Outcomes", Section 3, Paragraph b:

• "40% of the girls who complete the program consider pursuing a STEM career."

• "60% of participants report higher confidence using STEM concepts and tools."

• "50% of English teachers believe this content helps them more effectively deliver technology concepts and related language to their students."

• "60% of technology teachers report their female students demonstrate increased understanding and usage of technology."

The Foundation has been operating for six (6) years in Chile, and has developed an Educational Plan that has been integrated as

the Curriculum Program in thirteen (13) vocational-technical school high schools in various regions of Chile. The Program has been developed to cover the learning objectives set for by the Chilean Ministry of Education and also meet the needs of the Technovation Girls International Submission guidelines. This report will detail the activities and outcomes of the EIP and the Program participation experience of the following three (3) vocational-technical public high schools ("high schools"") in the Elevator Pitch of the Program.

1. INTEGRATION LEVEL DESCRIPTION

i. English Support: English material was developed and delivered to support the Program in-class material being reviewed.

ii. Partial: The Technology Department developed the Program as part of the academic curriculum and the English Department supported the English needs of the participating students.

iii. Full: English and Technology Department used the Program as the academic curriculum.

The following table lists de details of the participating high schools:

Table 1 | 2021 Technovation Girls Chile Details of Participating High Schools					
ID	Name of School	Location	Type of School	Participating Grades	Integration Level*
S1	Colegio Arturo Matte Larrain	San Ramón, Región Metropolitana, Chile	Public School (Pre-K -10th grade)	9th & 10th grade	**Partial**
S2	Liceo Técnico Profesional Sergio Silva Bascuñán	La Pintana, Región Metropolitana, Chile	Public Votecnical High School	12th grade	**English Support**
S3	Liceo Polivalente B-51 Mariano Latorre	Curanilahue. Región Bío-Bío, Chile	Public Votecnical High School	9th & 10th grade	**Full**

2. INTRODUCTION TO PROGRAM

The main objective of the Foundation is that girls and adolescents from vocational-technical high schools with a high poverty rate learn about the opportunities within the STEM world, and with this the students will have the possibility of choosing in a more conscious way where to develop in the future, thus contributing to the reduction of the existing gender gap in STEM in Chile.

One of the effects of the COVID-19 pandemic in the Chilean labor market has been an increase in the female unemployment rate, the highest figure being in the May-July 2020 quarter with 12.5%; from the January - March 2020 quarter to November 2020 - January 2021, which represents the loss of more than four hundred thirty-eight thousand seven hundred (438.700) female jobs in the country, which translates into a drop of 11.7%, the lowest in ten (10) years.

In resonance with these data, the program seeks to promote female students to consider careers related to STEM. These careers represent a significant number of jobs that are currently available in our country and that are not filled with the available female workforce. If separated by gender, one will find that there is a gender gap in the area, since, according to figures from the Chilean Association of Information Technology Companies (ACTI, 2016), female participation in the IT area is close to five percent (5%).

Much of the important and valuable information is found in English, both in research and in publications of various kinds. STEM areas are not exempt from this, the English language has become the basis of their communication. In the same way, if you search for information on the internet, most of the publications are in this language. The English language is essential.

The project sought to increase the rate of choice by girls in high schools for careers in STEM areas, such as programming, mechanics or electricity; as well as a better and greater connection with the English language. These high schools have seen a decrease in their enrollment, due to difficulties in accessing connectivity or because the students must assume work roles in support of their family group.

3. INTRODUCTION TO EIP

From the months of August through November of 2021, the students focused on completing a project from technology subject, incorporating areas of the English subject by (i) filming the group's Elevator Pitch speaking in English or (ii) with English subtitles or (iii) presenting the application prototype with the functions in English. The level of English will be based on the students' English competency level. At the time of this Final Narrative Report, all Elevator Pitch videos were submitted with English subtitles and 30% were submitted with the girls presenting their Elevator Pitch in English.

The Program and the EIP are designed for students to learn to develop a vocabulary in English about their project. They start from a problem within their communities that can be solved with the use of technology and the students look for an idea that solves the problem. Participants, under the Lean, agile and design thinking methodology, learn and

apply concepts of computational thinking, identify types of business, develop the most appropriate business model for their project, conduct market research, design prototypes, develop a deliverable. Participants learn how to use the digital tool Thunkable and in its block language, the Foundation has developed Programming YouTube Tutorials, the students learned how to develop their idea into a functional application.

The goal of , through education, the interest in technology, science, innovation and entrepreneurship is promote EIP is for the Foundation to reach the females adolescents between thirteen (13) and seventeen (17) years of age who are studying first and second year of secondary education, to develop identify the benefits of having the an English base when learning about the opportunities in STEM.
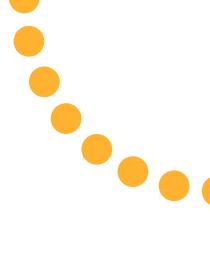
B. OUTCOMES

1. WHAT WERE THE EXPECTED OUTCOMES OF THE PROJECT – WHO OR WHAT WAS EXPECTED TO CHANGE AS A RESULT OF THE GRANT?

The Student and Teacher Program Surveys are key activities of the Program. The focus of the surveys are to evaluate the factors listed in the Awards Provisions document for the Grant in order to measure the impact of the Program according to the following parameters:

i. "40% of the girls who complete the program consider pursuing a STEM career".

i.a. Program Results: According to the results of the Student Program Survey taken in December of 2021, fifty-seven percent (57%) of the female students expressed interest in participating in developing their business or exploring a career in STEM.

i.b. Use Case: Student Profile: 9th grade student from S1, Colegio Arturo Matte Larrain.

i.c. Constanza Ríos Puga. Testimony: "I found this program very useful and entertaining. I didn't know programming had so many other things involved. As a group we had to think about every detail and be organized. Our most difficult challenge was to make the pitch in English, but in the end I realized my spoken English was better than I thought."

https://drive.google.com/file/d/1D7Q33kdJiAIyhVn4hkyAwg5UzNp1JYew/view

ii. "60% of participants report higher confidence using STEM concepts and tools".

ii.a. Program Results: According to the Student Program Survey, seventy-seven percent (77%) of the participants reported that they felt they had developed higher confidence in using STEM concepts and tools.

ii.b. Use Cases: Student Profiles: 9th grade students from S3, Liceo Polivalente B-51 Mariano Latorre.

ii.c. Sofia Benitez
https://drive.google.com/file/d/1gBEIjiZrgCQWpkR54DWsqAf3yQAY2C0P/view

ii.d. Martina Reyes
https://drive.google.com/file/d/1dRJFNsRd8teAgluTqk-hTfh_QXYhD7xv/view

ii.e. Amaia Mendez
https://drive.google.com/file/d/1gLN8ywZfXOyWlRXB9ujQwDPlRo8raBgX/view

ii.f. Sofia Galdamez
https://drive.google.com/file/d/1dYOxZrn2jqJKo9NHSFMe3_UOiqJG3-Mr/view

ii.g. Cynthia Sambrano
https://drive.google.com/file/d/1gGP57YULTjaJAmAXFFMIrdy9exx-17sa/view

iii. "50% of English teachers believe this content helps them more effectively deliver technology concepts and related language to their students".

iii.a. Program Result: According to the Teacher Program Survey, the English teachers found that the Program had the following impacts on their students:

Table 2 | 2021 Technovation Girls Chile English Teacher Survey Report		
Order	**Response**	**% of responses**
1	Interest in STEM careers	53%
2	Capacity to undertake new tasks in English.	47%

iii.b. Use Case: English Teacher Video Message: Maria José, Liceo Polivalente B-51 Mariano Latorre.
https://drive.google.com/file/d/1dTgzz9pcx083cd98bDoAq7lzPXJc8IOB/view

iv. "60% of technology teachers report their female students demonstrate increased understanding and usage of technology".

iv.a. Program Result: According to the Teacher Program Survey, the technology teachers found that the Program had the following impacts on their students:

Table 3 | 2021 Technovation Girls Chile Technology Teacher Survey Report		
Order	**Response**	**% of responses**
1	Innovation Capacity	78%
2	Advanced problem solving ability	56%

iv.b. Use Case: Technology Teacher Video Message of S3 Liceo Polivalente B-51 Mariano Latorre.
Ms.Sandra Muñoz.
https://drive.google.com/file/d/1dPqNVrIaCilnBoBddnWR3wmP7JKSQU85/view

2. TO WHAT EXTENT WERE THESE EXPECTED OUTCOMES REALIZED?

The Foundation was to meet all the expected outcomes for the Grant.

a. History of the Foundation

Since it's first season in 2016, participation in the Program and the number of schools who signed Commitment Agreements to implement the Program as curriculum for the first and second secondary school technology classes has continued to grow steadily. One key aspect identified at the end of 2019 was the limited participation of Chilean students in submitting their Elevator Pitch project to the Technovation Challenge ("Challenge"). The Foundation identified a strong weakness of the Chilean public educational system and therefore the Program saw the need to incorporate English to support girls in that area.

With the financial support of the Grant, the Foundation was able to hire an English-speaking IT professional, who was able to (i) take on the operational tasks of a Key Account Manager ("KAM"), would be able to develop and supervise an English-speaking workshop and activities and (iii) develop original learning tools for the Program to use in the English and/or Technology classes.

In April of 2020, the KAM was hired to develop the EIP and by May of 2022 began connecting with the listed high schools.

Three (3) different high schools in different stages of their Commitment Agreement were chosen for the EIP to investigate the development of the Program and the incorporation of the EIP.

The following tables share (i) the participating high school's profile, (ii) unexpected outcome, (iii) the impact on other programs of the Foundation and (iv) the unexpected impact on the organization as whole:

Colegio Arturo Matte Larraín.

Table 4 2021 Technovation Girls Chile | English Integration Program Outcome Highlights			
School ID	**Name and Location of High School**	**Integration Level**	**Classroom Format during Second Semester**
S1	Colegio Arturo Matte Larrain San Ramón, Región Metropolitana, Chile	Partial	In-person, rotating schedule

Students Enrolled			**Highlights of High School**
	Females	Total indirect beneficiaries	First Year in Program.
9th Grade	**89**	140	Technology Department fully following the Program as its curriculum.
10th Grade	**85**	124	Developed in-house English Workshop to compliment student hours.
Total Enrolled	**174**	264	The Language Department provided an in-house workshop to assist students with the development of various resources.

EIP Impact on Program

- Faculty valued how the inter departmental aspect of the Program contributed to creating teamwork between teachers. At the end of the year we received positive feedback upon integrating the English Department to assist in the English needs of the students and proved the benefits of applying the interdepartmental approach to development of the Program.
- English, Language and Technology teachers participated in joint weekly operative meetings to coordinate the student´s advancement of the Program. This triad reinforced the learnings of one subject on to the other and most students had a clearer project/vision and a better history telling in comparison to other schools.
- The high school appointment of a non-teaching administrative coordinator to supervise the operational tasks between the English, Language and Technology Departments was key to the transition from online classes to in-classroom modules. Also key in the relationship between our organization and the school.
- The non-teacher administrative coordinator also promoted in-school visits and helped to coordinate activities with students, resulting in more visits than other schools.
- To support the development of the programs, two (2) after school online tutoring workshops were created: (i) for the Technology Department: "Catch Up Club" and (ii) for the English Department: "Shop Talk".

Outlook for 2022

- Renewed its Commitment Agreement for 2022.
- Strategic Plan for 2022 incorporates key resources of the Program in the Language Department Curriculum to assist in development of the descriptive and technical vocabulary of the students, improving the quality of the Elevator Pitch project descriptions and Elevator Pitch scripts.
- Motivating students to participate by developing an extra credit program for students who participate in presenting their projects.
- The two (2) online tutoring workshops will be held after school.

Liceo Técnico Profesional Sergio Silva Bascuñán

Table 5 | 2021 Technovation Girls Chile | English Integration Program Outcome Highlights			
School ID	**Name and Location of High School**	**Integration Level**	**Classroom Format during Second Semester**
S2	Liceo Técnico Profesional Sergio Silva Bascuñán La Pintana, Región Metropolitana, Chile	English Support	In-person
Students Enrolled		**Highlights of High School**	
12th Grade		First Year in Program.	
Females	Total indirect beneficiaries	Condensed Technology Program applied in Second Semester to an Entrepreneurship elective class of the academic curriculum.	
70	140	English material was developed and delivered to support the Condensed Program Version of the Program.	

EIP Impact on Program

- This was the first time the Foundation developed a condondenced version of the Program for 12th Year students.
- KAM had bi-monthly meetings with the English and Entrepreneurship Teachers, and weekly contact via email to coordinate the weekly development of the Program. However, the main development of the program was done in the Entrepreneurship class.
- The positive feedback of the condensed version of the Program from students and faculty supported the change into the timeline of the original Program. However, feedback was also collected and some changes will apply for the upcoming year.
- To support the development of the programs, two (2) after school online tutoring workshops were created: (i) for the Technology Department: "Catch Up Club" and (ii) for the English Department: "Shop Talk".

Outlook for 2022

- The school Renewed its Commitment Agreement for 2022. However, the program will be implemented in 9th & 10th year instead of 12th grade.
- The two (2) online tutoring workshops will be held after school.
- Even though we discovered that the maturity of the students and previous knowledge in 12th grade allows the program to develop faster, we have also discovered that it is too late to shift the student's career choice. At the same time, the school year for graduates ends earlier and the pressure for the students and teaching staff is too much. Most of the students were positively engaged in the program.
- At the same time, due to the average age of 12th graders, most of the girls were not eligible to participate in the international challenge (+18). Even so, we consider that this is the opportunity for the students to present themselves to other such competitions as: SERCOTEC Seed Funds (Abeja Emprende) or FOSIS Funds.

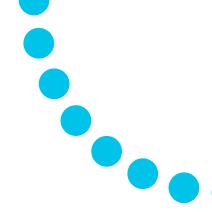## Liceo Polivalente B-51 Mariano Latorre

Table 6 | 2021 Technovation Girls Chile | English Integration Program Outcome Highlights				
School ID	**Name and Location of High School**		**Integration Level**	**Classroom Format during Second Semester**
S3	Liceo Polivalente B-51 Mariano Latorre Curanilahue. Región Bío-Bío, Chile		Full	Online
Students Enrolled			**Highlights of High School**	
	Female	Total indirect beneficiaries	Second Year in Program. First year in EIP	
9th Grade	173	327	English and Technology Departments developing Program as part of their academic curriculum.	
10th Grade	133	263	English and Technology teachers quickly adopted the various tasks of the Program	
Total Enrolled	306	590		

EIP Impact on Program

- Due to COVID-19, the high school´s classes have been 100% online since 2020.
- Due to the high economic challenges of the community, 96% of the students of the high school live below the line of poverty.
- Attendance is considered a major issue for high school, online connectivity varies between 30% to 35% through the 2020 and 2021 scholastic year for all grades due to students not having the necessary resources at home to create an efficient learning environment .
- KAM met with English and Technology Departments weekly due to department size.
- KAM was able to develop 2 specific in person workshops at high school to facilitate the "teamwork time"
- Faculty valued how the inter departmental aspect of the Program contributed to creating teamwork between teachers.
- To support the development of the programs, two (2) after school online tutoring workshops were created: (i) for the Technology Department: "Catch Up Club" and (ii) for the English Department: "Shop Talk".

Outlook for 2022

- High School has confirmed participacion for 2022 and is scheduled to return to in-person classes.
- The administrative team plans to be more involved in the following tasks: (i) informing parents regarding the online parental registration, (ii) the universities that will allow the participants of the International Elevator Pitch to apply for special admission.
- The English and Technology Department will host joint planning meetings.
- There will be assistance from the Language Department and the Graphic Art Department on key moments of the Program.
- The two (2) online tutoring workshops will be held after school.

C. ACTIVITIES

1. WHAT WERE THE INTENDED ACTIVITIES TO BRING ABOUT THE STATED OUTCOMES?

a. Operational Tasks for KAM

a.i. Preliminary Work: Tasks that took place to ensure a smooth onboarding of the English Department to the Program.

a.i.1. Developed an English Version of Program.

a.i.2. Presented the English Integration Program to Principals/Deans of participating high schools.

 a.i.3. Developed Student Worksheets for English Departments to compliment the material covered Technology Department of the Program.

a.i.4. Presented the English Integration Program to the English Department of specific participating high schools.

a.ii. Program Operation: Tasks and responsibilities identified to maintain an efficient communication between the Foundation and the participating high schools.

a.ii.1. Coordinated weekly meetings with the high school´s Technology and English departments to comunícate the Program goals.

a.ii.2. Mentored high school English teachers in lesson planning and in the implementation of the Program.

a.ii.3. Created educational memorandums to orientate teachers with the Program tools, resources and deadlines.

a.ii.4. Developed and supervised two (2) after school online tutoring workshops: (i) for the Technology Department: "Catch Up Club" and (ii) for the English Department: "Shop Talk"(**).

a.ii.5. Advised student groups with the development of their Elevator Pitch.

a.ii.6. Advised students in their English needs for the Elevator Pitch.

(**) On reference to point for: Developed and supervised two (2) after school online tutoring workshops:

(i) for the Technology Department: "Catch Up Club" : it was held two afternoons a week, with the aim that those students who could not finish their activities during class time had an additional work space on their projects.

And (ii) for the English Department: "Shop Talk": it was held two afternoons a week, with the aim of the students practicing their pitch in English and conversation skills around the projects they were developing.

To provide support, invitations were managed to professionals from the industry, who spoke English, to give volunteer hours, giving feedback to the students in the development and improvement of their projects.

a.iii. Post Program Activities: Tasks and responsibilities focused on ensuring efficient documentation of the realized activities of the Program.

a.iii.1. Ensure the registration of the participants teams and mentors on the International Platform.

a.iii.2.   Maintain a list of the teams and their supporting documents.

a.iii.3.   Document incidents from the high schools for the next KAM.

a.iii.4.   Document Final Grant Report.

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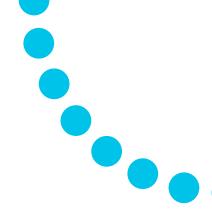a.iii.2. Maintain a list of the teams and their supporting documents.

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a.iii.4. Document Final Grant Report.

b. Resources

The following tables list the resources developed for the English and Technology Departments:

	Table 7 | Technovation GIrls Chile | English Integration Program List of Resources Used		
ID	**Name of Resource (Platform Used)**	**Type of Resource**	**Sample of Link**
AP-01	Catch-Up Club Blackboard.com Discord.com	Virtual after school technology tutoring program	Flyer on Page 14
AP-02	Shop Talk Blackboard.com Discord.com	Virtual after school English tutoring program	Flyer on Page 14
NT-01	Program Notion https://www.notion.so	Notetaking and project management software used to store and share the learning material of the Program.	https://www.notion.so/Programa-Technovation-2021-Intercolegiales-09d4a9ffd2204008b7be7502699f599b
EX-01	Week-by-Week Planning Google Excel https://goo.su/JDZp	Excel document breaking down the Program by week	https://docs.google.com/spreadsheets/d/1byjfdD6a5ZB7YSakFoZtgfpPYCq6tKzcv0SoUl7CZ14/edit#gid=1772576719
GF-01	SDG Questionnaire Google Forms https://goo.su/aPaCz	Google Forms survey to organize ODC, work teams and project status.	Example of worksheet for S1 https://goo.su/cNq3
JB-01	MVP Pak Jamboard	Google interactive whiteboard	Example for S1: https://goo.su/G4b1
WD-01	Script Development Guide https://goo.su/dM6QpLt	Google Word Document used to develop the script.of the team´s Elevator Pitch.	Example for S3: https://goo.su/5QYzu
WD-02	Elevator Pitch Checklist Google Word Document https://goo.su/dM6QpLt	Word document to track the development of the submission guidelines	Example of Junior Checklist: https://goo.su/dCu3Xz Example of Senior Checklist: https://goo.su/WvRsdE
PPT-01	Elevator Pitch Template https://goo.su/dM6QpLt https://www.canva.com/	Template for Elevator Pitch that covered the submission guidelines	EP Template v2021.pptx https://goo.su/lZtC
BP-01	Business Plan https://www.canva.com/	A digical canva to present the Senior team´s business plan..	Template sample https://goo.su/VvLu
AP-01	User Adoption Plan https://www.canva.com/	A digical canva to present the Junior team´s user adoption plan.	Template sample https://goo.su/0TUxCzy
GL-01	Thunkable Glossary	A personalized glossary for the platform, Thunkable.com	Template sample
WD-03	Competitor Analysis Google Docs https://goo.su/P6Rw	Word Document for the task to investigate the current app market.	Example for S1: https://goo.su/zletla

c. Milestones

At the time of the completion of this FinalNarrative Report, the Program reached the following milestones:

c.i. First Semester

c.i.1. Met with the Principal of the three (3) participating high schools to discuss the level of participation of the English Integration Program.

June 2021

c.i.2. Presented the Program to the Head of Technology Department of the participating schools.

c.i.3. Presented the Program to the Head of English Department of the participating schools.

c.i.4. Met with participating Technology Teachers of the Program to introduce the English Integration Program.

c.i.5. Met with participating English Teachers of the Program to introduce the English Integration Program.

c.i.6. Participated virtually at the participating school's technology classes to introduce the English Integration Program to the high school students.

c.i.7. Translated and developed teaching material for the English for the Program.

c.i.8. Developed after school tutoring programs, Catch Up Club and Shop Talk.

July 2021

c.i.9. Meet with the English Teachers of every participating high school to develop an integration program for the participating Grade English and Technology students for Second Semester.

c.i.10. Participated in the in the weekly department meetings to lesson plan with English Teachers.

c.i.11. Recruited and trained Mentors for after school tutoring programs.

c.ii. Second Semester

August 2021

c.ii.12. Launched after school programs: Catch Up Club and Shop Talk via BlackBoard.

c.ii.13. Mentored student groups with material from English and Technology classes.

c.ii.14. Participated in the English classes of the participating high schools.

c.ii.15. Participated in the Technology classes of the participating high schools.

c.ii.16. Met monthly with the administration team to discuss Progress of Program.

September 2021

c.ii.17. Recruited Mentors for the after school programs.

c.ii.18. Trained and onboarded Mentors to the after school programs.

c.ii.19. Hosted the after school programs: Catch Up Club and Shop Talk via BlackBoard.

c.ii.20. Met weekly with the English and Technology Department to review and discuss the progress of the Program.

c.ii.21. Reviewed the Submission Guidelines from the International Platform.

c.ii.22. Met monthly with the administration team to discuss Progress of Program.

October 2021

c.ii.23. Hosted the after school programs: Catch Up Club and Shop Talk via Discord.

c.ii.24. Coordinated the Mentor Program for the after school program.

c.ii.25. Created comunicational content regarding the international Elevator Pitch submission guidelines.

c.ii.26. Coordinated on-site visits.

c.ii.27. Met monthly with the administration team to discuss Progress of Program.

November 2021

c.ii.28. Hosted the afterschool programs: Catch Up Club and Shop Talk.

c.ii.29. Coordinated the Mentor Program for the after school program.

c.ii.30. Met monthly with the administration team to discuss Progress of Program.

c.ii.31. Managed virtual announcements regarding the Program's Benefits.

c.ii.32. Coordinate an on-site visit.

December 2021

c.ii.33. Hosted the after school programs: Catch Up Club and Shop Talk.

c.ii.34. Coordinated the Mentor Program for the after school program.

c.ii.35. Met monthly with the administration team to discuss Progress of Program.

c.ii.36. Coordinate on-site visits for student enrolment on International Platform.

c.ii.37. Train faculty and students in creating a team profile on International Platform.

c.ii.38. Review EP.

c.ii.39. Coordinate list of participants.

January 2022

c.ii.40. Review list of Projects Portfolio.

c.ii.41. Review items from Project Portfolio.

c.ii.42. Review information from the International Technovation Foundation.

c.ii.43. Manage the submission of the Team Project Portfolio.

2. TO WHAT EXTENT WERE THE INTENDED ACTIVITIES ACCOMPLISHED

a. Program Development Indicator

a.1. Level of Use of Resources: Level of use of the Resources in Table 7 by departments.

a.1.i. High: Used all of the Program resources by the English and Technology Department.

a.1.ii. Medium: Used most of the time Program resources by the English and Technology Department.

a.1.iii. Low: Used a low amount of Program resources by the English and Technology Department.

a.2. Format of Department Meetings. Method used to organize the development of the Program with departments.

a.3. Level of Participation in Workshops by Students: Level of participation by students in the activities listed in Table 7.

a.3.i. High: Students from the high school who attended and participated in more than 20 workshops.

a.3.ii. Medium: Students from the highschool who attended and participated in 10 - 19 workshops.

a.3.iii. Low: Students who attended and participated in less than 10 workshops.

a.4. Total School Visits by KAM: Number of visits to the high school by the KAM.

a.5. Teams Registered Online: Number of teams registered on the International Platform.

a.6. Total Participants in Challenge: Number of students who created a profile on the International Platform.

The following table describes to what extent the intended activities were accomplished.

ID	Name of School	1 Use of Resources by Departments	2 Format of Department Meetings	3 Level of Participation in by students in Workshops	4 Total School Visits by KAM	5 Teams Registered Online	6 Total Participants in Challenge
		Table 8 | Technovation Girls Chile | English Integration Program - 2021 **Program Development Table**					
S1	Colegio Arturo Matte Larrain	High	Joint Department Telemeeting	High	4	3	7
S2	Liceo Técnico Profesional Sergio Silva Bascuñán	High	Coordination via email with each department	Low	3	1	4
S3	Liceo Polivalente B-51 Mariano Latorre	High	Telemeeting with each department	High	7	12	45

b. Use Case of Students from Workshops

The following are the Elevator Pitch videos for two groups from S2 who had a the highest level of participation in the Catch Up Club and Shop Talk:

b.i. Beginners:
Team: Chicas Super Poderosas
Project: MoneyWorld
Video Pitch https://youtu.be/UTMnx4twP-8

b.ii. Advanced:
Team GreenHeart Girls
Project: GreenHeart
Video Pitch: https://youtu.be/Xq_tKJ7EbMk
Business Plan
Demo Video: https://youtu.be/EIMMeS6q1RA

D. BUDGET REVISION

1. DESCRIBE ANY CHANGES IN THE ORIGINAL BUDGET THAT MAY HAVE OCCURRED AS A RESULT OF CHANGING CIRCUMSTANCES.

There were no changes in the original budget.

E. FUTURE FUNDING

1. INDICATE IF THIS PROJECT IS CONTINUING AND, IF SO, HOW IT WILL BE FUNDED IN THE FUTURE.

At the time of the completion of this report, the NGO is beginning its seventh season. The financing of the 2022 season will be made with the contribution of WOM, Motorola Foundation and COMEDUC Foundation.

Given that the grant from the US Embassy helped the Foundation to test the hypothesis that it is possible to make curricular integration between the subjects of Technology and English, the Foundation's board of directors has decided to continue promoting integration in two other schools during in 2022, thus adding a total of 5 institutions that will carry out the program in this modality.

F. ADDITIONAL MATERIALS

1. FLYERS FOR SOCIAL MEDIA FOR OF WORKSHOPS:

G. RESOURCES

1.HTTPS://WWW.ELMOSTRADOR.CL/NOTICIAS/OPINION/COLUMNAS/2021/09/26/EMPLEABILIDAD-FEMENINA-LA-IM PORTANCIA-DE-LAS-MUJERES-TI-EN-EL-MERCADO-LABORAL/
Short link: https://goo.su/Wxym

2. HTTPS://WWW.ELMOSTRADOR.CL/NOTICIAS/OPINION/2021/03/22/PANDEMIA-Y-EMPLEO-FEMENINO/
Short link: https://goo.su/fHOsAw

H. PRESS

1. HTTPS://WWW.TOURINNOVACION.CL/EDUCACION/PROGRAMA-TECHINOVA-TION-GIRLS-CLASES-EN-INGLES-APOYO- EMBAJADA-ESTADOS-UNIDOS/
Short link: https://goo.su/X268N